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**THE TURNAROUND AND TRANSFORMATION OF
GRAND RAPIDS BAPTIST COLLEGE
INTO
CORNERSTONE COLLEGE**

VOLUME I

By

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ABSTRACT

THE TURNAROUND AND TRANSFORMATION OF GRAND RAPIDS BAPTIST COLLEGE INTO CORNERSTONE COLLEGE

By

Gary L. Hauck

Between the years 1981-1996, many American colleges experienced a period of decline due to the numbers of available students, economic trends, and national interests. Some of these schools were able to experience significant positive turnaround. At the same time, many institutions of religious higher education continued to decline, some to the point of closure. One Christian college that experienced significant turnaround during this time period was the Grand Rapids Baptist College known today as Cornerstone College. Evidence indicates in addition to turnaround, the school also went through a significant transformation process. This study investigated both the turnaround and transformation of the school as an integrated process. The specific issues addressed included the factors (events, choices, persons, etc.) facilitating the turnaround and transformation, and the role of leaders in this process. By design, it was the intent of the study to view these observations through the lenses of Bolman and Deal's conceptual framework of organizational culture: structural, political, human resources and symbolic. The specific factors discovered and examined were: name change, merger, new governance, new recruitment, new discernment policy, new ACE program, "open" policy for the new ACE program, coalition, aggressive donor pursuit,

shared vision, new image, strategic planning, new mission statement, new facilities, new technology, new president, new provost position, and fresh commitment to certain institutional values. The factors of turnaround and transformation were also viewed against the backdrop of the institution's historical context. Data were collected through archival records and documents, interviews, and participant observation. Research clearly suggested (1) Both turnaround and transformation did in fact occur. (2) Identifiable factors contributed to this phenomenon that were *and are* internal to the organization. (3) Individual factors bear predominantly structural, political, human resource or symbolic influence while at the same time relating to every sphere. (4) These factors included both predetermined and non-predetermined influences, though the vast majority of them were predetermined. (5) A "transformational style of leadership" was *and is* evident on the part of the new president and provost. (6) Not all members of the institution's constituency view the turnaround and transformation in a positive way. (7) Some members of the institution and its constituency view the turnaround and transformation process in a positive way while at the same time viewing certain factors negatively. (8) The majority of the members of the institution itself seem to be significantly more positive with the turnaround and transformation than not, and therefore optimistic concerning the institution's future. In conclusion, the most *crucial* factor in both the turnaround and transformation of Cornerstone College was the arrival, person and leadership of the new president. Research also suggests (in light of the literature review) many of the contributing factors in Cornerstone's turnaround and transformation are equal or similar to the contributing factors in the turnaround and transformation of organizations in the corporate, ecclesiastical, and educational worlds in general.

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DEDICATION

To my wife, Lois
my daughter, Heidi
my son, Gregory
my son, Andrew
&
my son, Jared —

who so willingly and understandingly share husband and dad
with the world of educational research.

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Chapter 1

INTRODUCTION

My family and I were visiting friends one cold wintery day in a midwestern city. On our way to their house, we passed what appeared to be a small college campus. No students passed between the buildings. No sports activity appeared on the athletic field. No cars graced the parking lot. It quietly resembled a little ghost town from an old John Wayne movie.

“Did you see my *alma mater*?” my friend asked as we pulled in the driveway. I simply nodded my head. “That’s the Christian college I attended. Out of business now — gone — defunct. A shame — isn’t it?” I later got a brief tour of what once was a modest but thriving institution of Christian higher learning.

Research Topic

During the past twenty years, religious higher education (especially within evangelical Christianity) has fallen on hard times. Both the Bible college movement and Christian liberal arts college movement have experienced marked decline. This decline is not only evidenced in diminishing enrollment figures and dismissed instructors; it is also evidenced by the closing down of many institutions, including several that have been historically strong and educationally successful. It has become increasingly evident that for accredited Christian colleges to survive and develop, there must be significant transformation.

Problem Statement

One such school on the path of decline was Grand Rapids Baptist College, now known as Cornerstone College. As recently as 1985, this institution had all the symptoms of an institution about to die (cf. Figure 1, p. 4). Student enrollment declined, faculty members were being dismissed, all plans for future building and development were suspended, and morale was obviously low. Its sister institution, Grand Rapids School of the Bible and Music, was also declining rapidly.

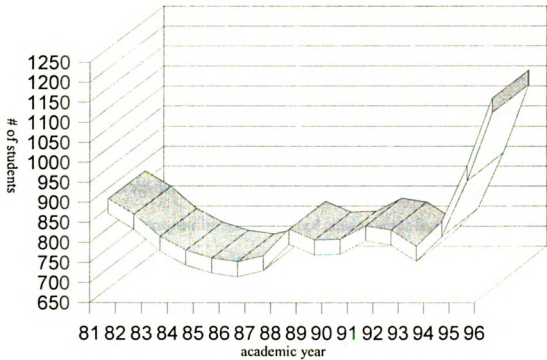
In August of 1996, I joined the faculty of Cornerstone's graduate division (Grand Rapids Baptist Seminary) located on the same campus. My first day of faculty orientation was conducted in the new multi-floor bookstore/classroom/technical building, where I was introduced to new state-of-the art technology and resources ready for use. We actually had a difficult time walking through the sizeable freshly finished hallways due to the extensive number of incoming freshmen who had just arrived for their orientation. As the meetings began, we were alerted to the "problem" of the academic year -- not enough dormitory space for the record enrollment.

President Rogers later addressed the combined faculty and staff with a report of events during the 1995-96 school year, and projected plans for the next five and ten. The atmosphere was electric. I later learned that in contrast to dismissing faculty members, this was also a record year of faculty recruitment. Currently, the desire to teach at Cornerstone is strong, and the selection process has tightened.

The interesting "problem" I addressed as both an educational researcher and participant observer was "what happened to turn around Grand Rapids Baptist College from a dying

institution to a strong, healthy and growing academic community again and transform it to its current composite as Cornerstone College?” (See Figure 1 below.) I use the word “interesting” because I set out to discover a story of turnaround, but, in fact, discovered a story of major institutional *transformation*. Figure 1 pictures the drastic turnaround as far as enrollment is concerned, but does not portray the transformation that caused it.

Figure 1 - Cornerstone Enrollment Decline and Progress



Definitions:

Turnaround

According to a study done by the National Center for Higher Education, an institutional turnaround exists when the organization seriously addresses the possibility of closure, engages in a strategy to prevent closure, and then successfully prevents closure while at the same time seeing evidence of a return to institutional health and growth. This growth involves student enrollment, faculty strength, financial soundness, and quality of education (Chaffee, 1984). While the criteria of evaluation in matters of enrollment, faculty strength and educational quality seem clearly defined in standards of excellence provided by accreditation associations, what is the criteria used for evaluating financial soundness? In a General Report for The Carnegie Commission on Higher Education, the assertion is made, "In making judgments of the financial condition of an academic institution, one must begin by stating the criteria of financial health and financial difficulty. The standard we use here defines difficulty in terms of the institution's ability to carry out its self-determined mission at the level of quality it sets for itself. We believe such a standard is objective..." (Cheit, 1971, p. 36).

Transformation

In keeping with transformational literature, transformation goes beyond "revitalization" to include significant modification or change in an organization. These changes normally include philosophical, structural and/or methodological modifications. The purpose of transformation is teleological in nature, with a view toward advancing the health and effectiveness of the organization (Lewis, 1996). While the idea of turnaround connotes a quantitative change from decline to growth in terms of financial gains, student population or

organizational size, transformation has to do with the qualitative change that makes the organization better, more efficient, happier, and more successful in accomplishing its stated purposes. According to the corporate literature, most organizations must engage in some degree of transformation, if they hope to experience significant turnaround from decline to revitalization of growth and health.

General Association of Regular Baptist Churches

The “G.A.R.B.C.” is an association of 1,440 churches having a total membership of 115,950 individuals. It cooperates with eight “approved” missions agencies, seven educational institutions, and five service organizations. While there is no direct organic relationship, these agencies, institutions and organizations are considered to be affiliates of the association. As a “fellowship of churches” the association is theologically conservative and distinctively Baptist. Its officers include a national representative and a national council of eighteen individuals who represent the churches and agencies in matters of direction, policy-making, and associational planning. Association offices and publication facilities are located in Schaumburg, Illinois (GARBC Directory, 1997).

The Need for Turnaround at Grand Rapids Baptist College

Grand Rapids Baptist College experienced a period of significant enrollment decline from 1981 to 1987 and 1989 to 1991. Faculty numbers also decreased and morale plummeted. Financial difficulties resulted and some raised concerns about academic quality. There were “talks” of potential closure at high-level meetings. Trustees pondered the direction and future of the institution as they called a new president in 1991. Both formally and informally, strategies were determined to help reverse the downward trends. Those

strategies combined with other internal and external factors seem to have created a significant degree of turnaround. The school returned to the good degree of growth and health it had known previously, and began to grow beyond. As documented in the historical context chapter, the school had grown significantly under the twenty-four year presidency of W. Wilbert Welch with total student enrollment reaching its all-time high to date of 1,193 students, extensive campus development, a strong faculty, and highly favorable academic evaluations. In light of the “return” to this state of health and growth, the phenomenon at the institution may be referred to as a “turnaround.” At the same time, elements of “transformation” occurred as well. (The elements indicate the school did not simply return to its prior condition. It also experienced some significant changes and modifications for the purpose of further institutional health, growth and adaptation to its external environment.) Therefore, when the phrase “transformation of Cornerstone College” is used in this study, then, it is to be understood in this light. As several faculty members have stated, “without the transformation, there would never have been a turnaround.”

External Factors

Grand Rapids Baptist College, now Cornerstone College, was affected by external factors as well as internal ones both during its downward spiral and turnaround. Some of these external factors include the national pool of potential college students, societal trends of interest in higher education, and economic demographics. Other factors may include trends within religious higher education in general, and influences within the school’s denomination in particular (both positive and negative).

According to the U.S. Bureau of the Census, the national pool of high school graduates increased each year from 1965 (with 2.6 million) to 1975 (with 3.1 million)[NUCEA, 1997]. Beginning in 1976, however, the number decreased significantly on an annual basis until 1985, demonstrating a complete demographic reversal with a 1985 figure of 2.6 million once again. Between the years 1985 to 1993, there was neither a drastic decrease or increase in number of high school graduates. Beginning in 1994, however, a significant increase trend has seemingly reemerged, with increasing figures for 1994, 1995 and 1996 (Statistical Abstracts of the U.S., 1996). Interestingly, these national demographics are quite congruent with the enrollment figures of Grand Rapids Baptist College/Cornerstone College from 1981 to 1996.

Another factor that should be noted is the impact of part-time students in higher education from 1970 to 1993. During these years, the number of part-time students enrolled in American colleges and universities doubled from 3 million to 6.6 million (NUCEA, 1997). Accordingly, "This increase in the part-time cohort has fueled the growth of continuing higher education programs nationwide, as institutions have adapted to meet the needs of these students" (NUCEA, 1997). Related to the part-time student phenomenon is the increase in non-traditional students (above 25 years of age) which in 1996 comprised 23% of the nation's college classrooms.

Financial factors range from the state of the economy to student job availability to monies available from federal and state sources. It is interesting to note, for example, that federal funds available to those in higher education significantly increased from 11.3 million dollars in 1994 to 17.6 million dollars in 1995 (Statistical Abstracts of the U.S., 1996). Also, the State of Michigan is one of only fourteen states that began in the later 1980's and early

1990's to provide financial aid for part-time students (NUCEA, 1997). These are other possible variables in understanding some of the increased enrollments in American colleges from 1994 to 1995.

Despite these more positive later external factors, some institutions of higher learning, (including those affiliated with the GARBC and other religious movements) continued to see decline or even extinction. According to the U.S. Department of Education, 101 institutions of higher learning closed their doors from 1980 to 1991 (*Digest of Educational Statistics*, 1992). In a published report for the Coalition for Christian Colleges, research results are given for 65 responding institutions (out of 81 solicited) which answered a substantial array of questions regarding institutional health. Of those 65, twenty-four reported a period of significantly increasing performance between 1981-91, nineteen reported moderately growing or stabilizing performance between 1981-91, and twenty-two reported decreasing performance between 1981-91 (Morriss-Olson, 1997). For this reason, the internal factors surrounding the turnaround must be carefully examined as well. In other words, since each of these institutions shared the same national context of demographics and external factors, what were those *internal* factors that caused some to grow while others declined? In her book, *Survival Strategies for Christian Colleges and Universities*, Melissa Morriss-Olson suggests that it is the *internal* factors that either make or break an institution (Morriss-Olson, 1997). With this in mind, I asked the question, **“What internal factors contributed to the turnaround of Grand Rapids Baptist College?”** This became the essence of my central research question.

Central Research Question

How did Grand Rapids Baptist College transform itself from a dying school to a strong, healthy and growing academic community between the years 1981-96?

Literature Review

In thinking about the situation at Cornerstone College, I have reviewed several bodies of literature. These have informed me in my early direction for this project and have served as a reference point. First, I have investigated material on organizational culture. According to Bolman and Deal,

Applying the term 'culture' to organizations is not a new idea. Several decades ago Arnold (1938) and Barnard (1938) moved us below the conscious level of organizations to capture a deeper, more powerful force in everyday life. Selznick (1957) and others continued the tradition, but their work failed to capture the full attention of modern theorists or managers, who for many years continued to emphasize the rational properties of organizations. However, new ways to understand organizations have developed in recent years, as a result of a full-scale revival of interest in symbolic ideas. The concept of culture now occupies a powerful place in both academic and managerial discourse (1991, pp. 267-268).

For these reasons, I have chosen to let the organizational culture literature guide me in my study. In particular, the work of Bolman and Deal suggests that organizational cultures can be analyzed through four frames: structural, political, human resources and symbolic. These four frames raised different kinds of questions to ask.

Some of these questions included the following: *(a.) Structural.* What was the organizational culture like before turnaround, what is the organizational culture like since the turnaround began, and how was this restructured? What people groups were involved in these three stages? *(b.) Human Resources.* What was the interpersonal climate like before and since the Cornerstone turnaround? Have human resources on campus been viewed differently since the turnaround began? How? What are the evidences of any perceived change in perspective? Are people managed differently since the turnaround began? *(c.) Political.* What political struggles occurred during Cornerstone's transformation? Were there shifts in power? Were there significant conflicts that needed to be resolved? Did existing coalitions change? How do newer coalitions compare to former ones? What political role did the president play during Cornerstone's turnaround? What tools were used by the leadership in the school's arena? *(d.) Symbolic.* Have the symbols of Cornerstone changed? Has the "drama" of the institution changed with reference to its major role? How does the activity of the institution since the turnaround compare with what it used to be? How is the transformation of Cornerstone College viewed within its own faith system? What metaphors best describe what it was prior to turnaround and since turnaround? These were at least some of the issues that were specifically explored throughout this study. As the investigative procedures progressed, other significant questions emerged in addition to these questions.

The literature on corporate turnaround also contributed to the conceptualization, data analysis, and interpretations developed in this study. Since Cornerstone College is a religious institution, I thought it also helpful to include some works from the ecclesiological world regarding turnaround as well as the corporate or educational worlds in general. The

turnaround literature leads to such questions as: Was there a merger involved? What was the role of technology? Are the other factors generally characteristic of corporate turnaround also significant in Cornerstone's story?

The field of transformational leadership has also been helpful as a specific sub-field of turnaround literature. According to the research of Bensimon, Neumann and Birnbaum, "Colleges are reportedly desperately seeking leadership. They seek leaders with vision who are not satisfied with the status quo--leaders who are unafraid of change and have the power and wherewithal to transform their organizations" (1989, p. 73). The literature alerted me to be aware of what particular kind of leadership characteristics were at play. These three bodies of literature overlap each other in content and perspective and will be discussed further in chapter 2. (See Figure 2.)

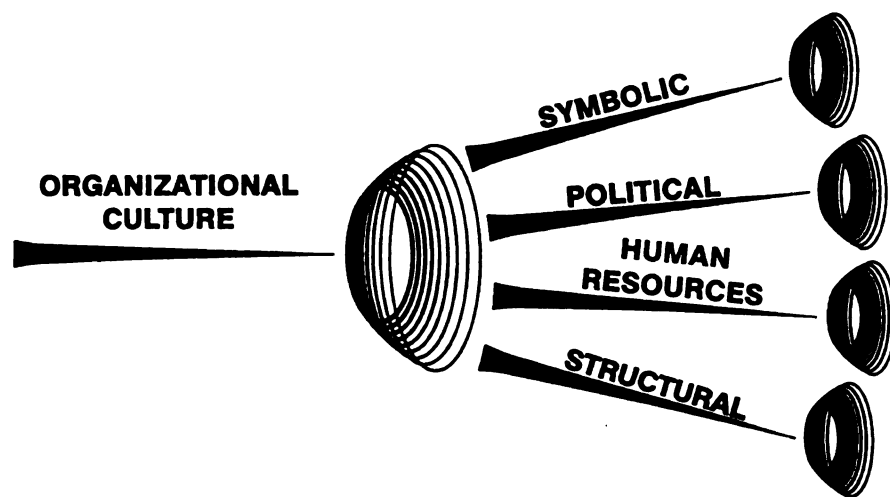
Figure 2 - Conceptual Framework



The literature search of this project informed me of key emerging themes as I approached this case. My task in the collection and interpretation of the Cornerstone transformation data was one of exploration, rather than the proving of a theory.

Nevertheless, I was working from a conceptual base. What conceptual "lenses" did I bring to this study? What "point of view" did I bring to my research? According to Bolman and Deal (1991), the organizational cultural lens actually consists of four frames: the "Structural Frame," "Human Resource Frame," "Political Frame," and "Symbolic Frame." These provided me with four specific "angles" or lenses in approaching the Cornerstone phenomenon. In the final analysis, these four lenses helped me to interpret all of the choices, events and factors that are a part of Cornerstone's turnaround. The purpose of this conceptual framework, therefore, was to enable me to recognize as many nuances of institutional change as possible, and better perceive relationships between those influences. (See Figure 3, below.)

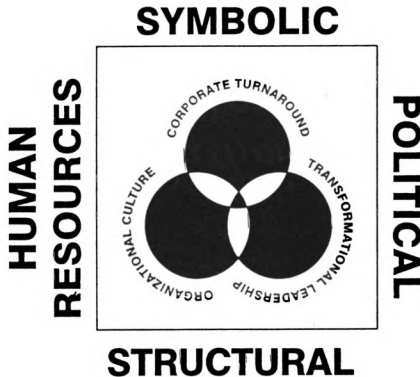
Figure 3 - Lenses of Organizational Culture



I specifically used Bolman and Deal, then, in these *three* ways: (1.) To raise certain questions that could and should be asked of Cornerstone's transformation and turnaround; (2.) To provide four vantage points through which each turnaround factor may be carefully viewed

and analyzed; and (3.) To lead me to some determination as to whether a contributing factor impacted the school in a primarily structural, political, symbolic or human resources kind of way (based on the assumption that though each factor is related to the organization in multiple ways, each one also bears a predominant manner of influence.) This framework helped me observe the phenomenon from a “four-sided” or comprehensive perspective. (See Figure 4 below.)

Figure 4 - Four-Sided View of Organizational Culture/Phenomenon



Through the literature search, I did come across recurring themes and factors which helped me understand better how organizational change occurs. I also discovered some interesting theories which became useful to my study. While these were helpful to me in

understanding some correlation in what I discovered and observed, I chose not to be confined in early stages to any one theory or set of theories.

At the end of each section of the literature search, my goal was to highlight some significant observations and principles that helped me to forge related research questions and then assisted me in the collection and interpretation of the data. Guided by these bodies of literature, I asked the following questions:

- *What insights are provided into the transformation process at Cornerstone College by viewing it through the structural, political, human resource and symbolic frames of organizational culture as per Bolman and Deal?*
- *What role did the new president play in this transformation process, and what insights are provided into this role by viewing it through the frames of Bolman and Deal?*

Methodologically, then, this research took the form of a case study, beginning with a vast array of key potential questions guided by these driving ones. In a sense, the study consisted of two phases, though the first was a more brief, yet necessary prelude to the second. The first phase was a study of the historical context. In this stage, I used documents, artifacts and some interviews. In the second phase, I studied the actual process of the transformation and turnaround. For this extensive part of the study, I used these three sources more lavishly and added the fourth dimension of participant observation. This brought the use of ethnography into my case study.

The Story

Grand Rapids Baptist College began in 1941 as an evening Bible institute. By 1972, the school evolved into a full-scale Christian liberal arts college and graduate theological

seminary. During the 70's, the school experienced significant growth. Then came the decline of the 80's. While external factors influenced both the growth and decline, internal factors also contributed to both. The story of Cornerstone College is one of a major comeback. But it is more than that. While it was the intent of this study to investigate the turnaround of the college, the significant discovery of this research was the major transformation that occurred. The school not only turned around its enrollment and financial stability, it went through a profound process of institutional change.

As communicated in the literature, organizations experience turnaround, but transformation often occurs due to strategic leadership. This study identified the prime mover of Cornerstone's transformation as its new and innovative president. A second major discovery of this research was that not only is the new president a transformational leader, he is also a leader who is in touch with the four frames of organizational culture: structural, political, human resources and symbolic. Because of his sensitivity to these four domains, the new president was able to affect significant institutional transformation, resulting in the school's turnaround. During the 1996-97 school year, the enrollment of the college reached a record-breaking high of nearly 1200 students and 50 faculty members. But it was not the same school it used to be. It is no longer Grand Rapids Baptist College. It is Cornerstone College. This study discovered the key contributing factors to the school's transformation and subsequent turnaround. Each factor will be thoroughly examined in Chapter 5.

While it is apparent that the enrollment figure of 750 at the beginning of this period and 1150 at the end of the period indicate a turnaround, the events of this era from 1981 to 1996 disclose the central story of a major transformation. Because of a transformational leader

who used all four frames of organizational culture (structural, political, human resources and symbolic), the school became the kind of institution that could begin to thrive again in the 1990's.

Limitations and Delimitations

1. While this study has taken into account the external factors surrounding the turnaround and transformation of Cornerstone College, it has focused primarily on the internal factors.

2. Although an historical context helped provide the backdrop for understanding the Cornerstone phenomena, this study limited itself in analysis to the time-frame of the 1981-82 through the 1996-97 academic years.

3. This study included both the aspects of this institution's turnaround and its transformation.

4. Perspectives described in this study include alternate viewpoints of the Cornerstone phenomena, from within and without the institution.

5. Alternative viewpoints are also included of individuals from within and without the Regular Baptist movement. (The "movement" includes the Grand Rapids Association, Michigan Association and General Association of Regular Baptist Churches.)

6. Although Grand Rapids Baptist Seminary is mentioned from time to time as a division of Cornerstone College, this is a study of the *college*, and not the seminary.

Significance of the Study

The importance of this study is the comprehensiveness with which the research examines the transformation process from decline to health and growth in a denominational

collegiate institution. This study has focused on the contributing factors to that transformation in all facets of institutional life, culture and practice.

Outcomes and contributions of this study include the following:

1. The study hopefully adds to the body of knowledge about institutional transformation in general, and within higher education in particular.
2. The study provides a comprehensive understanding of what contributing factors enable an institution of higher learning to experience turnaround.
3. The study provides a broader understanding of the relationship between the religious convictions of a denominational college and its constituency, during a process of progress and transformation.
4. The study highlights observations and lessons that might be considered by similar institutions currently experiencing decline.
5. The study surfaces implications regarding the role of leadership in the overall process of transformation and institutional turnaround.

Organization of the Study

For a careful overview, a detailed “Table of Contents” is provided before Chapter 1. This chapter has oriented the reader to the central research question, related questions, and guiding framework of the study. Chapter 2 presents a review of the literature. This includes literature pertaining to organizational culture, turnaround theory and transformational leadership. In Chapter 3, I explain the methodology incorporated in this research and address more fully the issues of validity and reliability. Chapter 4 describes the historical flow of the institution, using its various names in chronological order as eras of the school’s development.

Chapter 5 gives the findings of the study, including data collected from archival documents, other artifacts, interviews and participant observation while Chapter 6 analyzes the data with reflection and interpretation. Finally, in Chapter 7, I review the research questions, summarize the findings, reflect on the literature, posit a conclusion and point of view, make suggestions to the institution, and offer suggestions for further research.

Chapter Summary

This chapter has introduced the reader to the present research topic, problem statement, central research question and related questions. It has also defined the key terms used throughout this study and discussed some basic assumptions. Further, it provided an orientation to the literature review, conceptual framework, and methodology used. Finally, the chapter presented the limitations, significance and organization of the study. Attention will now be given to the review of the literature.

Chapter 2

REVIEW OF THE LITERATURE

The objective of the study was to describe and explain what factors contributed to the transformation and turnaround of the Cornerstone College. The purpose of this chapter is to review the literature from three strands of thought which helped to provide a basic understanding of such transformation. First, the literature of organizational culture is reviewed. This body of literature served as the foundation for the study. In related review, both turnaround literature and transformational leadership literature (in both the secular and religious worlds) are surveyed.

Organizational Culture

Kotter and Heskett (1992) seek to describe the power of organizational culture. They identify distinct cultures of such corporations as IBM, Honda, Matsushita and Apple. Cultures not only display their power to others outside their corporate walls, they also become noticeably powerful within those walls, especially during processes of organizational change. These authors assert that certain components of an organization's culture are visible and others are invisible. Interestingly, it is their observation that the invisible components of organizational culture are much more difficult to change than the outward. This issue of culture, then, is crucial in the study of organizational turnaround and transformation.

Cultural Theory

According to Bolman and Deal (1991), cultural theory is "The pattern of beliefs, values, practices, and artifacts which define for its members who they are and how they do things" (p. 250). These authors suggest four "frames" for viewing an organizational culture: the structural frame (pp. 43-118), the human resource frame (pp. 119-182), the political frame (pp. 183-225), and the symbolic frame (pp. 248-308). Through the structural frame, for example, an educational organization may view itself as a rational hierarchy, with its leader as a rational problem-solver. Through this frame we also investigate the governance and structural flow chart of an organization. Through the human resources frame, we may view a college as an opportunity for self-actualization, and the leader as empowering democratic decisions. Through the political frame, an academic culture may be viewed as a conflict arena battling over scarce resources, with the leader serving as a mediator, negotiator or coalition-builder. Finally, through the symbolic frame, some colleges could be viewed as "organized anarchies" with the leader as a catalyst and the maker of meaning. In a sense, the full picture of an organizational culture comes more clearly into view when all four frames are used. While the first three frames seem relatively easy to perceive, the "symbolic" frame may need further explanation.

Symbolic Theory

Bolman and Deal (1991) define more clearly what is meant by symbolic theory. They assert, "The symbolic frame seeks to interpret and illuminate the basic issues of meaning and faith that make symbols so powerful in every aspect of the human experience, including life in organizations" (p. 244). Morgan's (1986) entire work is given to this matter of symbols.

In keeping with a symbolic theory of leadership, Morgan posits eight metaphors in the development of organizational analysis: organizations as machines, organisms, brains, cultures, political systems, prisons, transformation, and instruments of domination. As an interpretive theory, symbolic theory seeks to explain the dynamics and relationships within an organizational framework. It also analyzes the interaction between an organization and its contextual setting, and proposes a method of communication that brings definition, harmony and vision to the corporate body.

While the transformation schema of Morgan (1986) appears to be the most congruent with the purposes of this present project (i.e., his "flux metaphor," pp. 233-271), the metaphor of organism best fits the Cornerstone scenario. (This is true because of Cornerstone's own self-image and working metaphor [which shall be documented later], and the theological compatibility of this image with how religious institutions see themselves in general). Interestingly, Morgan sees organizations as organisms because they (1) have needs; (2) have an environment to which they relate; (3) belong to a variety of species; and (4) exude varying degrees of health and growth. Morgan explains each of these analogous relationships. An organismic view of organization draws its analogy from the discipline of biology. As any biological organism possesses basic needs, so Morgan sees that "employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace" (p. 40).

Also, according to Morgan (1986), just as biological organisms relate to their environment, so do organizations. In fact, they need to "achieve an appropriate relation with that environment if they are to survive" (p. 45). In analysis and interpretation of organization

as this metaphor, Morgan offers several sub-theories. Those theories include "open system," homeostasis, entropy and negative entropy, differentiation, requisite variety, equifinality and system evolution. As an open system, an organization has an on-going process of input, internal transformation, output and feedback. Only an "open-systemed" organization can effectively survive (because a closed system is prone to stagnation and ultimate self-destruction). Homeostasis is a term used for the self-regulating process and ability to maintain equilibrium. This, however, is not done in isolation. It is done in an "exchange" procedure with the environment. The same is true for any efficient organization. On the other hand, "Closed systems are entropic in that they have a tendency to deteriorate and run down" (Morgan, p. 46). As a result, there is little chance for an effective exchange ensuring homeostasis. This schema fits the organizational cycle as well. The sub-theory of integration looks at the cooperation among the parts or among the members.

Three significant factors of this image appear to address the schema of transformation. First, an organization is viewed as vital and dynamic (as a living entity). Second, organizations are in a constant state of flux and/or development. Third, organizations bear an analogous relationship to the living body, as being coordinated and mutually interdependent among its members. According to Richards (1971), this is the analogy which best describes the organization of the church and church-related institutions. Richards notes how Paul identified the church as a "living body" having a "head" and "many members" all dependent on each other (New Testament, Ephesians 1 and 1 Corinthians 12-14). He also identified it as a vital and growing organism. Interestingly, when referring to the organization of the church as an organism, Paul said,

The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body.... Now the body is not made up of one part but of many. If the foot should say, 'Because I am not a hand, I do not belong to the body,' it would not for that reason cease to be part of the body.... As it is, there are many parts, but one body (1 Cor. 12:12-20).

Morgan (1986) identifies requisite variety as the necessity for diversity in an organism (and hence, an organization) for that "body" to succeed and effectively relate to all of the diverse components in its environment. Just as a human body needs eyes, ears, lips, hands, feet, etc., to effectively relate to its environment, the "one" body of the organization needs diverse parts. Equifinality presents the observation that there are different ways to achieve the same ends. This militates against the notion of uniformity which predominates the closed-system bureaucracy. "System evolution" assumes the ability of an organization (like an organism) to develop into greater necessary complexity in order to meet the needs of a developing environment.

In addressing the issue of adapting an organization to its environment, Morgan cites Kast and Rosenzweig and their theory of inputs and outputs (Morgan, 1986, p. 49). They view the organization as an organism comprised of an environmental suprasystem and organizational subsystems. The four key subsystems include the strategic, technological, human-cultural and structural systems, seen as overlapping each other at the point of the managerial subsystem. Human resources, finances, information and material are recognized as inputs which energize the organization. Organization outputs include production of goods

and services "at a level of efficiency and effectiveness which will influence future resource availability and system operation" (p. 49).

In keeping with the biological metaphor, Morgan cites Mintzberg (Morgan, 1986, p. 51) who identifies five species of organizations. These are identified as: the machine bureaucracy, the divisionalized form, the professional bureaucracy, the simple structure, and the "adhocracy" (an ad hoc organization otherwise known as the matrix organization). According to Mintzberg, organizations differ according to their functional specialisms. As far as Morgan is concerned, this concept is congruent with the taxonomy of species.

Finally, just as an organism can be healthy or ill, growing or stunted, so can an organization, according to Morgan's (1986) construct. Developmental health bears certain marks. Evidences of good healthy development are displayed by an ongoing agenda for action, customer orientation, autonomy and entrepreneurship, productivity through people, hands-on and value-driven objectives that fulfill the mutually-shared mission, the principle of building on strengths, a simple staff configuration and simultaneous loose-tight properties (the antinomy of control and freedom). This involves the environment. As Morgan states, "The task of successful organizational change and development thus often hinges on bringing variables into closer alignment so that the organization can meet the challenges and opportunities posed by the environment" (p. 65).

White (1986) also views "successful organizational change" through this lens. He symbolically views turnaround and leadership simultaneously. For his "case study," he draws on the historical period of Jerusalem's turnaround under the leadership of Nehemiah as recorded in the biblical narrative. (This narrative is one used by Cornerstone in telling it's

own story.) During Nehemiah's day, the city of Jerusalem was in marked decline. Its population was sparse, its spirit was low, and its walls and gates were still in ruin from the Babylonian invasion that occurred earlier in 586 B.C. (Nehemiah's record begins in the year 445 B.C.). The narrative tells how this Jewish patriot, while serving as a cupbearer to King Artaxerxes I in Persia, returned to Jerusalem, assessed the situation, re-learned the culture of his people, rallied the population, and led in a rebuilding of 2.6 miles of city walls in a period of fifty-two days. It also tells of the rejuvenation of the city through a brilliant re-population plan, change of governmental structure, and renewed spiritual commitment. White now uses this narrative as a symbolic frame through which to view transformation, especially in the religious world.

While this literature in organizational culture provided the frames through which these kinds of data were viewed and better understood, there were also related bodies of literature which helped the author identify events, factors and persons that might contribute to turnaround. One such body of literature pertains to turnaround in the corporate world.

Turnaround Theory

In this section, I want to introduce the reader to the helpful readings I discovered that pertain to the turnaround phenomenon in organizations related to the corporate, academic and religious worlds. These readings explain the factors, dimensions, phases and diagnosis of turnaround that informed my study of the Cornerstone phenomenon.

Factors in Turnaround

According to Mary Guy (1989), the best symbol of turnaround theory is the "PHOENIX: A legendary bird represented by ancient Egyptians as living five or six centuries,

being consumed in fire by its own act, and rising in youthful freshness from its own ashes" (p. xiii). For that reason, she identifies this phenomenon in the corporate world as "the Phoenix Syndrome" (p. xiii). By her own definition, this syndrome is the phenomenon of "organizational decline to a point just short of total failure, followed by renewal or 'rising from the ashes'" (p. xiii).

Her work is a series of case studies of various organizations which experienced this syndrome of turnaround. In some of these cases, the phenomenon seems to have been a planned, carefully orchestrated and willed goal. In other cases, it appears to simply be a spontaneous stage in the organizational life cycle. Her attempt, nevertheless, was to unveil and explore this process.

Guy (1989) incorporated forty-four case studies, including some of the more notable: AT&T, Chrysler, Coca-Cola, Disneyland, Eastern Air Lines, Eastman Kodak, John Deere and Texas Instruments. Interestingly, she included localized case studies as in the examples of Tampa General Hospital and Cooper Green Hospital. She even included the study of a national public enterprise such as U.S. Public Education.

From her studies, Guy (1989) drew several observations. For example, there are certain "[p]henomena which may signal decline..." (p. 2). These include: consistently poor opportunity/cost choices, absence of long-range planning (or any planning), resource allocations in the absence of a dialogue about priorities, finance-related organizational weaknesses, short-term cutbacks (deferrals) and organizational nearsightedness, decreasing profits, organizational turmoil, pervasive employee discontent, increased absenteeism among employees, unusually high personnel turnover rate, insufficient information traveling through

the formal communication channels of the company, the producing of suspicions throughout the organization that leadership is withholding information, the grapevine among staff buzzing louder than usual and negative coverage in the media (p. 2).

On the "upside" of the phoenix syndrome (positive turnaround), Guy (1989) identified proactive leadership as crucial (p. 78). This proactive leadership has clear goals, recognizes the essence of leadership, opens channels of honest communication, focuses on "can-do" culture as a norm, uses up-to-date technology, adapts to current needs, and reorganizes or merges when necessary (pp. 82 ff). Finally, Guy (1989) identifies the stages of the "resurrection process" (p. 96). These include: (Stage 1.) A decision and commitment from the top to make whatever changes are necessary; (Stage 2.) Developing a strategy while establishing a consensus from all the members; (Stage 3.) Implementing the new strategy; (Stage 4.) Cementing the new routines (p. 96). This revitalization process takes place in four domains, according to Guy: organizational, human, environmental, and technological (p. 98). The organizational domain must take an account of the chain of command, policies, standards, goals and communication channels. The human domain involves knowledge, skills, motivation, energy, timing and preferences. The environmental domain includes the factors of market trends, economy, political forces and regulation. The technological domain sees revitalization in the use of machines, electronics, production equipment and service delivery systems.

Within Guy's (1989) studies, there was a wise distinction between "economic and subjective benchmarks of decline" (p. 3). The economic benchmarks included such indicators as declining sales, declining market share, declining profits, financial loss, and declining

resources. On the other hand, subjective indicators of decline included: loss of prestige or reputation, pessimistic tinge to corporate culture, negativistic climate among staff, perception of the firm in decline, service level inadequacy, unclear priorities, and loss of leadership, direction, or goals (p. 3).

A striking case study of such decline involved the Tampa General Hospital. Guy (1989) explained that because of the changing health-care environment involving medical insurance, etc., those who had financial coverage tended to go to the “for profit” hospitals in the suburbs. This left the hospital with a constituency of patients who were unable to pay their bills. Not only did this provide financial crisis in and of itself, but it also provided a venue for news and media coverage which was negatively charged. This negatively skewed media coverage deepened the problem by affecting further avoidance of the hospital, and cutting at the morale of the hospital personnel (p. 4).

Guy (1989) continued to explain how AT&T had a similar period of decline following divestiture but was able to turn things around because of the way they dealt with the decline. Based on this and other case studies, Guy inferred that an organization might deal with decline by: recognizing the decline, admitting the decline, developing a strategy to overcome the trend, implementing the strategy, monitoring success of the strategy and making adjustments when necessary to maintain a steadily progressive course” (p. 9).

Another key observation made by Guy (1989) was that sometimes decline and resurrection is part of an organizational cycle. For an example she cited the Cooper Green Hospital of Birmingham, Alabama which experienced significant decline in 1892, 1912,

1932 and 1962 (p. 13). [Note: at the time of writing, it was still evidently in decline during its most recent cycle.]

Through her observations, Guy (1989) concluded there are different types of decline (p. 18). For example, decline can be undiscovered, uncontrolled or even orchestrated. Undiscovered or uncontrolled decline could both be either intentional or unintentional. (Orchestrated decline would obviously only be intentional.) Furthermore, in any intentional case, the intentionality could be either rational or irrational. As cases of “undiscovered” decline, Guy listed the following companies: Avon Products, Caterpillar Tractor, Chesebrough-Pond’s, Delta Air Lines, Digital Equipment, Disney Productions, Eastman Kodak, Fluor, Hewlett-Packard, Levi Strauss, Revlon, Tupperware, and Texas Instruments. According to Guy, “Each of these companies had failed to identify its decline and act on it until it had become blatantly obvious” (p. 18). She then more fully explained the plight of Walt Disney productions as a case of unintentional, undiscovered decline because it went through a period of time when it was unable to successfully read its market (p. 19).

On the other side of the spectrum, Guy (1989) cited NASA (as seen in the 1985-86 space shuttle program) for being an example of rational-to-irrational intentional decline, climaxed in the O-ring disaster of the Challenger Space Shuttle. Despite repeated warnings, NASA officials continued to decline in their precautions and proceedings. The rest is history (pp. 27-28).

In analyzing the “downward spiral” of decline, Guy identifies the characteristics of that trend as recognition, stress, “circ[ling] the wagons,” restricted information flow, finger-pointing, collective rationalization, defective decision making and continued decline (p. 37).

With such a decline, a renewed commitment to good decision making is identified by Guy (1989) as an absolute must (p. 47). She suggested at least these steps:

1. Recognize which decisions need to be made.
2. Choose who is going to make them.
3. Determine goals and objectives.
4. Identify resources necessary to achieve the goals and objectives.
5. Define the skills required to achieve the goals and objectives.
6. Complete a skills list of present staff.
7. Present several workable options for achieving each.
8. Make, execute, and implement the decision in ways that are equitable, and result in a strong, lean, reorganized, efficient organization (Smith, 1982) [p. 47].

There are other factors at this point that are wise for leadership to enact, according to Guy (p. 52). Here, she borrows from Nystrom and Starbuck (1984) in recommending that leadership:

1. Avoid constricting the information flow. Assume all dissents are partially valid.
2. Keep all information lines open, and evaluate the costs or benefits that would accrue if messages are correct.
3. Try to corroborate all messages to learn which are more likely to involve accurate information.
4. Launch probes which will confirm, refute, or modify the ideas (p. 51).

Depicting two forces charging from opposite sides and facing impasse at the point of status quo, Guy (1989) sees those on the one hand that are pressing for change, seeking to implement intervention activities, involving human resources, and feeling the need for change. While on the other hand are those forces perpetuating decline, denying the need for change, restricting the information flow, plus engaging in faulty decision-making (p. 53).

A fitting study of the phoenix syndrome is that of the Chrysler Corporation. While still discussing the “Downside of the Phoenix Syndrome” in the early part of her work, Guy (1989) refers to the Chrysler situation as an example of “an intentional, rational, suboptimization strategy of uncontrolled decline” (p. 20). She goes on to describe the case in point:

The Chrysler Corporation’s near failure did not happen overnight. The corporation declined over a period of time. By waiting until it was almost at the bottom, it was able to mobilize a plethora of interests to lobby for a public bail out, including numerous automobile-related businesses, labor, and municipal interests. Lobbying for a governmental bailout before all interests pulled together would not have produced the needed funding, given the initial opposition and controversy surrounding the proposal. The House of Representatives and 43-34 in the Senate (a vote far short of overwhelming approbation) [p. 20].

Near the end of her work, however, Guy (1989) discusses the rest of the Chrysler story by quoting Lee Iacocca’s (1983) own outline of the six-steps taken in the corporation’s turnaround:

1. It reduced salaried positions from 160,000 to 80,000, thus creating a leaner team.
2. It reduced fixed costs by about \$2 billion. It closed or consolidated twenty obsolete and outmoded plants and modernized the remaining forty plants to make them among the most efficient and productive in the industry.
3. It simplified operations by reducing the number of different parts in its manufacturing system by one-third, and thus cut its inventory by \$1 billion.
4. It launched a concerted effort to improve the quality of both its finished products and the components that go into them.
5. It restructured its balance sheet and retired its U.S. bank debt.
6. It embarked on a five-year \$6.6 billion product program. By 1983 Chrysler was half the size but twice the company it had been in 1980. That is a turnaround (p. 105).

As Guy (1989) concludes her work, she emphasizes the human factor in organizational turnaround (p. 157). She notes that of the seven forces of renewal needed in organizational turnaround (clear goals, leadership, open channels of communication, can do culture, up-to-date technology, adaptability, and reorganization or merger), five are people forces. Even the other two “rely on people for their effectiveness” (p. 157). Organizational turnaround is made possible because of people who care, and are willing to make the necessary commitments. Perhaps because of this human element in organizational management, Potter’s (1980) emphasis in “Turning Around” is on the people inside of the

organization in general, and the person of the organization in particular. Several writers, however, appear to blend the idea of “domains” with “forces” and “stages” of renewal.

Dimensions of Turnaround

Shirley's article in Burgher (1979) lists six "interdependent dimensions" comprising an organization (p. 96-99). These include the environmental, strategic, program, structural, behavioral, and technology dimensions. In the environmental dimension are such concerns as the economic, social and political/legal. Strategic concerns involve market, objectives, product, customers, geographic limits and competition. The program dimension includes personnel, while the structure dimension involves the distribution of functions, distribution of authority, reporting relationships and the communication/decision process. In the behavioral dimension are such issues as the individual, interpersonal relationships, the group and intergroup relationships. Technological concerns include the technology of production, plant and equipment, materials and tools (p. 100).

For Shirley (1979), the change process also involves clear steps. These steps are seen in an integrated way with each other, and with the various dimensions of the organization (also to be viewed in an integrated way). The key steps as identified by Shirley are four in number: (First Step.) Recognizing the need for change; (Second Step.) Responding to the Need for Change; (Third Step.) Establishing Change Goals; and (Fourth Step.) Determining Change Targets and Techniques (pp. 99-106). These are congruent with Guy's (1989) four stages of the “resurrection process” (p. 96). Shirley's (1979) key contribution is his emphasis on integration. His argument seems to be summed up in his explanation of how at least these two approaches are combined:

The structural and humanistic approaches are frequently viewed as either/or approaches. The major point to be made here is that both approaches are useful in a situational approach to change target selection. The key to integration of the approaches appears to lie in recognizing the uniqueness of particular change situations (p. 106).

The same notion appears to be an assumption of Guy (1989), and not so pointedly articulated.

Phases of Turnaround

Three other fairly recent works highlight the notion of the integration of factors that relate to management of organizational change. These works include Fombrun (1992), Connor and Lake (1988), and Huse and Cummings (1985). Fombrun (1992) identifies three phases of organizational change: deciphering environments, revising strategic postures, and energizing strategic change (pp. 11-19). In deciphering environments, he also looks at the economic dimension, moral dimension and structural dimension (pp. 25-46). Special concerns are given to the causes of resistance to change and the misinterpretation of reality on the part of managers and leadership (pp. 48-88). A unique contribution of his work is his emphasis on aggressiveness, synergy and networking (pp. 95-157). His idea of synergy even touches on the process of envisioning, a concept congruent with the "shared vision" notion of Senge (1994).

Consistent with both Guy (1989) and Shirley (1979), Fombrun (1992) sees the major stages of creating strategic change in corporations as: mobilizing for action, reshaping the corporate culture, and reinventing the structures (pp. 161-227). Further investigation is warranted in this study to the notion of reshaping corporate culture. Fombrun's (1992) call

to action is a brazen departure from traditional literature on organizational life cycles. He boldly asserts:

For years notions of Darwinian evolution have guided our thinking about how change takes place in organisms and individuals and, by implication, in firms and societies. We have assumed that most change is gradual and incremental, that individuals and firms evolve slowly to keep things in equilibrium.

In contrast, various scientists have pointed to the revolutionary periods that appear to punctuate the timeline of organisms, individual, firms, and societies. They remind us of the dramatic disappearance of the dinosaurs as a metaphor for understanding how, throughout time, dramatic change in life conditions have marked the historical record. Individuals, too, often go through radical life changes during which they shed old self-concepts, jobs, careers, and identities, as do whole societies--witness the dizzying succession of modern empires since Ming China in the Middle Ages (p. 244).

Connor and Lake (1988) likewise affirm the possibility of radical organizational change, and view this change from an integrational point of view. Their significant contribution, however, is evident in the distinction between "natural" change, and change that is "managed." This is not limited to the turnaround phenomenon called the "Phoenix Syndrome" by Guy (1989), although it certainly includes that type of change.

In the theoretical model of Connor and Lake (1988), the natural change process begins with destabilizing forces. These destabilizing forces necessitate organizational adjustments in individual tasks that affect organizational processes and strategic direction

which, in turn, affect the organization's culture. These adjustments result in a changed organization. At this point the organization must ask whether or not the change has dealt with the destabilizing forces. If it has, it can maintain itself as a new (renewed) organization. If not, it must make a new attempt at the organizational adjustments (p. 1-12).

For Connor and Lake (1988), however, such a model is incomplete. They make the assertion, "There is an important distinction between change, as a phenomenon, and changing, as a set of actions" (p. 7). In aggressively managing change, effective leadership identifies the destabilizing forces. It then specifically determines which part of parts require adjustment or change. Is the change required in individual task behavior, organizational processes, strategic direction, organizational culture, or a combination of these, or all of these? Once this is determined, the organization must then decide what methods are going to be used in facilitating the change. These methods, strikingly similar to the domains of Guy (1989) and the dimensions of Shirley (1979), include technological, structural, managerial and sociological. Once the methods are determined, a design strategy must be selected. This can either be facilitative, informational, attitudinal, or political. After these aggressive steps of planned change have been taken, the organization is ready to evaluate the results and proceed from there.

Another unique feature of Connor and Lake (1988) is their inclusion of "Transitional Management" in the study (pp. 138-142). According to the authors, "Blends of change and stability and resource allocation are two of the three practical issues involved in managing organizational change" (p. 138). Interestingly, this phenomenon is not only recognizable in the corporate world, but also in the religious world (as in the case of the interim pastor

[Barna, 1993]), and the world of education (as in the case of the interim president [Fabisch, 1994]). (Perhaps certain aspects of both of these examples would be present in the case of the interim institutional leadership in a religious college.)

Diagnosis In Turnaround

Huse and Cummings (1985) are most consistent with the observations of Guy (1989), Shirley (1979), Fombrun (1992) and Connor and Lake (1988). A unique element in their work, however, is the emphasis on diagnosis and diagnostic tools (pp. 33-62). (These are the kinds of tools implied as necessary by Guy [1989] when decline in an organization is undiscovered.) After giving a definition of diagnosis, Huse and Cummings (1985) proceed in discussing the need for diagnostic models, giving an actual diagnostic model for organizational use, and describing organization-level diagnosis (as well as group-level and individual-level diagnosis). Application examples are then given of the Systems Electronics Corporation, top management team at Ortiv Glass Corporation, and job design department of the Mot Surgical Corporation (pp. 39-55). These are later used as a basis for discussing the diagnostic relationship in collecting, analyzing and feeding back data (pp. 63-79). (See also pp. 160-161 of this paper.)

Huse and Cummings (1985) clarify that:

In organization development, diagnosis is used more broadly than a medical definition would suggest. It is a collaborative process between the management team and the OD consultant to collect pertinent information, analyze it, and draw conclusions for action planning and intervention. Diagnosis may be aimed at uncovering the causes of specific problems; or it may be directed at assessing the overall functioning of the

organization or department in order to discover areas for future development.

Diagnosis provides the necessary practical understanding of organizations so that appropriate interventions may be developed for solving problems and enhancing effectiveness (p. 34).

With the present topic at hand (the transformation of Cornerstone College), the ability of the school to diagnose its need and act upon the diagnosis (in its current experience of turnaround) is not only an issue of corporate phenomena, but of educational phenomena as well. It is this issue that is directly addressed by Cunningham (1982). While much of Cunningham's (1982) observations are consistent with the observations of corporate turnaround literature, he includes a feature study of "Planning for Educational Futures." He states:

Educational administrators must be able to anticipate the future; that is, be able to visualize how choices made today will influence tomorrow's educational practice.

This requires that administrators be prepared to look beyond the traditional firing line to the future alternatives available to their educational systems (pp. 245-246).

In this study, he refers to the World Future Society and its research in educational futures. A project co-engineered by the society and the Old Dominion University resulted in a classification of issues under six major headings: responsibility of different agents, content, process, improvement of the profession, interaction with the individual, and interface with society. He refers to Allen and Dede (1979, pp. 37-56) in listing twenty-three issue areas "that can be used to classify the future" (pp. 251-256).

Responsibilities of different agents involve the essence of schooling itself, family partnership, community interface, use of media, and profession-focused training. Content issues surround social responsibility, basic cognitive and affective objectives, values, and future thinking forecasting. The process area includes the issues of diversity of learning, educational technology and evaluation. Under the study of improvement of the profession are such concerns as professionalism, staff development, and professional governance. Interaction with the individual focuses on lifelong learning, credentialing, special needs and matters of equity. Finally, interface with society looks at the relation of education to other human services, funding and external controls. Cunningham (1982) asserts that if an educational institution wants to plan proactively for adaptability to future needs, these are at least the basic issues which need to be addressed (pp. 256-257).

Turnaround in Religious Institutions

Finally, it is significant to note for purposes of this present project, that turnaround literature is also being produced by the religious world. It is helpful to note this literature in light of the fact that Cornerstone College is a religious institution, affiliated with a church "denomination." As a sociologist and researcher, Barna (1993) looks at the "turnaround" phenomenon in the ecclesiological world. His work investigated thirty different churches from sixteen states ranging in size from 135 to 3300. In each of these cases, the church experienced significant "turnaround" from marked decline to organizational renewal and growth. Throughout his study, Barna identifies what factors caused decline, and what factors caused growth, according to the observations drawn from both qualitative and quantitative research. There is evidence to suggest the decline in these churches occurred because of

commitment to old procedures and programs, coupled with little commitment in actual implementation. Many of these churches were pastor-centered (focusing on only one leader), evidenced a general inadequacy of leadership, demonstrated poor management, and were operated by old blood. Each of these churches reached a plateau to a level of sameness, suffered from being an ingrown family, and also suffered from divisive politics and resistance to change. Outward signs of decline included dilapidated facilities and financial decline. Most also sensed an absence of assimilation for visitors and would-be new members, and remained "inward" focused rather than outreach focused.

On the other side of the turnaround, growth in these churches began when there was a fresh faith commitment. This commitment was characterized by a people-centeredness, desire for new vitality, call for genuine commitment to personal involvement, spiritual sensitivity, relational integrity, and emphasis on the individual (needs, character and practice). Growth also seemed to be wedded to strategic initiatives, a developing resource base, new opportunities for lay ministry, facilitative leadership and also team leadership to some degree. It was further noted that churches experiencing renewal evidenced the ability to release the past and embrace the future. Likewise, rather than being inward focused, they exhibited a significant outward (or outreach) orientation.

Turnaround in Other Christian Colleges

During this year, Melissa Morriss-Olson published her research titled, *Survival Strategies for Christian Colleges and Universities*. Though this came to my attention late in **my** study, it became useful as a window into the turnaround phenomenon in other Christian educational institutions. While my research focused on one particular case study, the work

of Morriss-Olson viewed the kinds of factors that lead to decline or resurgence in scores of Christian schools. As a part of her study, she presented a “Summary of Successful College Management Research Findings: Factors Influencing Institutional Resiliency and Decline.” This information is here presented in the following two tables.

Table 1 - “Factors Influencing Institutional Decline”

Lack of breadth in program offerings

Zammuto (1983); Breneman (1983)

Limited student recruitment market

Hilpert (1987)

Institutional size (>1000)

Hilpert (1987)

Minimal endowment

Jonson (1984)

Declining high school graduating pool

Mingle and Norris (1981)

Increased competition

Mingle and Norris (1981)

Federal and state policy changes

Mingle and Norris (1981)

Insufficient financial base

Jonson (1984)

Presence of multiple financial stress indicators

Jonson (1984)

Failure in top management/leadership

Jonson (1984)

Overemphasis on conserving resources

Rubin (1977)

Table 1 - (continued)**Non-competitive tuition pricing**

Cohen (1983); Hilpert (1987)

Weakened admissions standards

Cohen (1983); Breneman (1987)

Lack of missional or institutional distinctiveness

Jonson (1984); Parker (1987); Zammuto (1983)

Lack of clarity about mission

Parker (1987)

Table 2 - "Factors Influencing Institutional Resiliency"**Adoption of revenue-generating emphasis**

St. John (1991); Peck (1984); Hamlin & Hungerford (1988); Mingle & Norris (1981)

Bold, entrepreneurial, visionary presidential leadership style

St. John (1991); Peck (1984); Hamlin & Hungerford (1988); Mingle & Norris (1981)

Strengthening academic standards

Mingle & Norris (1981)

Addition or expansion in academic program offerings

Cohen (1983); Buffington (1990)

Employment of a "strategic" management approach (e.g. market-driven, opportunity-conscious, innovative, creative, selective pruning coupled with "high potential" expansion)

Parker (1987); Cyert (1978); Cameron (1984); Chaffee (1984); Peck (1984); Hambrick & Schecter (1983)

Change in level of degree programs offered

Cohen (1983)

Strengthening quality and diversity of academic programs

St. John (1991); Breneman (1983); Zammuto (1983)

Table 2 - (continued)**Competitive tuition pricing**

St. John (1991); Peck (1984); Parker (1987); Breneman (1983)

Institutional size (<1000)

Hilpert (1987); Tempel (1985); Carnegie (1975)

Strong image and sense of prestige

Breneman (1983); Zammuto (1983)

Wide mission consensus and sense of clarity

St. John (1991); Peck (1984); Parker (1987); Breneman (1983)

Primarily national student recruitment pool

Breneman (1983); Zammuto (1983)

Urban location

Breneman (1983); Tempel (1985); Mingle and Norris (1981)

Primarily in-state student recruitment pool

Buffington (1990)

Caring and supportive campus ethos

Buffington (1990); Mingle & Norris (1991)

Improved student retention

Mingle & Norris (1991)

Adoption of a comprehensive enrollment management approach

St. John (1991)

Well-run organization (operationally)

Peck (1984); St. John (1991)

Changed missions

Carnegie (1975); Tempel (1985); King (1981)

Healthy financial condition

Tempel (1985); Carnegie (1975)

Increased fundraising activity

Temple (1985); King (1981); Mingle & Norris (1981)

Table 2 - (continued)**Increased recruitment activity**

Temple (1985); King (1981); Mingle & Norris (1981)

Implemented selective cut-backs

Carnegie (1975); King (1981); Mingle & Norris (1981)

Summary of Key Concepts in Turnaround Literature

In this section of the literature review, material on corporate turnaround was investigated and summarized. According to Guy (1989), the following are contributing factors toward corporate turnaround: a renewed commitment to good decision-making; renewed open lines of communication and information; proactive leadership; a decisive commitment from the top to make whatever changes are necessary; developing a strategy while establishing a consensus from all the members; implementation of the new strategy; cementing of the new routine; clear goals; “can do” culture; up-to-date technology; adaptability and reorganization or merger. According to Shirley (1979), the corporation which recognizes the need for change, responds to the need for change, establishes goals for change and then determines change targets and techniques, is the organization which will experience successful turnaround. For Fombrum (1992), the changing institution must decipher environments, revise strategic postures and energize the strategic change by mobilizing for action, reshaping the corporate culture and reinventing the structures. Connor and Lake (1988) assert that in order to bring turnaround, an organization must identify destabilizing forces, then determine which part or parts require adjustment or change, and finally decide what methods will be used to facilitate change. Huse and Cummings (1985) remind the organization to use diagnosis when ascertaining the existing needs for change.

Barna's (1993) research asserts that a fresh commitment to the value system of the organization is also a characteristic of those who have experienced successful turnaround. Finally, Morriss-Olson (1997) discovered the relationship between these and other factors with institutions of higher learning in the Christian sector experiencing decline and/or resurgence. In the present study, this turnaround literature is being used to raise questions that could and should be asked of Cornerstone College in an effort to understand its organizational turnaround. It will also be used to discover similarities or dissimilarities between Cornerstone's story and the stories of other organizations. This particular body of literature has been selected because of its focus on the particular factors that foster institutional decline and/or resurgence.

Interestingly, most all of these identify leadership as a key ingredient in turnaround. That being the case, it was important to also review some of the significant literature pertaining to leadership — especially transformational leadership.

Transformational Leadership

According to Bensimon, Neumann and Birnbaum (1989), "Colleges are reportedly desperately seeking leadership. They seek leaders with vision who are not satisfied with the status quo—leaders who are unafraid of change and have the power and wherewithal to transform their organizations" (p. 73). On the other hand, however, they recognize that such transformational leadership is difficult to enact in educational institutions because of the entrenched "ethos, values, and organizational features of colleges and universities" (p. 74). They explain:

The transformational model of leadership has three underlying assumptions that conflict with normative expectations in higher education and that therefore are likely to make it inappropriate in academic organizations: (1) leadership emanates from a single highly visible individual; (2) followers are motivated by needs for organizational affiliation; and (3) leadership depends on visible and enduring changes (p. 74).

In contrast, the authors cite a transactional theory viewing leadership as "a mutual and reciprocal process of social exchange between leaders and their followers" (p. 74.) It is therefore their assertion that transformational leaders in the educational setting would do well to incorporate characteristics of transactional theory in the process, or even move into the transactional style (pp. 75-76).

Characteristics of Transformational Leadership

Lewis (1996), however, contends transformational leadership is exactly what is needed, especially in religious institutions. He argues, "Transformational leadership is of considerable importance and will become even more significant in the future" (p. 6). His view of transactional leadership is quite clear. He asserts, "Unfortunately, many leaders operate with a transactional style.... Transactional leaders promise rewards to followers in exchange for performance. They are reactive, not proactive" (pp. 6-7). In contrast, he lists the following characteristics of the transformational style of leadership:

1. Transformational leaders build on the strengths of others that may have lain dormant.
2. Transformational leaders raise levels of awareness about the issues of consequence and ways of reaching organizational goals for their colleagues, subordinates,

followers, clients, or constituents.

3. Transformational leaders enable people to transcend their own self-interest for the sake of others (p. 6).

This is not to say that Lewis (1996) denies the need for the leader to be transactionally sensitive. In fact, Lewis identifies some of the characteristics of an effective transformational leader as: persuasive, patient, gentle, teachable, accepting, kind, open, compassionately confrontational, consistent and possessing integrity (pp. 13-14). He continues to describe effective transformational leadership theory in terms of nine spheres: power and influence, strategy, traits, initiatory leadership, leadership behavior, possibility leadership, situational leadership and visionary leadership (pp. 21-22). For Lewis (1996), the transformational leader understands the correct and incorrect uses of power. He consistently chooses the correct uses of power and authority, and as an enabler gives power and authority to others in the organization to accomplish the necessary tasks at hand. In essence, the transformational leader is one who not only recognizes his own appropriate power, but also one who makes the key business of leadership the empowering of others (pp. 21-32). As a strategic leader, according to Lewis (1996), the transformational leader is one who helps the organization in "forming a strategy before starting long-range planning and day-to-day decision making" (p. 33). As a leader of integrity, the transformational leader bears certain traits. Lewis identifies these traits under the categories of spiritual, social, moral, mental, personality and maturity (pp. 46-50). Spiritually, this leader lives in a manner consistent with his beliefs and value system. Socially, he realizes that people need to be needed, to build trusting relationships, and to be provided with proper recognition. Morally, he is truthful,

fair, sound and trustworthy. Mentally, he has the capacity to think, analyze, understand the big picture, and communicate clearly. Personality wise, transformational leaders tend to be driven, goal-oriented, and motivated to keep accomplishing. In maturity, they know how to deal tactfully with others, avoid interfering in others' affairs, constantly accept appropriate change, not blame others for their own mistakes, develop esprit de corps, handle constructive criticism, not be overly critical of others, and cut through trivia to help a group meet its goals.

Lewis (1996) explained how a transformational leader knows how to take necessary initiatives (pp. 51-59). Also according to Lewis, the transformational leader is neither fully task-oriented (at the expense of being people-oriented) nor fully people-oriented (at the expense of being task-oriented.) Instead, the transformational leader is BOTH people-oriented and task-oriented, in blended balance (pp. 61-70). A transformational leader also is possessed with possibility thinking. He is a dreamer, a visionary, who dwells on what *can* be done rather than on what *can't* be done. He is characterized by positive thinking, imaging, and creativity. He can “dream the impossible dream” (pp. 71-83).

Lewis (1996) also asserts that a transformational leader has the ability to adapt to given situations, and respond in a way appropriate and necessary for that given situation (pp 85-91). As a visionary, this leader not only possesses the vision himself, but he also has the ability to plan the vision, communicate the vision, build support for the vision and maintain the vision (pp. 93-102). Lewis' (1996) studies conclude with a list and explanation of the practices of transformational leaders. He asserts the fact of transformational leaders being able to analyze strategy, initiate change, formulate strategic directives, deal successfully with

conflict, implement the strategy, communicate effectively, evaluate, and maintain a high level of ongoing motivation (pp. 106-213). The future of this leader in the organization (and in the religious organization or church in particular) is based upon the three qualitative building blocks of trust, commitment and affirmation (pp. 215-244).

Principles of Effective Leadership

Not all who write of these basic characteristics refer to their leadership model as that of the transformational leader. In fact, even Dayton and Engstrom (1979) refer to the main components of effective leadership as strategic planning, activating, motivating and evaluation. Their paradigm also calls for futuristic orientation and necessary change (pp. 85-94).

Dupree (1989) would be in agreement with the basic principles espoused by Lewis (1996) and Dayton and Engstrom. A note of caution, however, is struck in his work. This caution seems especially crucial when thinking of leading an institution through change -- especially an institution having religio-educative moorings. Dupree asserts,

Leaders need to be concerned with the institutional value systems which, after all, lead to the principles and standards that guide the practices of the people in the institution. Leaders owe a clear statement of the values of the organization. These values should be broadly understood and agreed to and should shape our corporate and individual behavior (p. 14).

This is the central concern of Malphurs (1996), which dominates his work. Similarly, Ford (1991) and Oster (1991) would include this values-orientation as a fundamental ingredient of the transformational leader (especially in the ecclesiastical world.)

Finally, Burns (1978) asserts that effective leadership (including reformational leadership) takes into account the context of followership (pp. 18-23). Even Foster in Smyth (1989), after setting forth a case for transformative leadership, makes the assertion:

Leadership, in the final analysis, is the ability of humans to relate deeply to each other in the search for a more perfect union. Leadership is a consensual task, a sharing of ideas and a sharing of responsibilities, where a 'leader' is a leader for the moment only, where the leadership exerted must be validated by the consent of followers, and where leadership lies in the struggles of a community to find meaning for itself (p. 61).

Summary of Key Concepts of Transformational Leadership

According to the literature, transformational leadership bears the following characteristics: It builds on the strengths of others, raises levels of awareness about ways of reaching goals, enables people to transcend their own self-interest for the sake of others, understands the correct and incorrect use of power, gives power and authority to others, helps the organization form a strategy before engaging in long-term and short-term planning, lives in a manner consistent with its own value system, is people-centered, maintains integrity, is goal-oriented, is responsible and sensitive, knows how to take necessary initiatives, is committed to task, evidences positive thinking, can adapt to given situations, is visionary, builds confidence and trust, seeks to maintain the value system of the organization, is able to analyze strategy, is capable of initiating change, can formulate strategic directives, deals successfully with conflict, implements the strategy, communicates effectively, evaluates, and maintains a high level of ongoing motivation.

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This body of literature assisted me in knowing what questions to ask regarding the leadership at Cornerstone and its potential relationship to the institution's transformation. It also alerted me to the kinds of observations that could and should be made of the central leadership at Cornerstone College. I particularly chose the field of *transformational* leadership because of its particular emphasis on leaders who successfully create organizational change. This seemed to be the most relevant focus with respect to the present research. A key question in this regard was, "During the period of turnaround, did the president of Cornerstone College demonstrate characteristics of transformational leadership as identified in the literature?" If so, a related question was, "What *were* those characteristics?"

Chapter Summary

This chapter presented a review of the literature of three strands of thought related to the study at hand: organizational culture, turnaround theory, and transformational leadership. Some aspects of culture were discussed, especially those pertaining to frames of perspective, including the symbolic. Concepts reviewed pertain to the corporate world, educational context, and religious institutions. The studies reviewed in this chapter provided the framework for examining the transformation of Cornerstone College as a corporate organization, school of higher education and religious institution. In addition, definitions of turnaround and characteristics of transformation and transformational leaders were also discussed. These related bodies of literature provided additional insight in understanding some of the events, persons and factors involved in this particular transformation process. Cornerstone's phenomenon called for an informed point of view from each of these perspectives. In exploring the case of Cornerstone College as a turnaround example, I first

used the corporate turnaround literature to alert me to the kinds of factors that caused institutional renewal to occur in other situations and help answer the question, “How did *this* college transform itself?” Second, I employed the four frames of Bolman and Deal in order to call my attention to the comprehensive range of each contributing factor to the overall culture of the organization, and help me determine the most crucial way each factor contributed to turnaround. Finally, the literature on transformational leadership provided me with ideas of what to be alert to as I examine the leadership at Cornerstone. It raised my level of awareness to some of the leadership characteristics that may have been in play during Cornerstone’s own transformation.

Chapter 3

STUDY DESIGN

Introduction

The purpose of the study was to describe and explain the contributing factors in the turnaround and transformation of Cornerstone College of Grand Rapids, Michigan. In this chapter, the methodology employed, underlying assumptions and conceptual framework which guided the study are all presented. The selection and nature of the contributing factors that were researched are explained. Data collection and preparation are described. Data analysis is discussed, and the conduct of the research is described. The chapter ends with a brief summary.

Methodology

As a method of research, the basic approach was that of a case study. Yin (1985) defines a case study as "an empirical inquiry that: -investigates a contemporary phenomenon within its real life context; when -the boundaries between the phenomenon and context are not clearly evident; and in which -multiple sources of evidence are used" (p. 23). He goes on to say, "the case study is preferred in examining contemporary events . . . when the relevant behaviors cannot be manipulated" (p. 19). Yin continues to explain, "the case study's unique strength is its ability to deal with a full variety of evidence -- documents, artifacts, interviews, and observations" (p. 20). These are the four kinds of sources which were employed in this

research. (Only the first three were used in doing the study of historical context. All four were used in studying the transformation process.)

Because of the significant use of observation during the study of the transformation, this research may also be considered somewhat ethnographic (during the period of personal participation) as per Hammersley and Atkinson (1995):

In recent decades ethnography has become a popular approach to social research, along with other kinds of qualitative work. This stems in part from disillusionment with the quantitative methods that for long held the dominant position in most of the social sciences, and in most areas of applied social research. Indeed, the popularity of qualitative research is now such that in some areas it has itself become the dominant approach (p. 1).

Denzin and Lincoln (1994) give a word of caution to such study. They note,

... the observations of the ethnographer are always guided by world images that determine which data are salient and which are not: An act of attention to one rather than another object reveals one dimension of the observer's value commitment (p. 25).

In an effort to consider the full scope of observation (in addition to using the principle of triangulation by using several research techniques), I therefore chose to view this phenomenon by using all four of the frameworks suggested by Bolman and Deal (1991). These frames included: the structural frame, the human resource frame, the political frame, and the symbolic frame. These gave me a useful vantage point from which to interpret the full range of data received. As mentioned in Chapter 1, I used the concepts of Bolman and Deal in three ways: (1.) To raise the kinds of questions that could and should be asked of an

organizational culture, assisting me (along with the turnaround and transformational literature) to discover and identify contributing factors; (2.) To help me view each of the contributing factors to this organization's cultural turnaround from a "360 degree" or four-sided perspective; and (3.) To help me make some determination as to how each contributing factor most significantly affected the organization's turnaround (based on an assumption that each factor had a primary manner of influence.) To arrive at the point of using the frames of Bolman and Deal, I first investigated the turnaround literature to discover what kinds of factors may be involved in an organization's transformation. With transformational leadership being *a potentially key factor*, I also reviewed that body of literature to become informed of the kinds of observations I should be making in that regard.

Field Methods and Data Collection

This section is a chronological description of the procedures used in the study.

Pilot Study

During the previous academic year, I engaged in a field study of a Christian university in St. Petersburg, Russia. Throughout my three-week time there, I engaged in participant observation of the institution while teaching a daily module to graduate students in theology and anthropology. I attended faculty meetings, trustee meetings and cabinet meetings, taking field notes during and immediately after each meeting. I also engaged in much interviewing during the afternoons and evenings. Having a predetermined protocol, I interviewed the president, vice president, dean, two trustees, four faculty members, four students, and two staff members. (Although I tape-recorded each session, I also took notes during each interview. Because of noise distortion with the built-in microphone, the tapes were of little

use.) The school also granted me access to what limited archival material existed, and gave me numerous reports and documents at my request. In that the school had just gone through major growth including change in the governance structure and construction of new facilities, I got a "taste" of the kind of project I will be engaged in here. My writing of both a full report and summary report gave me some initial experience in working with the gathered data for purposes of interpretation and application.

Investigation as to Entree into the Organization

At Cornerstone College, I had engaged in two conversations to explore the feasibility of this project. These conversations were with the president and the provost. During these two conversations, the leaders stated their interest in this project, and desire to cooperate in whatever manner deemed possible. The president gave written permission to have access to the school archives and documents from any department, and permission to attend any meeting deemed important (as a field observer). He also stated his approval of my interviewing process on all levels. Both the president and provost gave a brief synopsis of the "story" of the transformation of Cornerstone College, and put some articles and reports in my hand. These gave me a "starting point" in learning some of the general and sweeping characteristics of the turnaround and transformation.

Early Reflections

As a participant observer in this organization, I had already had the opportunity of seeing some reports, engaging in conversation, attending meetings, and listening to the observations of other faculty and staff regarding Cornerstone's transformation. In early reflection, I noted some possible significant factors in this turnaround process. These came

as a result of my observations, conversations and readings in the literature. The factors I noted were: institutional name change; merger with Grand Rapids School of the Bible and Music; structural change of governance; new aggressive recruitment program; new discernment policy for students; the addition of an Accelerated Continuing Education program (ACE); an open ACE admissions policy; membership in the Coalition of Christian Colleges; aggressive pursuit of donors; use of grassroots (faculty and staff) in shared vision and decision making; new image; strategic planning; change in mission statement; aggressive facilities and technology development; a transformational style of leadership in the new president; and a fresh commitment to the ideals, values, and faith system that have been a part of the school's heritage. As I began my formal study, I wanted to investigate further these observations to see whether or not they were among the truly significant factors, and if so, how they contributed. My study, however, would not necessarily include each of these factors, and was in no way limited to them. (See Figure 5, next page).

UCRIHS

All research conducted at Michigan State University requires approval by the University Committee on Research Involving Human Subjects (UCRIHS). Preparing these forms for approval helped me to clarify the purpose of this study, procedures to be used and to make an assessment of the risks and benefits. In this part of the process, I asked for a waiver of anonymity for the institution itself, in that I viewed this study in the greater context of historical ethnography. At the same time, however, I proposed to grant anonymity for all individuals who would participate in this study for the benefit of their own protection as well as the sake of a more credible investigation.

Figure 5 - Matrix of Possible Turnaround Factors

TURN- AROUND FACTORS	Symbolic	Structural	Political	Human Resources
<i>name change</i>	a	a1	a2	a3
<i>merger</i>	b	b1	b2	b3
<i>new governance</i>	c	c1	c2	c3
<i>new recruit- ment</i>	d	d1	d2	d3
<i>discernment policy</i>	e	e1	e2	e3
<i>ACE Program</i>	f	f1	f2	f3
<i>ACE Open</i>	g	g1	g2	g3
<i>Coalition</i>	h	h1	h2	h3
<i>donor pursuit</i>	i	i1	i2	i3
<i>shared vision</i>	j	j1	j2	j3
<i>new image</i>	k	k1	k2	k3
<i>strategic planning</i>	l	l1	l2	l3
<i>new mission statement</i>	m	m1	m2	m3
<i>new technology</i>	n	n1	n2	n3
<i>new facilities</i>	o	o1	o2	o3
<i>new president</i>	p	p1	p2	p3

Figure 5 - (continued)

<i>new provost position</i>	q	q1	q2	q3
<i>fresh commitment to values</i>	r	r1	r2	r3

Interviews

After an initial contact with each potential interviewee, I mailed a letter of explanation, accompanied with a protocol format and consent form. (A different letter was sent for those who served as collaborators.) Once the consent form was signed and returned, I arranged a time and date for the actual interview. In every case, permission was granted to tape record the session in addition to the taking of notes. On some occasions, however, the interviewee asked me to turn off the tape-recorder for comments made “off the record.”

Semi-structured interviews were conducted with a variety of key participants in the transformation process and observers of the process. The first half of each semi-structured interview asked the same question of each participant, “In your own words, please tell the story of Grand Rapids Baptist College/Cornerstone College (from the period of 1981 to 1996/7).” The second half of the interview was more specific and included some questions forged from the literature. Participants interviewed included the current president, provost, associate provost, dean of academic services, administrative assistant to the president, director of admissions, director of retention, director of alumni, controller, representative trustees and former trustees, faculty members, staff members, alumni, and denominational leaders. The GARBC national representative visited Grand Rapids, and made himself

available for interviews. In an effort to solicit thorough, accurate responses and protect each interviewee, anonymity was offered. Midway through the interviewing process, I made the decision to use anonymity for everyone with the exception of the president, the provost, and a few select cases where the identity of the individual was essential to the argument. This was done with the written consent of each one.

I interviewed a total of twenty-two individuals. Each interview was approximately one-hour in length. Interviews were taped and transcribed. In addition, I wrote careful field notes during each interview. In one case, the tape was faulty and did not record. I used my field notes to record a close facsimile while the experience of the encounter was fresh in my mind. Field notes were also used to “fill in the blanks” when one voice or another became nearly inaudible.

After completing the twenty interviews, I listened repeatedly to each tape while my transcriptionist typed from others of them. During these “hearings,” I made further notes of recurring themes, emotion, critical phrases and key observations. When all twenty-two were transcribed onto hard copy, I marked and identified each “discussion block.” (For me, a “discussion block” was a series of sentences or paragraphs that specifically centered on one key issue.) Using this procedure, I labeled (on photocopies) each discussion block that dealt with a contributing turnaround factor accordingly. Within each discussion block, I wrote marginal notes with observations based on Bolman and Deal’s frames. These became color-coded in time using different colored highlight markers for each of the four frames. (Red was used for “symbolic” observations, black for “structural,” green for “human resources” and yellow for “political.”) Using a “cut and paste” method in addition to 3 x 5 index cards for

smaller quotations, I then filed the discussion blocks in a literal suspension file. At the end of this process, I focused my attention on those folders that contained information concerning contributing factors. Taking each folder one at a time, I arranged the discussion blocks in some logical order, and watched the sub-themes begin to emerge. At this point, I engaged in a form of taxonomy as I re-examined the themes and reduced them to factors that were both mutually exclusive and exhaustive. I, then, noted the sub-themes and compared them with the notes on my tape "hearings." I also made visual observations of color predominance, to see which of Bolman and Deal's four perspectives, if any, predominated the discussions. Admittedly, this process became quite subjective at times. I used this small step to give me some tentative sense of "feel" and further prod me in the observation process. This did become one of the influences in my determination of how each factor primarily impacted the college during its transformation process.

Archives

In addition to free access to the college archives (which now also contain some archives of merger institution Grand Rapids School of the Bible and Music), Dr. Judith Fabisch gave me a copy of her unpublished report titled, "Beginnings -- History of Grand Rapids Baptist College and Seminary." The report constitutes a chronological framework of significant happenings in the history of the institution from 1941 to 1993. This report served as a basis for establishing the historical context and identifying materials found in the archives.

Reports and Written Documents

A variety of recent reports, documents, letters, e-mail hard copies, news articles, meeting transcripts and other written artifacts found outside the college archives were used

in the data collection process. Some of the key reports included the following: "Grand Rapids Baptist College Self Study Report" (submitted to the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, Chicago, Illinois, January, 1992); "Request for Institutional Change By Cornerstone College, Grand Rapids, Michigan" (submitted to the Commission on Institutions of Higher Education, the North Central Association of Colleges and Schools, Chicago, Illinois, June, 1996); "Report to the Board of Trustees" (January 16 & 17, 1997); "Student Handbook 1996-1997 -- Cornerstone College;" "Vision for Cornerstone College" (Fall, 1996); "President's Presentation to the Cornerstone Baptist Educational Ministries Board of Trustees" (October 3, 1996); Transcription: The President's Meeting with Grand Rapids Baptist Seminary (December 13, 1996); Transcription: The President's Report to the Faculty and Staff of Cornerstone College (January 23, 1997); "Cornerstone College 1996-1997 Catalog;" and "Foundation 2000 — Building on the Cornerstone" (September 18, 1997). Other key reports, documents and correspondence beginning with 1981 to the present were utilized as well. These documents were viewed through the four frames of Bolman and Deal and the concepts derived from the literature review. The same procedure of filing and codifying was used with these documents as with the interview transcripts explained above. I used a separate suspension file for the document data base.

Participant Observation

As a new member of the Cornerstone faculty as of August 1996, I was in an ideal situation to view the institution as a participant observer. I observed institutional meetings, faculty meetings, board meetings, convocations, commencements, classes, athletic events,

socials, fund-raisers, banquets, chapels, productions, and a wide variety of informal settings throughout the institution, including lunches with faculty members, administrators and students. I also participated on all three levels of our denomination where our institution is discussed and scrutinized. I served during the time period of my research as Moderator for the Grand Rapids Association of Regular Baptist Churches, Member of the Council of 15 of the Michigan Association of Regular Baptist Churches, and Member of the National Council of 18 of the General Association of Regular Baptist Churches.

According to Hammersley and Atkinson (1995), participant observation is the key ingredient of ethnographic research (pp. 1-2). To be sure, there are some drawbacks. They assert:

Even when the ethnographer is acting as observer, he or she may be an important audience for the participants, or at least for some of them. Informal questioning often forms part of participant observation, and Becker and Geer (1960) have pointed to the importance of distinguishing between solicited and unsolicited statements when assessing evidence. However, ... such a distinction is too crude. We cannot assume that unsolicited statements are uninfluenced by the researcher's presence. The same applies to other actions. It is now a central tenet of sociological literature that people seek to manage impressions of themselves and of settings and groups with which they are associated (Goffman 1959) [p. 222].

However, one benefit of my current role at Cornerstone College as a professor in the graduate division known as Grand Rapids Baptist Seminary was that I am not viewed by the members of the institution as a researcher. I am viewed, rather, as an employee, colleague, instructor

or friend. If there was a negative factor to be considered, it was that among some, I am recognized in my role as a denominational leader. This needed to be weighed in the factoring of responses and responsiveness.

Light, Singer and Willett (1990) raise another significant concern with reference to research in institutions of higher education. After addressing the issues of research design and design options, they state, “Our third maxim, pay enormous attention to detail—may seem trivial, little more than common sense, but, as we constantly remind ourselves and our colleagues, the little details determine the ultimate credibility of a project” (p. 7). For this reason, every attempt was made at taking and maintaining arduous field notes (not only during interviews), especially when anticipating settings having particular bearing upon the matters at hand in this research process. Field notes from participant observation were included in the document data base and handled the same way as described above.

Journaling

Neither the acquisition of field notes nor the mere utilization of a data base guarantees a necessarily systematic and/or comprehensive study. As Hammersley and Atkinson assert:

The very accumulation of material usually imparts a satisfying sense of progress, which can be measured in physical terms as notebooks are filled, interviews completed, periods of observation ticked off, or different research settings investigated. But it is a grave error to let this work accumulate without regular reflection and review. Under such circumstances the sense of progress may prove

illusory, and a good deal of the data collection could be unnecessarily aimless (Hammersley and Atkinson, 1995, p. 191).

One method that helps the researcher to stay on track and at the same time provide for necessary reflection, review, and in-study formulation of process assessment, is the keeping of a research journal.

Such a journal or diary provides a running account of the conduct of the research. This includes a record not only of the fieldwork, but also of the ethnographer's own personal feelings and involvement. The latter are not simply the basis for gratuitous introspection or narcissistic self-absorption. As we point out elsewhere in this book, feelings of personal comfort, anxiety, surprise, shock, or revulsion are of analytic significance. In the first place, our feelings enter into and colour [sic] the social relationships we engage in during fieldwork. Second, such personal and subjective responses will inevitably influence one's choice of what is noteworthy, what is regarded as strange and problematic, and what appears to be mundane and obvious (Hammersley and Atkinson, 1995, p. 192).

For these reasons, I chose to journal the events of my research and developing thoughts. The journal became my working "mind map" throughout the journey of research.

Validity

Creswell (1994) asserts, "Determining the accuracy of the account, discussing the generalizability of it, and advancing possibilities of replicating a study have long been considered the scientific evidence of a scholarly study." He goes on to address particularly the research done in qualitative studies:

Qualitative researchers have no single stance or consensus on addressing traditional topics such as validity and reliability in qualitative studies. Early qualitative researchers felt compelled to relate traditional notions of validity and reliability to the procedures in qualitative research (e.g., see Goetz & LeCompte, 1984). Later qualitative writers developed their own language to distance themselves from the positivist paradigms. Lincoln and Guba (1985) and more recently, Erlandson, Harris, Skipper, and Allen (1993) discuss establishing quality criteria such as those of 'trustworthiness' and 'authenticity.' These are all viable stances on the question of validity and reliability (pp. 157-158).

His suggestion, then, is to at least address the issues of validity and reliability, and frame the concepts "within procedures that have emerged from qualitative writings" (p. 158).

Miles and Huberman (1984) liken the work of the qualitative researcher to that of detectives who gather and compare information in order to arrive at a sound conclusion. Yin (1989) refers to this process as triangulation. Yin lists six specific sources of evidence used in the process of triangulation. Four of those were used in this project: archival records, documents and written reports, personal interviews, and participant observations. Other ethnographers or qualitative researchers such as Rubin (1980), Hartman (1988) and Chichura (1989) used similar triangulation in establishing the validity of their findings. According to Miles and Huberman (1984):

If you self-consciously set out to collect and double-check findings, using multiple sources and modes of evidence, the verification process will largely be built into the

data-gathering process, and little more need to be done than to report on one's procedures (p. 235).

These considerations relate to what Creswell (1994) refers to as "internal validity" (p. 258). (The matter of external validity will be dealt with as a separate sub-section, and reliability will be discussed in the following section.)

The Problem of Self

Ethnographic work poses a critical question when the researcher is a part of the culture he or she is studying. Is it possible to attain a credible level of objectivity when one observes as an "insider"? What are the potential liabilities? What are the assets? What are the risks to the credibility or validity of the research? This issue has been addressed by several in recent studies (Krieger, 1991; Becker, 1986; Cohen, Louis and Manion, Lawrence, 1994). As I engaged in a study of Cornerstone College, I did so as a participant observer. I am a part of the culture. As an employee to the administration, there were political implications. As a personal friend of several administrators and faculty members, there were relational implications. As a member of the regional, state and national councils of the denomination, there were other political implications involved. Also, as a friend of denominational leaders, there were relational and political implications involved. Could this study be achieved without skewing the results to patronize either the institution or the denomination? I believe this study did achieve a credible degree of accuracy, despite these challenging influences. Writing "On Ethnographic Validity," Sanjek asserts that the first canon of valid ethnography is the "theoretical candor" of the researcher (Sanjek, 1990, pp.

395-396). According to Sanjek, “Critical, political and theoretical awareness precedes ethnography....” He continues to explain,

Candid exposition of when and why locally developed theories of significance are adopted enhances ethnographic validity....Validity-rich ethnography must make explicit as many of both sorts of theoretical decisions as possible by reporting when and why judgments of significance are made (Sanjek 1990, 396).

In applying this principle to the study at hand, my purpose was to acquire perspectives on the Cornerstone phenomenon from alternative viewpoints. Granting anonymity to interviewees also assisted in the eliciting of alternative viewpoints. It is also interesting to note that, according to some writers, participant observation is noted for its assets as well as its liabilities. There is an advantage to “being there.” This is especially so for the true insider who has access to channels of observation and dialogue where an outsider may never be allowed to go, nor have the privilege to experience (Geertz, 1988; Zelditch, 1969). Are there any “checks and balances” that can be used by the “insider” to help perceive a phenomenon with some degree of objectivity? One method which has proven useful in this regard is that of collaboration.

The Use of Collaboration

“Collaborative inquiry involves the individual practitioner in continually reflecting on his or her own behavior-in-action while simultaneously behaving in a fashion that invites other members of the community to do the same” (Reason, 1994, p. 331).

This check and balance system gives the researcher ongoing feedback from a team of individuals who represent varying vantage points. Citing Torbert (Torbert, 1987, p. 128), Reason continues to explain:

For the organization or community, collaborative inquiry involves explicit shared reflection about the collective dream and mission, open rather than masked interpersonal relations, systematic evaluation and feedback of collective and individual performance, and direct facing and creative resolution of those paradoxes that otherwise become polarized conflicts (Reason, 1994, p. 331).

Accordingly, such collaboration assists inquiry in acquiring a greater degree of comprehensiveness. As far as Reason is concerned, collaboration is a key ingredient of “Participatory Action Research” along with research design, data gathering and data analysis (Reason, 1994, p. 329). The role of collaboration and reflective dialogue also empowers, motivates and helps establish solidarity for the argument of doing research and the research itself (Reason, 1994, p. 329).

Clandinin and Connelly assert, however, that collaboration does bear with it a potentially negative feature (Clandinin and Connelly, 1994, p. 416). While the rich diversity of personality and perspective certainly add to the fullness of the picture, such diversity could create an impasse for the researcher. For this reason, “the shifting interests and intentions of more than one participant need to be kept in rhythmic balance if the study is to proceed” (Clandinin and Connelly, 1994, p. 416). The same would be true in preventing the research from going on beyond a reasonable *terminus ad quem*.

The benefits of collaborative research, however, are significant. For example, involving the researcher in the collaborative process also helps the ethnography to become or remain “relevant” and useful for the related field of practitioners (Stake, 1944, p. 253). Yet, the key issue remains to be the matter of accuracy and the dangers of self in participant observation. Interestingly, Fine makes this summary when addressing the attempt of researchers to explore a transformational phenomenon:

Engaged with struggles of social transformation, these researchers raise questions about the ethics of involvement and the ethics of detachment, the illusions of objectivity and the borders of subjectivity, and the possibilities of collaborative work and the dilemmas of collusion (Fine, 1994, p. 75; see also Burawoy et al., 1992; Fine & Vanderslice, 1992; Kitzinger, 1991; Lykes, 1989).

With this in view, I proposed to include the element of collaboration in the process of my study. My proposal included the selection of a focus group comprised of four to six individuals who have varying perspectives with reference to the turnaround and transformation of Cornerstone College. These were educators, researchers and/or leaders from both inside the institution or inside the denomination who willingly agreed to read my research at frequent stages throughout the process, and hear my reflections. In collaborative engagement, I invited their ongoing evaluation of my procedures, observations and interpretations. As fellow participant observers to some extent in the culture of Cornerstone or its constituency, I also chose to elicit their reflections on the various events, persons, decisions and factors that comprised the turnaround and transformation. This potentially gave me a credible and useful context of thought and assessment germane to the shaping of

my own understanding. It was absolutely crucial to recruit individuals for this task who genuinely reflected alternative viewpoints. Admittedly, some became more highly engaged in this process than others.

External Validity

Creswell also calls for "external validity" which might be likened to the "generalizability" of the findings, even if in some "limited" fashion (p. 258). In this regard, Cusick (1983) asserts that a field study is, "an...attempt to unravel and explain a human event.... If the event is significant, and the account is intelligible and plausible, then the result can be of value to those interested and involved in similar events" (p. 135). Since Cornerstone College is a denominational liberal arts college recently experiencing decline and some significant measure of transformation and turnaround, the event studied here is at least significant to other similar colleges experiencing decline, and the results may be of interest to all colleges.

Reliability

With reference to reliability Creswell asserts:

Like the issue of generalizability, the uniqueness of a study within a specific context mitigates against replicating it exactly in another context. However, statements about the researcher's positions--the central assumptions, the selection of informants, the biases and values of the researcher--enhance the study's chances of being replicated in another setting (p. 159).

According to Miles and Huberman (1984), the reliability of a research project can be significantly enhanced by a careful documentation of the procedures used. Yin (1989)

suggests the establishment of a data base in this regard, comprised of case study notes, documents, and any other data studied as a part of the project. Yin refers to this as a chain of evidence that greatly increases reliability. Items in this chain should be readily retrievable. Further, each procedure used in the study should be carefully documented by the researcher. Miles and Huberman (1984) liken this chain of reference to an audit trail. The careful step-by-step documentation of the procedures used in this study should help others to replicate this study.

Chapter Summary

This chapter has been a presentation of the methodology and driving presuppositions that have guided this study. It articulated the basic conceptual framework for the study, discussed the method used in selecting and studying the contributing factors to the transformation of Cornerstone College, and reviewed the field procedures and stages of data collection. Basic issues of reliability and internal/external validity were also addressed.

Chapter 4

HISTORICAL CONTEXT

Foundations

The story of Cornerstone College began in 1940, with the dream of Dr. David Otis Fuller, then the pastor of the Wealthy Street Baptist Church of Grand Rapids, Michigan. As a graduate of Princeton Theological Seminary, Dr. Fuller was committed to religious higher education. However, as a theological conservative, Dr. Fuller was also concerned for the provision of religious higher education from a conservative point of view. As a man who enjoyed ministry and was committed to it, he also had a dream for an institution in the Grand Rapids area which would prepare individuals for effective service in Christian ministry. His own ministry was highly effective. Shortly after his installation as pastor on November 4, 1934, his congregation grew to include 1700 members. On October 14, 1940 at the YWCA of Grand Rapids, Dr. Fuller called to order the first meeting of a committee for the organization of a “Baptist Bible Institute” (Fabisch, 1993, p. 3).

Baptist Bible Institute

During the 1930's and 40's, Bible institutes flourished nationally throughout the world of conservative Christianity. They were designed to replace the “liberal” seminaries, and return to a Bible ministry emphasis. At the organizational meeting for the Baptist Bible Institute, a sub-committee was formed to design a tentative constitution for the proposed

school which had its first classes three months later with students from seven denominations. Information solicited from the Baptist Bible Institute of Buffalo, New York, served as a point of reference. On October 19, the committee met to forge the beginnings of the Baptist Bible Institute of Grand Rapids, Michigan. The sub-committee submitted a working draft of the constitution and by-laws, based not on the Buffalo model, but rather after the model of the Toledo Bible Institute in Toledo, Ohio. The success of the Buffalo school, however, served to give impetus to this new venture.

After having voted on the name of the school, the committee appointed themselves as the executive council. They also decided that from this time on, the council was to be comprised of six pastors and six laymen from “churches in fellowship with the Grand Rapids Association of Regular Baptist Churches” with not more than two laymen from any one church (Kumi Ori, 1947). Dr. David Otis Fuller was chosen as the Institute’s first president.

The mission of the Baptist Bible Institute of Grand Rapids was clearly defined. Its purpose was: “to provide a medium through which a working knowledge of the English Bible may be obtained with a view to definite Christian service” (Kumi Ori, 1947). Also, though it would be Baptist in its doctrinal distinctives, it would be designed to service an interdenominational student body. The school soon became a reality. By December 21, 1940, ninety applications were received. On January 7, 1941, classes began. Interestingly, the school first met only in the evenings — every Tuesday and Friday for a full term, and offered three terms per year. The cost of enrollment during that first year was \$2.00 per term, or \$1.00 for a single course or audit. Classes met in the facilities of the old Wealthy Street

Baptist Church, which were made available to the Institute free of charge (including heat and light) for one full year.

In an effort to build a relationship with the General Association of Regular Baptist Churches, a letter was formally sent to Dr. Robert Ketcham, then the National Representative of the movement. A letter was also sent to all GARBC and similar churches within a 30-mile radius. In order to meet the needs of these churches and potential future leaders, the early curriculum of the school included such courses as Bible doctrine, Bible introduction, Bible interpretation, and Practical Christian Work. The courses were offered in a three-year program of study leading to a diploma. Ten part-time instructors comprised the faculty.

In December of 1941, the United States entered into World War II. As a result of the war, only eleven members of the original class would ever graduate. The school's leadership, however, was not discouraged. In an effort to forge ahead, the executive council voted in 1942 to affiliate with the American Association of Christian Schools, with the provision that "we do not sacrifice [our] historical Baptist position" (Fabisch, 1993, p. 9). It also decided in early 1944 to add a full day-school program. This change took place with the term beginning in September of 1944. The school now offered two programs: a standard two-year Bible-institute training program, and a three-year pastoral program. Applicants for the day school program were required to be high school graduates and at least 18 years old, have positive references from their home churches and friends, and be able to articulate their own personal Christian commitment and ministry call. The mission statement of the day school was carefully crafted to include a spiritual emphasis in addition to the academic. The school was designed:

...to prepare our students spiritually so that they may be, not just intelligently informed, but spiritually endued. Our purpose, our ultimate objective, is not simply the careful instruction of the mind, but the spiritual quickening of the soul (GRARBC “History,” N.D.).

Although only eighteen students enrolled in the first year of the day school program, the school began to take some initial steps to become autonomous, and no longer dependent on the Wealthy Street Baptist Church.

Baptist Bible Institute and School of Theology

With the addition of the day school program, the institution revised its name and became incorporated under the laws of the State of Michigan as “The Baptist Bible Institute and School of Theology of Grand Rapids, Michigan.” It also adopted for its doctrinal statement the new confession of faith of the Grand Rapids Association of Regular Baptist Churches. The school published its first official catalog and contracted its first female instructor. The purpose, however, remained intact. Article 2 of the new constitution and bylaws read: “The purpose of the institute shall be to provide a medium through which a working knowledge of the Bible may be obtained with a view to definite Christian service. The School of Theology shall be for the training of men for the gospel ministry” (BBI&ST Documents of Incorporation, 1944, p. 1).

By the time the fall term began in 1944, BBI&ST had a combined enrollment of 152 students, and a faculty of two full-time and nine part-time instructors. Tuition was still considered “free,” while the school still collected the modest enrollment fees. Interestingly,

the school did not view itself in competition with other schools. In the words of one of the administrators:

We wish it to be thoroughly understood that this new venture is not in the nature of a criticism of existent institutions where the Word of God is honored (The Baptist Bible Institute and School of Theology is not for one moment competitive in character). In fact, we consider competition altogether out of order in the things of God (Knol 1944).

While the school did not view itself as competitive, it did take an aggressive posture toward student recruitment. Letters were sent to pastors urging them to direct their high school graduates to BBI&ST. Advertising also appeared in *The Sunday School Times*, *The Baptist Bulletin*, *The Christian Beacon*, *The Ohio Independent Baptist*, *Fundamental Fellowship*, and *Inter-Varsity Fellowship*.

The year 1944 also saw the inauguration of the school's second president, Norman F. Douty, when Dr. Fuller resigned to become a military chaplain during this point in World War II. Douty served for only a year, however, and Dr. Paul Jackson stepped in as acting president from 1945 to 1946. This was significant, for Dr. Jackson's involvement strengthened the tie between the institution and the General Association of Regular Baptist Churches. It was during this time that the school became an "approved institution" by the GARBC. In 1946, Dr. Gerard Knol became the president, and served in that capacity until 1953, offering the school some sense of stability. It is also interesting to note that during this time period, Dr. Douty sold his personal library of 4000 volumes to the school for \$4500 in monthly installments. This became a significant start for the school's permanent library.

During the early years of Dr. Knol's administration, two professors recommended the addition of a "pre-theological" program. The board approved the recommendation for the following reasons:

1. It would provide a general education base of English, philosophy and languages, which would enable the school to offer Bible and theology on a graduate level.
2. It would drive the Bible institute to the college level by making it impossible for institute graduates to take the theology course.
3. The establishment of a true graduate seminary would make a 'Bible college' inevitable (Faber, 1993).

Professor Leon Wood, a man who would become an acclaimed theologian, author, and backbone of the institution reflected after his first year of teaching:

What is needed then, we feel, is a distinctly Baptist school that is grounded in the Word of God and which offers a course of study that is sufficiently high in its standard of work. And this is the need which the theological department of our school purports to fulfill (Kumi Ori, 1947).

As the new administration settled in, the school developed significantly. In 1946, the board decided to build two new dormitories — one for men and one for women. During the same year, it was granted approval for the "Servicemen's Readjustment Act," making the school's education available to veterans. Ten denominations were now represented in the student body. The school yearbook, Kumi Ori, also had its birth. Serious talk had begun concerning the possibility of awarding State-approved degrees. Before long, the State Board

of Education authorized the school to grant the Bachelor of Divinity Degree. With this major step, the name of the school changed for the third time, in order to reflect its degree-granting status. Several names were suggested: Baptist Theological Seminary of Grand Rapids, Regular Baptist Seminary and Bible Institute, Grand Rapids Baptist Seminary and Bible Institute, and Grand Rapids Baptist Theological Seminary and Bible Institute. The name selected was, "Grand Rapids Baptist Theological Seminary and Bible Institute."

Grand Rapids Baptist Theological Seminary and Bible Institute

With this new era of the school's development, "it was becoming evident that the school would endure" (Fabisch, 1993, p. 26). That being the case, a new long-range planning committee was formed, and before long, the committee even included the entire day school faculty. Also, "President Knol expressed the hope that the two-year pre-seminary course would become in fact an accredited junior college course, thus opening the way for the future development of a four-year school" (Fabisch, 1993, p. 26).

Although the school was still meeting in the Christian education wing of the Wealthy Street Baptist Church, it advanced in significant ways, giving good promise of the future. By 1950 (nine years after the birth of the institution), the school was granted full approval by the Veterans' Administration to receive financial assistance. Enrollment numbered 100 men and 50 women. Physical assets were valued at \$50,000. Alumni of the school were literally serving around the world in missions, pastorates and Christian education. (In 1950, nine graduates were serving as pastors, eight in foreign missionary service, eight in home missions, six in other related mission work, one in missions administration, and three in Christian education.) While the focus of the school continued to be ministry-oriented Bible education,

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the need became obvious to include some liberal arts in the curriculum. During the early 50's, both English and American literature were required courses.

During the 1954-55 school year, President Knol stepped down from his administrative post, and J. E. Hakes became the fourth president. Rev. Hakes' vision for the school included a full four-year college program and graduate seminary. He also recognized the need for the school to have its own campus on its own property, apart from Wealthy Street Baptist Church. The school soon learned of an 11-acre tract of land available for purchase at the corner of Three Mile Road and Fuller Avenue. Although Hakes only served the school for three years, he did much to raise the academic climate of the institution. With degrees from both Wheaton College and Northern Baptist Seminary, he knew the importance of academic standards. Because of this, he encouraged professional development for members of the faculty, and guided the institution to help support progress toward doctor's degrees for several professors who studied at accredited institutions throughout the region. "These men were to become the nucleus of the drive for quality education in the college and seminary" (Fabisch, 1993, p. 31). Also during his tenure, the seminary required all students to hold earned baccalaureate degrees before admission. Interestingly, this meant that even graduates of the Bible Institute were ineligible to enter the school's own seminary, which remained only a two-year general Bible or three-year pastoral program. This paved the way for the Bible Institute to become a *bona fide* four-year college, with a two-year general education core.

Hakes resigned in 1958 and the institution asked Howard Keithley to serve as interim president for six months. Enrollment dropped somewhat during this period. By November 1, however, the fifth president, Dr. W. Wilbert Welch, became the institution's new leader.

Interestingly, Welch had been a part of the early planning meetings of the Grand Rapids Association of Regular Baptist Churches that birthed the school. Dr. Welch later reflected on his new position:

With the departure of the previous president a cloud of gloom settled over the school. Faculty members debated daily whether to go elsewhere or stay one more year. The student body was less than 150. There was no campus, and the hope of building at Three Mile and Fuller had fallen flat. There was no progress and, of course, no viable plans for the future. The board members and I both knew that it was just a matter of time when there would be no school, and who enjoys presiding over the demise of an institution? All this I related again to the committee chairman (Welch, 1983).

Despite these circumstances, Dr. Welch remained the school's president for the next twenty-four years. In one of his first public speeches, Welch reaffirmed the mission and values of the institution:

It shall be the purpose of this school to stand without apology for the historic Baptist faith, to train men and women for effective Christian service, to teach all to be most diligent in life, fervent in spirit, courageous in convictions and Christ-centered in all things (Welch, 1959).

During his early tenure, *The Messenger* was developed and became the official school publication. The evening school program was changed to non-credit, and more focus was placed on the quality of the day program. Welch asserted his objectives for the institution to the school's alumni:

- To place the school on a larger representative basis...
- To seek to promote the name, work and purpose of the school on a nation-wide basis...
- To establish a closer knit relationship with our Regular Baptist churches so that people may speak of it as 'our school.'
- To seek to implement our own vision concerning a spirit of evangelism permeating the whole school, without detracting from the high scholastic standards already evident.
- To set up immediately the necessary organization for the enlargement of our facilities. (*Alumni Bulletin*, Sept. 1959, v. 2, p. 1).

During Welch's second year in office, the school did adopt a full Bible college program. In addition to the major in Bible, minors were also now available in music, Christian education, missions, and Christian secretarial studies. These studies would open the door for further curricular additions, and provide for a broadening of the school's purpose.

Also under Dr. Welch's leadership, the building committee located a tract of land at the corner of Leonard and East Beltline providing ample space for the school's ongoing development. When Dr. Welch asked the farmer's widow if she would be willing to sell the property to the growing Christian institution, she happily agreed to do so, for the mere cost of \$100,000. More adjacent land was acquired by the school in time. On Sunday, May 6, 1962, the new campus property was dedicated. Over 1200 people gathered to participate in the ceremony.

Administrators now also agreed that the school needed to change its name for the fourth time, in order to reflect its new four-year college curriculum and its new beginning on its own campus. After a short contest, the new name chosen for the school was “Grand Rapids Baptist Bible College and Seminary.” The name appeared for the first time on the 1962-63 college catalog.

Grand Rapids Baptist Bible College and Seminary

Monies were raised for the purchase of the new property through cash contributions, pledges, and bond sales. By March of 1963, the school had landed a contractor’s bid of \$753,600 for the construction of the campus’ first four buildings: the library/administration building, student center/dining commons, Quincer dormitory and Miller dormitory. On May 24, 1963, another thousand individuals gathered to watch the laying of the first cornerstone of the new campus. During that same year, the State Education Committee granted the school the right to award its first four-year college degrees. The 1963-64 catalog read, “Approved by the Michigan Department of Public Instruction to grant the following degrees: Bachelor of Divinity — (B.D.), Bachelor of Religious Education — (B.R.E.), and Bachelor of Music — (Mus. B.)” (p. 1).

The year 1963 also saw the school’s first four-year college graduates, full membership in the Accrediting Association of Bible Colleges, the 4.0 honor point system, tuition costs of \$150 per semester, and \$275 room and board. Basketball, soccer and track teams were also being developed for inter-collegiate competition, including participation in the Michigan Christian College Athletic Association.

Although the buildings were not quite ready for the fall semester, the semester began nearly on time. "Chaotic is the only adequate word for the campus. Unfinished sidewalks, pathways of mud, electric wires not yet properly connected, and much more" (Welch, 1983, p. 11). With the help of administrators and their families, the facilities were soon under control. No sooner were these buildings completed than a contribution was received to construct a music building as well. It was completed in 1965.

By October of 1964, 317 students were enrolled in the institution. Six buildings were already completed, including an additional classroom building and a separate Ketcham Library building. In December, a full-time Director of Promotion and Public Relations was appointed, and plans were drafted for a new \$300,000 multipurpose building. By 1965, the Gordon Music Building was finished, and two additional apartment buildings, named in honor of Dr. Fuller and Dr. Knol, and a maintenance building were constructed. At the end of its first academic year on its own campus, twenty-eight graduated from the college program, and seven from the seminary program. Enrollment for the following fall semester came to 383. Fabisch reports that:

Spring of 1965 also saw the school receiving an American Association of Collegiate Registrars and Admissions Officers rating of IV-A, which meant that students could now transfer, on a probational status, to all accredited institutions. This rating was an evaluation of the level of work of the college rendered by the associate director of admissions of the University of Michigan. The University of Michigan's demonstration of willingness to accept our students into their graduate programs, set a pattern for other accredited graduate schools (Fabisch, 1993, pp. 46-47).

Later in 1967, the State Board of Education gave the seminary approval to award the Master of Divinity (M.Div.) degree. Also, Grand Rapids Baptist Bible College began a new relationship with Western Michigan University which:

...permitted a student entering the Grand Rapids Baptist Bible College who desires to complete requirements for elementary and secondary state certification to complete three years of academic work at the Baptist Bible College and enter Western Michigan University with little or no loss of credit. The student could expect to complete certification and degree requirements within a one-year period providing he has followed closely the curriculum guide (GRBBC&S Catalog, 1968).

In 1967, Grand Rapids Baptist Bible College and Seminary had a campus of 94 acres and nine buildings. By 1969, the new multipurpose building, Morris apartments and Ann Pickett Hall were all constructed as well. Enrollment was now 630, a 400% increase in ten years. This exceeded Dr. Welch's goal for the end of the decade by 130 students. Approval was also granted by the State to grant the Master of Religious Education (M.R.E.) degree. The school's sports program also developed, adding track and softball. The soccer team had also become as established as the basketball program. The 1970 Kumi Ori reported that, "At any school, sports becomes a medium for directing student enthusiasm and spirit. Five varsity sports — cross country, soccer, basketball, baseball, and track — allow for participation by both spectator and athlete throughout the school year" (p. 13).

In 1970, computers made their way to the growing school, and data processing became the new method of handling academic records and related business needs. On May 7, 1971, the school was accepted into membership in the Council for the Advancement of

Small Colleges (CASC). With the help of CASC, the school received permission from the State of Michigan to revise its charter and grant the Bachelor of Arts (B.A.) degree. This degree was offered in addition to the B.R.E. and Mus.B., and provided seven different majors: English, history, music, religion, social science, sociology, and speech. In April of 1972, the name of the institution was changed again, in an effort to reflect the broader curriculum that was now offered. The school became, "Grand Rapids Baptist College and Seminary."

Grand Rapids Baptist College and Seminary

The student population began to spiral rapidly with 606 enrolled in the college, and 112 enrolled in the seminary. Time had come for the seminary to have its own facility. A \$100,000 contribution was received for the construction of a seminary building, and ground-breaking occurred on September 4, 1972. Present at the ceremony were representatives of the Grand Rapids Association of Regular Baptist Churches, Michigan Association of Regular Baptist Churches, and General Association of Regular Baptist Churches.

In 1973, a cooperative program with Calvin College began that would lead to teacher certification in the elementary or secondary education fields. By 1974, GRBC&S was granted candidacy status with the North Central Association of Colleges and Secondary Schools. In 1976, the student body topped 1,000 for the first time, with 853 college students, and 148 seminarians. The seminary was now granted permission to award the Master of Theology (Th.M.) degree. By April 1, 1977 the college and seminary were both granted full regional accreditation. During that same year, VanOsdell Hall was dedicated and a new physical plant building was completed. The following year saw work begun on a new, separate library

building, the completion of a fourth apartment complex, and the addition of a Christian school administration program in the seminary.

By 1979, the purchase of an additional 6.2 acre tract of land brought the campus to 132 acres total. Over 1,140 students were enrolled, choosing from among ten majors, with three additional programs approved for the 1980-81 academic year. Eighteen buildings now comprised the school complex, and nearly 50 faculty members provided instruction. In January of 1980, the State of Michigan granted approval for offering associate degrees. During the school's 40th Anniversary Year (1981), the combined student enrollment reached an all-time high of 1,193.

After nearly twenty-five years as president of the institution, Dr. Welch retired on May 31, 1983. Following the six-month interim presidency of Dr. Gene Berends, Dr. Charles U. Wagner became the next new president. Dr. Wagner sympathized with members of the constituency who preferred the school to be a Bible college, rather than a liberal arts college. He also sympathized with those who desired strong ties with the Regular Baptist movement. His convictions were not shared by everyone. Different perspectives were held by other administrators and faculty members.

In the fall of 1986, the seminary was granted approval to offer the Master of Theological Studies (M.T.S.) degree, and groundwork was laid for the Doctor of Ministry (D.Min.) program, the first doctoral degree to be offered by the institution. By 1987, the school's own State Certification program was offered in both the elementary and secondary education programs. These programs now occupied a whole wing of the classroom building. In the same year, the new business and computer center was constructed. With the retirement

of the dean in May of 1987, the entire President's Cabinet had turned over since the coming of Dr. Wagner. With the turnover, Dr. Wagner made a serious effort to reunite the school with concerned members of the Regular Baptist constituency on local, state and national levels. Several personnel changes and school directives occurred during this time period. During these years, the enrollment of the institution declined. The lowest point occurred in 1986 with 638 enrolled in the college, and only a few more in 1987 and in 1988. In May of 1990, Dr. Berends resigned as the Chairman of the Board. He had engaged in an institutional study which included a presidential evaluation. Dr. Wagner opposed the evaluation process, on the basis that it had not gone through appropriate channels. Dr. Wagner resigned later that year to assume the pastorate of Calvary Baptist Church in Covington, Kentucky. Fears surfaced that the school would decline to the point of closure. Dr. Welch agreed to serve as the interim president.

During his year as interim, Dr. Welch brought a sense of stabilization and calm back to the institution. Understanding many of the dynamics and needs of the school, he paved the way for a more transformational style of leadership. On September 3, 1991, Dr. Rex Rogers became the next and current president. A young man of just thirty-eight years, Rogers had demonstrated his academic skills during his six years as professor at Cedarville College, and his administrative skills while serving King's College as Vice President. Despite his youth, he distinguished himself as a visionary, hard worker and developer. His official inauguration occurred five weeks after his arrival. Enrollment increased between 1991 and 1992, but several hard issues would need to be addressed between 1992 and 1994 that would result in some temporary decline. These were years of evaluation, listening, and readjustment.

The year 1993 was pivotal in several ways. First, Dr. Rogers led the institution toward the adoption of a new mission statement, which clarified the role of the institution as a Christian liberal arts college. This became necessary because of the mixed signals the school communicated during the prior administration which leaned more toward a Bible college philosophy. Second, the institution invited the rapidly declining Grand Rapids School of the Bible and Music to enter into a merger, for the sake of the few students and teachers who remained, and for the benefit of some 8,000 alumni. It would be a “merger-in-principle” referred to as a “marriage” of the two schools. An official ceremony of formal “uniting” occurred on August 20, 1993. Professor Carl Francis and his aviation program became a part of Grand Rapids Baptist College, some 25 aviation and a few other students transferred into GRBC, and Dr. Wendell Babcock joined the GRBC faculty as part-time instructor of music. Using what assets it had at the time, GRSBM purposed to turn itself over with a “clean slate.” Despite the apparent smallness of the merger, the action was highly symbolic. Grand Rapids School of the Bible and Music was a non-Baptist, independent, interdenominational institution. With the merger, GRBC made a significant statement that it was turning a corner in widening its constituency beyond only Baptist circles. The merger also provided additional and substantial justification for a new name-change, and a potential process had already been discussed. The third major event of 1993 was the founding of the Adult Continuing Education program (ACE) which provided the opportunity for students above the age of 25 to work toward an accredited degree in special evening and weekend courses designed especially for them.

At the same time, a major institution-wide process was engaged to produce a new name that would capture the spirit of the new mission statement, widening constituency, and the institution's commitment to its fundamental values. On June 1, 1994, the school legally adopted its new name, Cornerstone College, under its new corporate umbrella name of the Cornerstone Baptist Educational Ministries.

Cornerstone College

From the years 1994-5 to 1996-7, enrollment at the college increased dramatically. The headcount went from 735 in 1994, to 871 in 1995, and 1,018 in 1996. Full time equivalent counts went from 691 in 1994, to 825 in 1995, and 963 in 1996. These figures do not include the graduate division of Grand Rapids Baptist Seminary.

To accommodate the growth of students, provide necessary up-to-date technology and expand the campus bookstore facilities, the college entered into an agreement with Family Bookstores to construct a new two-story building consisting of 20,000 square feet. The new building process began in May of 1995. Construction was completed just in time for the fall semester of 1996. The building was named "Warren Faber Hall" in honor of Dr. Warren Faber, former executive vice president, who had faithfully served the college for 35 years. In addition to this facility which now houses classrooms, faculty offices, the school's new technology center, atrium cafe and campus bookstore, several residence hall areas were also renovated.

Later in 1996 and in early 1997, feasibility studies began toward a new capital campaign to raise \$16,050,000 primarily for the construction of a new 104,000 square-foot

fieldhouse. During the spring semester board meetings, the capital campaign was formally approved by the school's trustees.

Governance changes also culminated in 1996 with the creation of the Provost's office and realignment of the school's administration. Dr. John Lillis, a graduate of the seminary, professor of the seminary, founder of the Southeast Asia Seminary Extension, former ACE Dean and recently appointed academic dean of the college, was appointed as Provost and Executive Vice President. As such, Dr. Lillis provided the day-to-day operational management of the institution, allowing Dr. Rogers to spend more time in fund-raising, institutional development, public relations, and general institutional oversight. Governance modifications were also observable in the changing makeup of the Board of Trustees which now is a self-perpetuating board comprised of men and women of diverse racial, cultural and economic backgrounds who serve in business and community leadership as well as pastoral ministries.

By the summer of 1997, Cornerstone College was recognized by the Grand Rapids community as one of the fastest growing colleges in West Michigan, also growing in national renown.

Chapter Summary

This chapter reviewed the history of the institution throughout its developmental stages in order to provide a contextual backdrop for understanding its current turnaround and transformation. Major events of the organization's "life" were highlighted and arranged under the institution's various names in chronological order. It concluded with a brief narrative of the school's time period which is now the focus of this study. The following

chapter will explain the details of the school's transformation from a struggling Grand Rapids Baptist College into a thriving Cornerstone College, presenting the data gathered in this research.

Chapter 5

PRESENTATION OF THE DATA

Introduction

The purpose of this study was to discover, describe and explain the contributing factors that led to the transformation and turnaround of Grand Rapids Baptist College into Cornerstone College from 1981 to 1996. To accomplish this purpose, four lenses of perspective were used as taken from the literature of Bolman and Deal. These four lenses include the structural, political, human resource frame, and symbolic. Over twenty contributing factors appeared to contribute to the transformation (and subsequent turnaround). These were convergent factors, and are wedded to thirteen major events. The following time-line shows the chronological order of these major events:

Event Time-line

1. Rogers Becomes President (September, 1991)
2. College Joins Coalition (October, 1991)
3. Board Becomes Trustees/Broader Constituency (March 13, 1992)
4. New Mission Statement (1993)
5. "Merger" with Grand Rapids School of Bible (August 20, 1993)
6. Adult Continuing Education Program Begins (November 1, 1993)
7. Name Change to "Cornerstone College" (June 1, 1994)

8. Strategic Planning Master Campus Design (October 13, 1994)
9. Discernment Policy Instituted (1995)
10. New Governance/Provost/Enrollment Management (June 1, 1996)
11. New Facilities/New Technology (August, 1996)
12. New Image Publicly Recognized (September 2, 1996)
13. Capital Campaign (May 15, 1997)

It will be the purpose of this chapter to specifically identify each of the major contributing factors, arranging them in order of my assessment of their importance based upon my analysis of the content of interview discussions, discussion tone, and general impressions from the overall study. It is also the purpose of this chapter to present the data discovered throughout this study. These data include document findings, interview findings, and observations from personal participation. In the following chapter (Chapter 6), the data here presented will be analyzed with special attention given to the more numerous ways in which each factor made an impact on the institution in light of Bolman and Deal. The purpose now, is to simply present the data. (Because the realm of institutional presidency involves many sub-factors, the section on “new president” is presented with an interweaving of document and interview data. As a general rule, all other sections present document data first, followed by interview data. Participant observation data is included where the information best fits logically.)

By way of general observation, I thought it would be interesting to know how many of these factors were identified by the interviewees when I asked them to tell me the “Cornerstone Story.” Further, I thought it would be interesting to know how many

“discussion blocks” focused on each factor. (I viewed a series of sentences or paragraphs that focused on one factor as a discussion block.) In forty-two discussion blocks, all of the interviewees related to Cornerstone (20/20) mentioned *Dr. Rogers* as key in the transformation and turnaround of the college. This was the only factor addressed by all these interviewees. Table 3 on the following page lists all the factors in order of frequency (first number in parenthesis) followed by the number of discussion blocks (second number in parenthesis). In looking at just these general observations, I was struck with the following: first, the unanimous recognition of Dr. Rogers as key; second, the high frequency of references to the *name change*, *shared vision*, and *fresh commitment to values*; third, the low frequency of such factors as the *new mission statement*, *merger*, *new facilities*, *ACE program*, and *new technology*. (This was especially intriguing in light of the high place given to new technology in the corporate turnaround literature.) I was also struck with the greater number of references to the open policy of the ACE program than to the program itself. At this juncture, I will reflect on each factor individually. (While the literature raised questions concerning the possibility of certain factors involved in turnaround, interviewees were quick to identify what they believed to be the key factors. Much overlap occurred.)

Table 3 - Factor Frequency

#1	New president (20/42)
#2	Name change (9/19)
#3	Shared vision (8/20)
#4	Fresh commitment to values (8/15)
#5	New governance (7/17)
#6	Discernment policy (6/14)
#7	New image (5/10)
#8	New provost (5/9)
#9	Faculty recruitment (5/7)

- #10 Student recruitment (4/9)
 - #11 ACE open policy (4/8)
 - #12 Strategic planning (4/7)
 - #13 Donor pursuit (4/6) and
Faculty retention (4/6)
 - #14 New mission statement (4/5)
 - #15 Student retention (3/5)
 - #16 Merger (3/4)
 - #17 New facilities (3/3)
 - #18 ACE program (2/2) and
Coalition (2/2) and
New technology (2/2) [This factor given as a “result”]
-

New President

Most interviewees clearly stated the transformation and turnaround began with the arrival of the new president, Dr. Rex Rogers. While citing him as a factor, it was the view of most that Dr. Rogers either initiated the other factors, or somehow directly or indirectly played a major role in each factor.

The School’s Desire for a New Presidential Style

An alumnus serving in denominational leadership (interviewee #5) reflected that against the backdrop of the previous administration and related events, the school made a decision somewhere along the line to say:

Hey, we want to approach leadership differently. And so we’re going to bring on a man who is a competent speaker, but a man who’s a bit more of an academician, who comes from an educational background, who has academic credentials and administrative credentials, to bring to the table now to bring leadership for the school. He continues to say that whoever this man would be would need to make some bold administrative decisions for the school. He would not be simply able to inherit the

institution and maintain all that had gone on before in operational systems. He would have to recognize the need for some major changes to take place, or even perhaps a major administrative overhaul to be initiated. From that standpoint, the new president needed to be a transitional or transformational leader.

While Dr. Rogers was not well known in the school's denominational circles, he did display the sought-after characteristics at that time. A former trustee (interviewee #20) stated, When Rex's name first came to the board of trustees, they recognized the fact that, although he was a relatively unknown commodity, he was an academic man. Though he was not necessarily at that juncture looked upon as a gifted speaker, that became true with time. But what the school did need at that time was an educator and someone who was strong in administrative expertise working with people and there was little doubt that he would be a progressive individual and a proactive leader.

Dr. Rogers' Arrival

On September 3, 1991, Dr. Rex Rogers became the current president of the then-called Grand Rapids Baptist College and Seminary, though the official inauguration did not take place until the second week in October. An article appeared in *The Grand Rapids Press* announcing the appointment of the new leader. The article, titled "Baptist College Leader Will Stress Academics," noted that the incoming president, Rex Rogers, expected to broaden the horizons of this Bible-based school. It also stated that Rogers, the 38-year-old former vice president of King's College in New York, would stress academic development as one of his top priorities. "The institution has tremendous potential," Rogers said Wednesday. "There are students out there looking for solid spiritual and academic education. That's the

kind of education we'd like to offer. I'd like to establish it's reputation as a solid academic institution. It is no longer a Bible college and we don't intend for it to be." The article continued to explain how Rogers intended to encourage faculty and staff development, as well as research and publication by faculty members. James Godwin, assistant to the president in development, is quoted as saying, "We are 'very pleased and excited' about his coming arrival." It further states that Rogers hopes to maintain the school's "reputation as a conservative evangelical institution." Rogers' previous experience and credentials were then highlighted - indicating that he worked six years at Cedarville College in Ohio, where he was Associate Professor of Political Science and Director of Planning. Rogers has a bachelor's degree from Cedarville College, a master's degree in political science from the university of Akron, and a doctorate in political science from the University of Cincinnati (Roelofs, 1991).

The college's own press release on Dr. Rogers indicated that Biblical truth, conservative theology, politics, free enterprise and social change were all frequent themes in Dr. Rogers' speaking and writing. It also indicated that Dr. Rogers affirms an inerrant, infallible and literal Bible and is "committed to developing people's understanding of economic and political liberty, as well as their knowledge of the spiritual liberty possible in Jesus Christ." This article also included the family side of Dr. Rogers, giving the names of his wife, Sarah, and four children, Elizabeth, Eric, Andrew and Adam.

Immediately the campus family became optimistic and excited about the appointment of the new president. According to one high level administrator (interviewee #1), Rogers could have had his eye on a better known, larger, or more prestigious school. "But in the back of Rogers' mind he is thinking, 'we can grow Cornerstone to be that kind of school.'"

How exciting to be a part in a growing school.” For the administrator, the fact of Rogers being a young and driven man gave him particular interest in his potential ministry over the long haul at the institution. He stated, “I am just excited about a guy (a young president) very driven, very interested in quality.”

The Early Months

First impressions of Dr. Rogers were highly positive. One of the school’s veteran professors (interviewee #13) felt excited when Rogers immediately came to town and joined the Rotary Club, the Christian Businessmen’s Association and began his own discussion group, an organization with businessmen. The new president was recognized as already becoming highly involved in the larger civic community and giving the college a better name and relationship with community. It was perceived that this was a high priority for Dr. Rogers and that he worked hard at these community relationships.

In an interview with Dr. Rogers himself, he indicated to me,

My first six months I felt like the greatest single need, if not a year, was to increase or help to increase the morale of the personnel. So rather systematically I went through every department in the organization, staff and faculty. I had people out to the house. We met with them formally in department meetings here. I went down and sat with all the maintenance people one day, Campus Services, and the ostensible nature of it or purpose of it was, well, they get to meet the new president.

He continued to explain that during those meetings he was able to hear all of their concerns and problems. He had opportunity after opportunity to preach the new vision and give hope and find out what their pressure points were at that point in time. He indicated that he

quickly found a number of concerns that were bothering faculty members or staff members - most that did not require any money, even major transitions. Most of the concerns he heard were policy issues or practical issues that could be fairly easily corrected. So in Dr. Rogers own words, he basically said to them, "Yeah, we can change that. Okay, fine, let's do it." As a result of these interactions and early modifications, Dr. Rogers saw a fairly rapid turnaround in morale. For these purposes, Dr. Rogers spent almost all of his time internally at the institution during those six months.

Opening Lines of Communication

It became obvious that one of Dr. Rogers first items of business was getting to know the faculty, staff and students. In his first official letter to the faculty and staff, dated September 10, 1991, Rogers wrote:

I am pleased that we were finally able to spend some time together yesterday, and I look forward eagerly to a time when we can meet in small groups. I have asked Maxine to schedule one to one and a half hour meetings with each division and department during the next two to three weeks.... I have met a number of our students thus far, but not nearly enough. I will schedule meetings with them as soon as possible. ...

While it may necessarily have to be by appointment, please know that you are welcome in my office. I admire people who have given their lives to the Lord in Christian higher education.

I am praying for you. Please pray for me. We are all but human beings laboring together in the Lord's vineyard.

The veteran professor (interviewee #13) confessed that during those early months of Rogers' administration, he felt "something bordering on euphoria." He continued to say, I'll never forget... the second time he ever saw me, he said, 'Hi (name).' And, you know, usually I'd respond in a socially appropriate way, but my jaw fell open and hit the ground and I said, 'What? You know my name?' and I'd come to find that he had sat down and memorized people's names and pictures out of the catalog. He made that his first priority. So right from the beginning, we saw a style of leadership that was a leadership with a servant's heart.

This interviewee continued to reflect that based upon these observations, he and other faculty members saw Dr. Rogers' desire to make his people do well and to accomplish. Rogers did not view the faculty as intimidating but rather as individuals whom he wanted to encourage and become familiar with and enable.

"He Listened"

Dr. Rogers' early established pattern of openness and communication also demonstrated his ability to listen. Another long-term veteran professor (interviewee #9) stated that "Rogers came in and listened to the people and the first year was a year of healing, and then he began giving us confidence." One mid-level administrator (interviewee #6) also explained how Rogers worked hard at listening and gathering information before any major steps were taken during that first year. He saw Rogers as one who sought to understand and possessed a willingness to listen, to be taught, to make changes and to recognize needs.

Interviewee #19 (professor) explained that at the beginning it was absolutely necessary for Dr. Rogers to listen the way he did, especially because faculty and students needed to

know that he cared about their concerns, was listening, and planned to do something about those concerns. Using e-mail, regular meetings and the chapels, he made every effort to keep the school family well informed. If there were changes to be made, whether in dress code or some other area, he tried to explain his rationale and tell the school family in a way that would explain the Biblical foundation for why he chose to take those directions. According to this instructor, the students, faculty and administrators appreciated this procedure. Interestingly, a faculty colleague (interviewee #7) explained,

Dr. Rogers came on campus in September of 1991 and for one solid year did nothing but listen to anyone who wanted to talk to him. He invited us ... he invited everyone to pour out their hearts, to pour out their pain...then I think kind of backed off and for a year we wondered if anything was going to happen at all because nothing seemed to be happening because we seemed to be getting the same old story - money. But what we didn't realize was that he had begun a work to remedy the situation. He was on e-mail, and, well, he still is, but we got these enormous e-mail messages from him that sometimes you just had to print up and read later.

Likewise, another top-level administrator (interviewee #6) indicated how Dr. Rogers spent his first year in leadership primarily listening. He stated this to be

...the first time that any of us could remember that any leadership individual from president to cabinet expressed a desire and concern to listen to faculty, staff, students as to what was... really going on here internally and who we really were. I respect that tremendously. I think that's the sign of a good leader.

He continued to say that Dr. Rogers acted upon much input and used the input to validate his own perceptions of reality. Based upon this input and the validation process of the input, he began to implement a vision and implement change. This administrator is convinced that because of this year of arduous listening and interaction, Dr. Rogers was effectively able to strive forward to more clearly articulating the school's mission, calling for unity, calling for an implementation of excellence in the ranks of the faculty and the staff in relationship to students.

A Boost in Morale

Open lines of communication and listening skills on the part of the new president significantly affected a turnaround in institutional morale. According to an appreciative faculty member (interviewee #7), Dr. Rogers' desire to improve the school morale succeeded. The teacher mused,

All of a sudden communication was going on and you knew what was happening... the authoritarian secrecy was just no longer the way things worked. We slowly began to see rises in salary. We began to see new faculty, traditions and new freedoms.

This instructor continued to explain the impact on faculty when Dr. Rogers decided to provide free coffee for faculty members, "A cup of coffee isn't a big deal, except it's everything." The interviewee also indicated the administration had changed to "a totally open system." Faculty now had the freedom to approach Dr. Rogers about "things they would never have dreamed of saying before." Rogers appeared very open and receptive to constructive criticism without being defensive. It also seemed as though "the good old boys

bunch broke up and the faculty and staff were collectively involved in the team ministry of the college.”

It became apparent that Dr. Rogers would make communication with the school family a high ongoing priority. In a typed and duplicated memo titled, “President’s Commentary,” addressed to the college, seminary, and WCSG, faculty, staff, and administration, dated October 3, 1991, Rogers wrote:

This is the first of what I intend to be periodic communications with the personnel family of Grand Rapids Baptist College and Seminary, and WCSG and CSN Sonshine Network. I do not want to commit myself to a timeline that may be a bit scuttled by the vicissitudes of weekly circumstances, but be assured that I will communicate directly and regularly.

Data gives evidence that he was true to his word.

Proactive Stance

In the same memo, Dr. Rogers displayed his ability to be appreciative, directive, aggressive, forward thinking and careful. He indicated that he would reconfigure the strategic planning committee. After extending his thanks publicly to those who served on this committee during the past months (and he named them) he continued to address the need for a new committee with the priorities of reviewing and revising the mission statement, developing a master plan for both the college and seminary that would succinctly state “who we are, who we aspire to be and how we plan to get there.” He asserted that he would not serve on the committee but would work very closely with it. Rogers himself would name the new chair and committee members. He invited all members of the institution to contribute

and to interact with the committee's work. The new president candidly admitted, "Planning is not easy, it's work. But it's essential. If we do what we hope to do, we'll put the organization back in organization and create a springboard for budgeting, fund raising and qualitative growth..."

According to interviewee #6 (administrator) Dr. Rogers clearly became the catalyst, and demonstrated classic quality leadership in terms of implementing a vision and drawing in the team to utilize each one's gifts and abilities in forging direction in a synchronized manner. Leadership was systematic and synchronized according to this interviewee but it was never "orchestrated" in the political sense of that word. An older professor (interviewee #9), states that Rogers, especially at the outset of his administration, was "definitely a hands-on president". He stated, "Rogers is a man who works with all of the details as well and so there is a tremendous transformation that has taken place..." Despite his hands-on commitment and systemic approach during those early years, Rogers indicated in the October 3, 1991, memo during his first month in office, he had been working diligently to do two things. First, he worked to create healing. He stated, "We have people who need and deserve an organizational hug." He also endeavored,

To stir this place with a stick! I have joked that I have found no problems that \$3,000,000 won't fix, and that's true. God has given us much to build upon. We need to shake loose from the fog, set our sights on worthy goals, and work. Our Lord expects and our students deserve nothing less.

Interviewee #7 (professor) remembered that memo quite well and indicated that from that perspective significant hope was reestablished in the institution and its future. During an

interview with Dr. Rogers, he also reflected upon that memo,

That first year or two I used to use the phrase, too, there's nothing wrong with Grand Rapids Baptist College that \$3,000,000 wouldn't fix. And, of course, it was a joke and people laughed and it was a bit tongue in cheek. On the other hand, I was trying to say, 'Folks, there is nothing, you know, intrinsically evil here, or beyond repair that with a little effort and with God's blessing with some money, hey, fix it and get on with life.'

Perhaps an institutional staff member (interviewee #11) summarized the feelings of the institution during those early years,

Dr. Rogers has a vision. He's a hard worker. He knows what it takes to make an academic program successful. He knows what it takes to make your employees happy. He likes to pat people on the back and reward them when they do a good job and that means a lot. People are much more willing to work and do a good job, and he expects excellence from everyone else who works here.

While not desirous in any sense of getting bogged down with micro-management, Rogers nevertheless became a "hands-on" president from the start. In a memorandum to the admissions staff, dated September 24, 1991, Rogers wrote, "Thank you for a good meeting together on September 20, 1991." He added, "I enjoyed becoming better acquainted with each of you, and I was pleased to note that the college is privileged with a committed, professional and proactive admissions staff." He continued to give them directives to broaden and deepen the school's pool of inquiries and ultimate matriculation. He also stated that while the school is not changing its doctrinal commitment, the institution does wish to offer

quality Christian higher education to Christian students who want to come. In this sense he desired to present the college as a conservative evangelical institution which freely admits that it is not there yet, but which aspires to be a college “of the first rank...a Christian College, capital C on both words....” He ended the memo with the words, “Be innovative, creative, aggressive. And do not forget to have fun. God bless you as you continue to serve Him.”

Bold Innovation

After Dr. Rogers listened intently during the first months of his presidency, he was not afraid to lay the ground work for some bold changes he perceived as necessary. In our interview together, Dr. Rogers communicated the essence of his first major presentation to the board in the March 1992 trustee’s meeting. He had been president for about six to seven months and began to feel he was “there long enough to know what was going on.” At that meeting he presented three goals to the board of trustees: to increase the school’s spiritual effectiveness, to increase the school’s academic quality, and to broaden the school’s constituency to include a conservative evangelical marketplace. (That third goal was a bold and controversial step for the institution given its separatist Baptist constituency.)

In an effort to lay the ground work for this third goal in particular, President Rogers used several communications to share his philosophies with the school family. In a memo dated September 17, 1992, Rogers mused on the meaning of Biblical Christianity. He wrote,

My understanding of this is that Biblical Christianity is positive, optimistic about life, yet realistic about a sin-stained world, progressive in attitude and worldwide while conservative in theology, culturally relevant and sensitive while maintaining Biblical absolutes, unafraid of life and learning because Christians understand God’s

providence, loving, forgiving, compassionate, evangelistic, and transforming (salt and light).

He even coined a phrase to try to capture the essence of his philosophy of Christianity. “I recently have been using the term ‘progressive conservative’ to capture what I think we are all about.”

A Transforming Leader

Reflecting on his first year as president, an encouraged faculty member (interviewee #19) said,

And so when Dr. Rogers came, there was really a complete turnaround. A turnaround in competent leadership for the job. A turnaround in terms of vision, hope, future, a feeling that here’s a competent person who has vision, who has skills that will lead us out of this mess. If anybody can do it, he can do it. He immediately began to instill in the faculty a can do attitude. He gave us hope that there is a chance to turn this whole thing around and that we are not gonna close the doors, but we are going to clean house and we’re gonna get things going.

A lower-level administrator and instructor (interviewee #4) agreed that “the key change in the school’s turnaround was Rex Rogers assuming the presidency of this college.” Evidence indicated, however, that Dr. Rogers was not a dictator. Though many called him a strong leader, they were quick to add that he was a team player and believed in shared vision. Interviewee #16 (professor) said,

Dr. Rogers’ leadership style is one of cooperative leadership. I mean, you know, Rex is a strong leader, there’s no doubt about that. But he seems to be genuinely

interested in people's input. Now there are several instances in the past of study groups, but their input was not taken that seriously. Dr. Rogers always takes the input seriously.

As a result of Dr. Rogers' cooperative leadership the institution was able to identify its strategic plan with significant articulation. In September of 1992, Dr. Rogers identified seven objectives for the 1992-93 academic year:

1. To develop a written strategic plan for GRBC&S and WCSG to be followed later with a new campus master plan.
2. To clarify our mission and identity in the minds of our public.
3. To work toward increasing GRBC&S' academic stature.
4. To continue to increase institutional professionalism.
5. To identify and develop GRBC&S and WCSG's unique and distinctive characteristics.
6. To schedule regular personnel professional development sessions in all parts of the institution.
7. To develop faculty, staff, and students spiritually.

These objectives were processed in partnership with the president's cabinet.

Handling Criticism

During Rogers' early years as president, members of the school family observed the manner in which their young leader handled opposition and criticism directed toward the institution and its members. At one point, several pastors from the Michigan Association of Regular Baptist Churches began voicing concerns over the direction of the college in general,

and some of the academic views of one professor in particular. With a desire to discuss these matters in a noble manner face to face, Dr. Rogers requested a meeting with the concerned pastors on October 27, 1992, at Mt. Pleasant, Michigan. He asked Dr. Jim Grier, Dean of the seminary, and Dr. Ron Mayers, chairman of the theology department, to accompany him. Chancellor Wilbert Welch, Professor Andrew Smith and staff member, Ray Mayhew, were also in attendance. Dr. Rogers also requested that the Michigan pastors serving on the trustee board also be present. In an e-mail message to the faculty and staff, dated October 26, Dr. Rogers informed the institution of the meeting and highlighted what he hoped to convey the next day. (1) He would agree that the professor in question made some errors of judgment, but would support him as one still committed to the school's doctrinal position and certainly "not a heretic;" (2) He would remind the pastors that a credible institution of higher learning needs the quality of academic freedom and that the school needs to allow for difference of viewpoint within its creedal confession; (3) He would welcome all and any questions, but would "not stand by quietly and allow this institution's good to be evil spoken of;" (4) He would reiterate the commitment of GRBC&S to "academic excellence with Christian commitment." As scheduled, the meeting began on October 27 at 1:00 p.m., and lasted for an hour and a quarter, as 70 pastors asked questions following a brief upbeat "what's going on" statement by Dr. Rogers. In a follow up e-mail message to the campus family on October 28, 1992, Rogers reported that the meeting went well. According to his reflections, the men within helped to answer questions well, and several from the floor made helpful and positive contributions. He wrote,

The issue may not be ‘over’ but I believe we won many points for forthrightness in our response, openness, graciousness, and commitment to Biblical Christianity. I also believe that the college’s stock has gone up in many pastors’ eyes. Our presence at the meeting helped.

With his own inimitable humor he added,

Thank you for your prayers. Keep up your quest for ‘academic excellence with Christian commitment.’ I survived, but this rattle [sic] my chain, too, apparently. On thee [sic] way to work this morning, I realized that I had forgotten to shave! Fortunately, my son gave me a battery shaver last Christmass [sic]. I dug it out of the glove compartment and no one’s the wiser - right? God bless you.

Using Human Resources

A sensitivity toward and appreciation of human resources marked Rogers’ style of presidential leadership, even if those commitments called for hard choices. One professor (interviewee #19) mused that Dr. Rogers was an outstanding leader because he was not afraid to make tough decisions and was willing to stand by his faculty. This instructor also stated that he “pulled around him people who are very gifted and very intelligent who have experience in the areas of expertise where he needs to place them and he does not micro manage.” The MARBC (Michigan Association of Regular Baptist Churches) scenario described in the above section is one evidence of his desire to surround himself with other key leaders to engage in decision making processes and public relations. The teacher also stated that Rogers gave the faculty a sense of camaraderie by keeping the members well informed.

We were very much an informed faculty, which hadn't been done in the past previous years to my knowledge. The faculty had not been informed on key decisions, nor their input asked. He also made himself available through the e-mail, that if anybody had any comments, questions, or problems, that they should directly contact him. And that was very helpful, I think, probably to the people who contacted him more than it was to him.

The above e-mail memos surrounding the MARBC scenario themselves give evidence of Dr. Rogers' desire to communicate crucial happenings to the entire faculty and staff.

Forging Ahead

By the end of 1993, Dr. Rogers was able to report "What's New at GRBC&S? 1991-1993." The following items give evidence of the aggressive leadership component of the new administration, though much of these were accomplished with much collaboration and team effort:

- Strategic planning process
- New mission statement and goals
- College philosophy of education
- Internship program
- Honors society
- Life experience credit
- Seminary ministry enrichment renewal conference
- Variety and quality of chapels
- Interdisciplinary studies major

- Cross-cultural ministries trips
- Science wing - \$500,000
- Completed Heritage 50 Campaign - \$2,000,000+
- Renovations: cafeteria, multi-purpose building entrance, advancement and admission offices, new sidewalk and central lawn landscaping, apartment upkeep (rugs, appliances, painting, etc.), residence hall (carpet, water systems, roofs)
- Messiah Missionary Baptist Church extension
- Youth Ministry major
- Music Education major
- National stature Bible conference speakers
- Doctor of Ministries degree
- Quality publications and videos
- Radio program - "Making a Difference"
- New administrative vice president
- Annual Christmas tree lightings
- Board development
- Children's Sonshine Network

Perhaps the two most significant accomplishments of 1993, however, were the merger with the Grand Rapids School of the Bible and Music (at the invitation of Dr. Rogers), and the official beginning of the new Adult Continuing Education Program for students over the age of 25 who wish to complete their college degree.

Documental evidence which follows later in this chapter, however, suggests that 1994 was perhaps one of the most significant years of change and transformation during this recent era. A professor (interviewee #9) stated that many major changes occurred at that time, including the name change process, significant board change, and the clear recognition of who we are as a liberal arts college. Under President Rogers' guidance, the institution carried out a highly methodical yet aggressive process in selecting and promoting a new name for the institution. This process included the distribution and returning of "name change questionnaires," the board name change committee review of the results and submission of a reduced list of possible names, full board discussion of the potential names, selection of a new name, official announcement of the new name, and promotion of the new name. Other related matters to be decided were a new school mascot, new logo, and possibly new colors. (As a participant observer I attended the December 13 seminary faculty meeting where Dr. Rogers reflected on his vision for Cornerstone College and the way it was implemented over these past years. He reminisced that his desire was to see primarily healing during the first three years of his tenure here. For the next three years he had a desire to see significant leadership transition and institutional transformation. And then into the seventh year and beyond, hopefully to see some significant and explosive growth. These are the three periods of the tenure of his administrative leadership as he recognizes them at this point in time.) As the beginning of the second major period of transition and transformation, the year 1994 would see much work accomplished toward the new campus master plan.

News media coverage was positive, but in some cases introduced elements of potential controversy. Rogers customarily e-mailed his school family the day after such an article or

media event occurred. In a letter dated March 30, 1994, Rogers commented on an article of this nature. After clarifying a few comments found the GR Press article, he openly mused,

All in all, though, I think God protected us. There is much about the piece to commend it, and we got out into the atmosphere what we wanted to say. I stand by everything I said. Also, as Ray Mayhew said yesterday, 'you're defined by your enemies.' If we have to have critics, I'll take the one she found.

As with GRSBM last year, news is breaking so fast on all this that I'm going to keep talking to you via e-mail fairly often this week. Please don't hesitate to talk to me. I'll be in the office all week on the phone, talking on computer in between calls. I need to hear what you are thinking.

Some criticisms came even without the catalyst of media. In an e-mail to school family dated April 8, 1994, Dr. Rogers shared some general comments on complaints. He stated that he receives some sort of complaint or concern letter on the average of about once a week. According to Rogers, this is normal. He learned from chronic complainers. But he always checks them out. He does this by sending the issue either to a vice president, if that is appropriate, or quite often directly to the person or department named. And so he advised his school family members that if they get something like this from him, they are not to be alarmed. It doesn't mean necessarily that he believes the criticisms. He believes that the task is to answer the person, no matter how "off the wall" they may be, as graciously and as thoroughly as possible. According to Rogers, "In the great majority of time, we are in the right. But, of course, we are not perfect, so it is also true that we can learn even from the

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News media coverage was positive, but in some cases introduced elements of potential controversy. Rogers customarily e-mailed his school family the day after such an article or

currently rethinking the approval process. It was openly admitted during the council meeting that Cornerstone College has been one of the schools which had solicited significant criticism from the GARBC in recent years. Rogers, however, continues to desire a benign relationship with the GARBC as part of the school's constituency.

Philosophical and Theological Thinking

Despite the business of administrating the school during a process of significant changes, Dr. Rogers didn't seem to lose his philosophical or theological thoughtfulness. He mused often on topics that were of concern to him. In an e-mail message dated December 14, 1994, he mused about the issue of "spiritual piety." He confessed that in his mind one "can't and shouldn't try to separate piety and world view." His understanding of the integration of faith and learning, living and administration did not allow such dichotomization. However, one can, he thinks, appropriately address all such topics, and the dichotomy helps one know what is happening in a balanced way. "If we do what we're intending, we'll meet our constituency 'where they are,' and then take them to a new level. That's not patronizing, that's teaching." He indicated that Bernard Ram once said that "most Christian people spend their lives trying not to think." According to Rogers, these same principles apply to drama, music, and fine arts. Not everyone is going to "like" everything the school is doing, but the institution must vigorously apply a Christian world view to the world in which the students live. "We must influence our culture as well as win people to Christ." For Rogers, evangelism is a must, as well as cultural reformation. They are to go hand in hand. According to a top-level administrator (interviewee #1), spiritual piety is not something merely that Dr. Rogers writes about, but something that characterizes Dr. Rogers personally.

This interviewee notes, “Dr. Rogers’ spiritual leadership, his courage, his confidence in himself and his abilities, but more importantly - his confidence in his knowledge of the scriptures and Biblical authority.” According to this leader, Dr. Rogers seeks in his own life to be Biblically authentic, to be a thoughtful believer, not to be ego-centered, but to be Christ-centered and Biblically-oriented in what he does and says.

Rogers and Politics

Later on December 14, 1994, Rogers also mused on the political side of the Christian responsibility coin. He sought to address the issue of an administrative philosophy statement regarding politics. He indicated that he would not be bashful about associating the name of the college, seminary, or radio station with what he believes to be on the right/Biblical side of a moral issue. In fact, he thinks that can and will help the institution. On the other hand, Dr. Rogers pledged to be very careful about placing the institution’s good name in a mix regarding political issues or partisan positioning. For example, Dr. Rogers cited the resignation of Dr. Jacquelyn Elders as surgeon general. In his point of view, the issue certainly is political, but his opposition to her had to do with moral principal, not partisanship or any other concern politically. As a result, he told the faculty that he sent President Clinton a thank you and note of support for his action in requesting Dr. Elders’ resignation. He did so because Rogers thinks she hurt both Clinton and the country. According to a high-level veteran staff member, (interviewee #11), Dr. Rogers has not been afraid to involve himself politically on any level. In fact, the interviewee responded,

He’s not afraid to get involved politically in our community. He has gotten to know many of our senators and state representatives, many of our CEO’s. He has joined

Rotary and the Economic Club Luncheon, so he is constantly mingling with our community, and telling the story of Cornerstone College to these people so they know who we are and what we're all about.

According to this interviewee, this is one reason why Dr. Rogers has been a successful fund raiser for the school because he makes friends with individuals from any and every arena, including the political arena..

Racial Equity

Dr. Rogers also spoke his mind freely about the matter of racial equity. On January 18, 1995, he told the school family that shortly after he came to the school he determined that the institution needed to take some very important steps forward in racial understanding. He thought this for several reasons: first, there were few non-white students and personnel; second, there were no non-white trustees; third, he was appalled to hear racial jokes and slurs used on campus; and, fourth, there was no organized effort to induce any positive change. These led to Dr. Rogers' November 1991 message in chapel on being made in God's image and on applying faith to the racial ethnic outlook. The essence of his message on that occasion was that all individuals - "red and yellow, black and white - all are precious in God's sight." Dr. Rogers indicated that since that time the school has taken small steps toward better racial understanding, but has a long way to go. One step was the creation of a coordinator of ministry affairs position, responsible for student recruitment but also for coordinating new efforts internally which, would create a more appropriate atmosphere of acceptance for all of God's children. The following day, Dr. Rogers sent a message to publicly commend Professor David Kennedy for his message in the seminary chapel commemorating Dr. Martin

Luther King Day. In my interview with Dr. Rogers, he indicated his desire for a proactive leadership in all facets of school guidance, including guidance into the issue of cultural diversity and racial diversity. As a participant observer of the institution, my own observation has been that within the dining hall, library, classroom, athletic field, etc., racial slurs and innuendos are no longer acceptable on this campus.

A Strategic Planner

It was communicated to the constituency in January of 1995 that Dr. Rogers had revealed the new campus plan to students on November 2. This master plan covered the “physical changes and additions that were scheduled for the campus in the next 25 years.” According to the report, students, faculty and staff demonstrated much excitement over the plans. As a part of the report, Dr. Rogers noted that the school would be emphasizing a “real and identifiable academic quality” together with a “developing spiritual effectiveness.”

In February of 1995, it was reported to the constituency that Dr. Rogers continued to work with the board of trustees in developing a strategic plan emphasizing three goals: “to increase the quality and effectiveness of programs and personnel, to incorporate spiritual effectiveness based upon the principles of Biblical Christianity, and to develop an outstanding campus featuring quality facilities.” The document also spoke of significant increase in enrollment and number of applications received for the following term.

On August 1, 1995, Dr. John Lillis became the new academic vice president of the institution. Dr. Lillis had served on the seminary faculty, and as dean of the ACE program. Dr. Rogers announced that his choice of Dr. Lillis was strongly influenced by the significant input of faculty. During the months that followed, Rogers and Lillis discussed possible

reorganizational strategies that would streamline the administration of institutional affairs and provide more opportunity for Dr. Rogers to engage in public relations, fund raising and institutional advancement.

During 1995, negotiations began with Zondervan Corporation concerning the possible joint effort construction of a two-floor combination bookstore, classroom, faculty office and tech center building. An agreement developed, the concept gave way to plans, and the project began.

In a January 22, 1996, update, Dr. Rogers reported on the progress of the new bookstore building, significant personal pay increases, increased attention to new technology and information services, and a major administrative reorganization. The administrative reorganization would be effective June 1, 1996. In summary, the reorganization would involve 9 facts: (1) the creation of an executive vice president/provost position; (2) the creation of an associate provost position; (3) the continuation of the president's cabinet at the discretion of the president; (4) the creation of a provost's council for curricular and co-curricular matters; (5) the creation of a dean of campus ministries from the existing chaplain position; (6) the reorganization of apartment resident director as director of resident life. Reorganization of the associate dean/director of resident life as dean of students. Promotion of direction of admissions to executive director of enrollment management with broader responsibility; (7) The removal of creative services from reporting to the vice president for advancement, to reporting to the associate provost; (8) the reorganization of the college curricular divisions into a school of arts and sciences and a school of professional studies. Both schools were to be headed by deans. The current dean of ACE will also bear the new

position title of dean of professional studies; (9) the seminary restructuring of the director of recruitment position to the director of seminary advancement, and the creation of a future director of academic services position as funds become available. These nine changes came into effect on June 1, 1996. According to a faculty administrator (interviewee #4),

The administrative team here is completely different from what it was when he first came. And that is by intentional transformation. Getting people in key academic and student development in administrative positions, or administrative positions who are better able to carry out the mission of the college of their respective areas.

One major reason for the new governance alignment, according to a long-time faculty member (interviewee #16), was Dr. Rogers' understanding that his role as president was primarily to serve as the chief public relations and development officer of the college. His desire for a provost to run the day-to-day operations of the school was to unleash him to fulfill his more macro-managerial role as president. According to interviewee #2 (administrator),

One of the things that Rex has tried to do was to get a lot of those decisions that had been pulled into the president's office put back down where they should be. So the first thing he had to do was to get his VP's to act like VP's. In essence, he told his senior executives, 'You know, this is your area. You are in charge. You don't have to wait 'till a cabinet meeting. You can make a decision in this area.'"

According to the high-level administrator, this new structure was the most consistent with Dr. Rogers' commitment to shared vision in institutional responsibility.

For another administrator (interviewee #17), Dr. Rogers' leadership has evolved in terms of its scope. He believes that when Dr. Rogers came he had to be more hands on because of the nature of the institutional need. In the past couple of years, however, he has allowed more of the day-to-day management of the school into the hands of his fellow executives so that he could be more freed for fund raising and become the spearhead for the institution. He, however, still wants to stay in close contact with the school's administrators and as he said, quotes this interviewee of Dr. Rogers, "not that I am checking up on you, but because I want to see if I can learn some things that I didn't know or if I can help in some way." As a result, he is still seen as involved. According to this interviewee, he "is not the heavy-handed leader at all, he is willing to delegate, but he certainly maintains communication with individuals to whom those roles are delegated."

Dr. Rogers also reported at this time that the board of trustees authorized the administration to conduct a feasibility study for the next major facility on campus, an athletic field house, and a related potential capital campaign.

The beginning of the 1996-97 academic year saw the school's highest enrollment since the decline of the early '80's began. The new two-story, 1.5 million dollar, 20,000 square foot bookstore/classroom/office/tech center was finished barely in time for the incoming students. The president reported an all-time high campus spirit.

In January of 1997, the board approved the administration's moving ahead on the "feasibility study" for the new capital campaign and the "quiet stage" of the campaign. Dr. Rogers met with the school family several times during the spring semester concerning the capital campaign and the plans for the new field house. Documents were also prepared and

made available. In a March 6, 1997, memo, Dr. Rogers again carefully spelled out the details to keep the facts before the school family. The campaign target was published as \$16,050,000. Although the 104,000 square-foot field house would take most of the raised monies, some capital would also be used to renovate the existing athletic center, be used in building endowment, and for annual funding. Rogers also gave the school family e-mail updates on capital campaign progress as monies have been committed. In his final e-mail bulletin of the official 1996-97 academic year, Dr. Rogers reported that the board of trustees:

approved and accepted the development consultants report (a very upbeat and favorable statement regarding the capital campaign), commissioned us to move full speed ahead with the campaign, extremely pleased and pleasantly surprised/shocked at the lead gift total to date

As a participant observer I attended the May 8, 1997, all staff/faculty meeting where Dr. Rogers carefully explained the capital campaign, the reasons behind the campaign and the motivation for the campaign. I was particularly impressed with the low-key nature of the meeting, the selection of anecdotes and illustrations that Dr. Rogers used to implant initial motivation within the faculty, the high degree of quiet poise and optimism that characterized Dr. Rogers, and the can-do spirit which filled the meeting. A high-level staff member (interviewee #11) said,

I just think Cornerstone is going to continue to grow under Dr. Rogers' leadership. I don't have any doubt about it. We're looking at a new capital campaign that we're undertaking now and I think under his leadership this capital campaign is gonna be completed before the date that they have set because people in the community are

excited about what's going on here. People in the churches are excited about it. Students are excited about it and that's only going to help us to meet our goals more quickly and accomplish those things more quickly. And I think as soon as our athletic field house is built, that we'll be right into another campaign for our fine arts center. You know, and it's.. it's really exciting and people in our community are excited about our school now, senators and legislators.. people who are getting to know us are excited about what's going on here and backing us. We're starting to win grants that we weren't able.. never able to win before because they.. people see the good things happening here. So it's an exciting place to be.

Integrity and Ability

The conclusion of the 1996-97 school year saw Dr. Rogers (robed in his all-crimson University of Cincinnati academic garb) give a celebrational yet humble commencement address to the largest commencement gathering ever in the institution's history. I reflected again on the statements of interviewee #4 (administrator) who said, "I would emphasize that the cultural change at Cornerstone was to a large extent being driven by the initial change in presidents." A former trustee (interviewee #20) stated,

I want to commend Dr. Rogers as a man of integrity and great leadership ability. He probably is ahead of most people. Hopefully he sees everybody with him. Whether he moves too fast is another issue. There have been good successes and he has given great leadership skill. He has moved faster than some perhaps would like.

In my interview with Dr. Rogers, he indicated that he began to recognize his leadership abilities in his twenties. He recognized that these gifts were not unique to him by

any stretch, but that he was one among many whom God had given the gift of energy. He attributed his ethical moorings to his Christian family background and to parents who instilled in him godly virtues and the work ethic to be a diligent worker. Dr. Rogers also made this statement about leadership,

I believe in strong leadership and I believe in strong leadership at all levels. That's the point, I think, of humility and protection. I've seen plenty of strong leaders nationally in ministries included, who've been marvelous strong leaders but they've been self made, one man shows and, unfortunately, some of them have gotten into very high profile problems because they had no accountability. So I believe in strong leadership, but I believe in a strong board. The stronger the board can be and the more difficult it is for me to please the board, I'd be happy, as long as they're difficult to please for the right reasons, they have a high standard of excellence you know and not just idiosyncratic silliness.

He continued to communicate his desires for stronger vice presidents, strong faculty members, strong staff members and strong students. Perhaps the key summarization here is his statement, "You know as president you get blamed for more than you deserve and you get credit for more than you deserve. You certainly get credit for more than you deserve." When I asked Dr. Rogers, "Would you call yourself a strong leader?" his answer was telling, "I think so, and .. and I say that, I hope, with a degree of appropriate modesty..."

New Governance

Several changes in governance occurred following Dr. Rogers' appointment as president. These had to do with both the re-configuring and renaming of the board, as well

as the re-configuring and restructuring of the administration.

Restructuring the Board

In 1991, as over the past decade and more, the president reported to the "Executive Board," which was comprised of messengers from churches affiliated with the Grand Rapids Association of Regular Baptist Churches and General Association of Regular Baptist Churches. A *Self-Study Report* submitted to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools dated January 1992, described the "Institutional Organization" at that time.

It explained how Grand Rapids Baptist College and Seminary was governed by an Executive Board which consisted of up to thirty-four trustees. Thirty were elected by the Corporate Council (a group of supporting churches which adhered to the doctrinal statement of the school). Four were appointed by the Board. The Executive Board's responsibility was "to insure to its constituency that the basic stated goals and purposes of the institution are being addressed and met" (*Constitution and By-Laws*, p. 5). The Board met quarterly to review and establish policies which were consistent with the school's stated purposes. At each of these meetings, the Board received information about various aspects of the institution. These, in addition to the work of various Board committees, enabled the Board to determine the integrity of the institution's operations.

The report also explained since the Grand Rapids Baptist College and Seminary was a church-related institution, one half of its Board members were ordained ministers with membership in churches which were in agreement with the doctrinal statement of the General Association of Regular Baptist Churches and were financial contributors to the institution.

The other Board members were lay persons from such churches. Instead of representing the public interest in a broad sense, the governing board represented the interests of the school's religious constituency (i.e., churches which adhered to the doctrinal position of the GARBC).

Rex M. Rogers, the President, was designated by the governing board to be the "chief executive officer of the institution and the official advisor to and executive agent of the Executive Board and its Executive Committee" (*Constitution and By-Laws*, p. 9). As such, he administered the day-to-day affairs of the institution and kept the Board informed to enable it to carry out its policy-making responsibilities efficiently.

Also under the administrative structure of that time, the president governed "The Administrative Committee" which consisted of the Director of Business Affairs, the college Academic Dean, the Dean of the Seminary, the Director of Student Affairs, and the Director of Development.

The "Watershed"

Guiding the institution to some significant changes on both board and administration levels, Dr. Rogers brought several proposals to the Executive Board on March 13, 1992. This became one of the water-shed meetings of the era from 1981 to 1997. The following excerpts are taken from the official "Minutes of Grand Rapids Baptist College and Seminary Executive Board, March 13, 1992,"

92-3 Motion by J. Hadley, seconded by D. Ecklesdafer, to accept the administrative reorganization as presented to the Executive Board by Dr. Rogers. The Administrative Committee would become the President's Cabinet. The new Administrative titles would be: Vice President for Business, Academic Vice President,

Vice President & Dean of Seminary, Vice President for Student Development, Vice President for Advancement. Also joining the President's Cabinet will be Lee Geysbeek as Vice President for Broadcasting and Brian Jackson as Vice President for Advancement. Carried.

92-4 Motion by A. Becker, seconded by J. Wells that a committee be appointed to consider Section IV. A,B,C,D & E of the President's presentation. This committee will met prior to our May meeting. Carried.

92-5 Motion by D. Ecklesdafer, seconded by J. Wood that the name of the Executive Board be changed to the Board of Trustees. Carried.

92-6 Motion by C. Alber, seconded by J. Wells to offer the College and Seminary's services to a broader conservative evangelical constituency. Carried.

92-7 Motion by T. Hammond, seconded by R. Stewart to permit Faculty and Staff to attend Calvary Church and other churches in agreement with the GRBC&S doctrinal statement.

While items 92-3 and 92-5 directly affected changes in governance, 92-4 paved the way for future significant changes, and 92-6 along with 92-7 paved the way for a more open board constituency in the near future to that time.

In his President's Commentary memo to the faculty and staff dated March 17, 1992, President Rogers reported on the recent Board meeting. He told how he restated his initial goals for GRBC&S: "1. To Maintain and enhance the institution's Biblical spiritual vitality and character. 2. To enhance the institution's academic reputation. 3. To enable the institution to grow in quality, enrollment, and equity." The announcement of the various

changes were spelled out primarily in relationship to point number 3. Dr. Rogers stated that, "The Board responded well to these observations and affirmed via Board resolution a desire to offer the College and Seminary's services to a broader conservative evangelical constituency." He then described the changes in governance and gave these words of explanation:

These changes are not just semantic games. On our organization chart, we have "directors" reporting to "directors." This is a typical problem: small organizations grow larger, add positions, and frequently do not change top position titles. These changes will update GRBC&S to a higher level of professionalism.

He also noted the Board of Trustees empowered the Chairman to appoint a Board Planning Committee to consider a number of other strategic issues facing GRBC&S. Among the several issues the Committee would consider was a study of the Board's structure and recruitment process. This Committee would work during the next two months and report at the Board meeting May 14-15, 1992. One year later, in March of 1993, John Miller, Chairman of the Board, wrote a three-page document titled, "Board of Trustees Statement On the Vision of Grand Rapids Baptist College and Seminary." In this document he noted, "Grand Rapids Baptist College and Seminary is experiencing an academic and spiritual resurgence." He also reported the Board of Trustees was moving to a self-perpetuating Board model similar to the Boards of other GARBC-approved schools and almost all other GARBC agencies. This action represented a desire to improve the appointment process of the Board, and would permit relationships with churches that wanted to support the school. According to Miller, the current model had not worked well for a number of years, and made it more

difficult to recruit quality Christian Board members. By 1994, the Board was both self-perpetuating, and included non-GARBC individuals. Then on March 2, 1995, Dr. Rogers told the faculty and staff via e-mail that, "We have 10 open slots on what is, constitutionally, a very large Board of 34. So, we are blessed with a lot of room to add high caliber people." He further explained what, "We're looking for:"

- younger people...no age bias, just a desire to build for the future. We'll add older people if they are the right fit.

- out-of-state...we have several in MI who fit and who will be added if it works out, but we want to develop the Bd's geog. distribution and national awareness.

- business people...one-third of our Bd must be pastors, so we'll add top notch pastors as God sends them to us, but we need to add business people for both wealth and perspective.

- “minorities”...I've never liked that term, but it communicates for the moment. We have one African American trustee. We need to add more African American, Hispanic...not for PC reasons but because it is good stewardship.

- women...two women have said they would be honored to serve. We will be presenting to the Bd a good theological and otherwise rationale for taking this step. BBC&S has 2, maybe now 3. Ced. Has 1. WBC has 2, may add 2 more shortly.

- professionals in a variety of fields. We desire to broaden beyond attorneys, business, pastorate. We have 1 MD, could add more medical. We definitely need an academic professional or two. Do you know a key person? Adding a univ.

Fac. Member would be very helpful re the Bd's understanding of academe and its rhythms.

-downtown people...individuals who are known by their reputation or business names among the business community of W. MI.

Please give this some attention in your prayers. We'll go after people, but God is the one who must provide. We don't want to make mistakes.

These goals became successfully realized over the next three to four years. As of 1996-97, the Board of Trustees was a Board of conservative evangelicals comprised of pastors, professionals, men, women, whites and minorities.

Restructuring the Administration

Another major structural change came with the creation of a provost's office and related governance changes. This was designed to delegate more of the day-to-day institutional management from the president to a competent other, so that the president would have more time for public relations, fund raising, and the president's role of institutional advancement and development. A document titled, "Administrative Restructuring, Cornerstone Baptist Educational Ministries" dated January, 1996, explained these modifications.

It explained how in the previous four years, Cornerstone Baptist Educational Ministries (CBEM) had gone from "survival mode to rapid growth mode, from retrenchment to resurgence." It further explained how this explosive increase in clientele, programs, and services had placed an unworkable pressure on the office of president in particular and all upper administrative offices in general. More importantly, the potential for much more

growth was being truncated by an organizational model designed to serve market place needs and opportunities that were now changing rapidly.

CBEM was clarified as no longer comprised of a small Bible college, theological school, and local radio station. Cornerstone College had now become an independent institution of higher learning offering liberal arts programs and professional studies, serving resident and commuter populations, and markets to traditional age and adult students on and off campus in Grand Rapids and hopefully someday other cities as well. Grand Rapids Baptist Seminary now offered a doctorate as well as masters degrees and was creating new delivery systems for enrichment and instruction on campus and for communities in the Midwest. WCSG-FM was referred to as “the leading Christian radio station in West Michigan” and now supported Children’s Sonshine Network in 30 cities nationally and Mission Network News on 470 stations daily nationwide.

The strategic plan for each component of CBEM recognized that growth honors God by permitting more people to be served with a higher quality fulfillment of the organizational mission. All of CBEM’s components were expected to grow substantially in the next few years.

“To respond to, prepare for, and encourage more growth, significant capitalization must take place.” (Dollars would need to be raised to build new facilities and expand or update current ones. More funds would also need to be provided to support personnel, programs and services.)

The document therefore argued, “Explosive growth, organizational complexity, the need for capitalization and the opportunities presented in the contemporary marketplace all

suggest that the college, seminary, and radio organizational structure should be updated.”

The first concern specifically addressed in the document was *the office of the President and President's Cabinet*. It explained the nature of the contemporary non-profit organization presidency was summarized in development. No other office was said to be better suited for capitalization. In addition, more than any other office, the presidency offered the potentially most effective voice with which to promote the organization, both locally and nationally. However, the internal responsibilities of the office frequently interfered with the president's external opportunities.

To free the president to do more development, public relations and promotion, and advancement, an executive position was being created and charged with managing the organization. This position would be titled “Provost/Executive Vice President” and would be responsible for college and seminary academic functions, student development, business, advancement, and broadcasting. Until further growth would warrant, the position Academic Vice President would remain open, with the Provost and academic deans assuming these responsibilities. The document clarified, the title, “Provost,” signifies this position's “responsibility for all college and seminary academic functions. The title, Executive Vice President, signifies this position's added responsibility for all college, seminary, and broadcasting operations.”

An *Associate Provost* position would also be created to assist the Provost in administering the college. The current Vice President for Student Development would be given the additional title, Associate Provost, and would assume responsibilities beyond student development as assigned by the Provost. Vice Presidents (under the new governance

system) would report directly to the Provost/Executive Vice President with the Associate Provost providing support as directed.

The President's Cabinet would continue to exist as the highest administrative body in the organization and would include Provost/Executive Vice President, Associate Provost/Vice President for Student Development, Vice Presidents for Seminary, Business, Advancement, and Broadcasting. The President's Cabinet would meet periodically for information, coordination, and strategic planning. The President's Cabinet would function as a decision-making body at the president's discretion. Typically, however, administrative and operational decisions would be made under the Provost/Executive Vice President's direction together with the vice presidents and deans.

A new *Provost's Council* would be created and be comprised of the Associate Provost, Deans of Arts and Sciences and Professional Studies, and Vice President of the Seminary. The Provost's Council would meet periodically as directed by the Provost in order to administer the curricular and co-curricular program of the college and seminary.

The Provost/Executive Vice President would also meet as needed with the Vice Presidents for Business, Broadcasting, and Advancement and would from time to time invite new or all of these vice presidents to the Provost's Council.

Broadcasting was also addressed in the document explaining the major governance change. It explained the Vice President for Broadcasting would continue to administer WCSG FM91, Children's Sonshine Network, Mission Network News, and Cornerstone Communications (audiotape sales and services). Collectively, these radio-based functions would be known as *Cornerstone Broadcasting*.

In the organizational model described in this document, Cornerstone Broadcasting would be liberated from excessive entanglement with academic administration. At the same time, organizational opportunities for programmatic, marketing, or ministry cooperation would be preserved and perhaps enhanced.

Seminary governance would be affected as well. As another step in fulfilling the Seminary's strategic plan, the current Director of Seminary Recruitment position would be retitled as *Director of Seminary Advancement*. This position would be responsible for Seminary admissions, enrollment management, financial aid, student development, referral service, and church relations and funding. The Director of Seminary Advancement would now report to the Vice President and Dean of the Seminary.

A *Director of Academic Services* position would also be created as a stipended addition for a full-time faculty member. This position would assist the Vice President and Dean of the Seminary in administering assessment, faculty development, academic scheduling, faculty advising, profiles of ministry, and coordination of the Doctorate of Ministries program.

College Curricular and Co-Curricular Structure would also be changed significantly. To clarify college organizational relationships and to position the college for expected growth, two curricular schools would be organized from existing divisions. A *School of Arts and Sciences* would be configured comprising the academic divisions of humanities, physical education, sciences and mathematics, and Bible, religion, and ministries. This school would be administered by a stipended full-time faculty member with the title *Dean of Arts and Sciences* and reporting to an Academic Vice President under the Provost.

A *School of Professional Studies* would be configured comprising the academic divisions of adult continuing education, Cornerstone Aviation Services, teacher education, and business administration. This school would be administered by the current Dean of Adult and Continuing Education whose title would be changed to *Dean of Professional Studies*. The Dean of Professional Studies will report to an Academic Vice President under the Provost. In order to strengthen the effectiveness of the college's spiritual formation programs, the Chaplain position would also be restructured as *Dean of Campus Ministries* reporting to the Associate Provost/Vice President for Student Development. The Dean of Campus Ministries would direct student ministries, chapel, music and team ministries, cross-cultural ministries, and campus sound system support. As additional growth would require, support positions could be added in campus ministries.

Restructuring work begun three years before the actual governance change in Student Development would be completed with a *Dean of Students* appointed to fill the then Associate Dean of Students/Director of Residence Life vacancy, and with the then current Apartment Resident Director position upgraded to *Director of Residence Life*. This would free the Vice President for Student Development to focus primarily upon administrative matters and allow the Dean to address student needs and concerns.

Operations would also be affected as a division of *Enrollment Management* would be created by promoting the current Director of Admissions to *Executive Director of Enrollment Management*. Admissions, Financial Aid, and Retention would all report to this position. This would assure that the college not only meets admissions goals but also exerts a stronger influence on the desired composition and quality of the student body.

Creative Services also required substantial administrative oversight by the Vice President for Advancement under the old governance model. However, this office did not do “advancement.” It was a significant support service for advancement, college and seminary admissions, broadcasting, athletics and other departments. To liberate the Vice President for Advancement to do more development, the office of Creative Services would be moved to a position in the organization reporting to a *Director of Marketing* under the Associate Provost. This organizational placement would help not only to focus Advancement upon its principal task of fund-raising but would also unify the organization’s marketing function under the Associate Provost. For a time and until growth would warrant it, the position Director of Marketing would remain open.

Finally, the governance change would also require *Restructuring Expenses*. The document explained, “Every effort has been made to accomplish organizational restructuring goals with a minimum of additional administrative expenditures.” All but one of the positions referred to in this document represented promotions/incremental responsibilities for then currently funded positions, restructured currently existing positions, or stipended responsibilities for full-time faculty members.

The one new position, Director of Marketing, would not be funded until and if growth recommended it. The Academic Vice President position, from which the Provost/Executive Vice President position would be created, remained open.

This organizational restructuring became effective with the beginning of the fiscal year, June 1, 1996.

The working document concluded by explaining, “It is important to remember that organizational structure is a means to an end. It is a tool and as such must fit the task at hand. The task at hand for CBEM is growth, and this plan will position CBEM for growth.”

The organizational restructuring plan outlined in this document would integrate curricular and co-curricular programs, unify professional studies, place teacher education in line to develop adult programs, bring business administration and adult continuing education’s degree programs closer together, strengthen the college’s spiritual formation emphasis, increase the effectiveness of the college’s student recruitment process, liberate broadcasting from excessive entanglement with academic administration while strengthening broadcasting and collegiate synergies, and free the president to do more advancement.

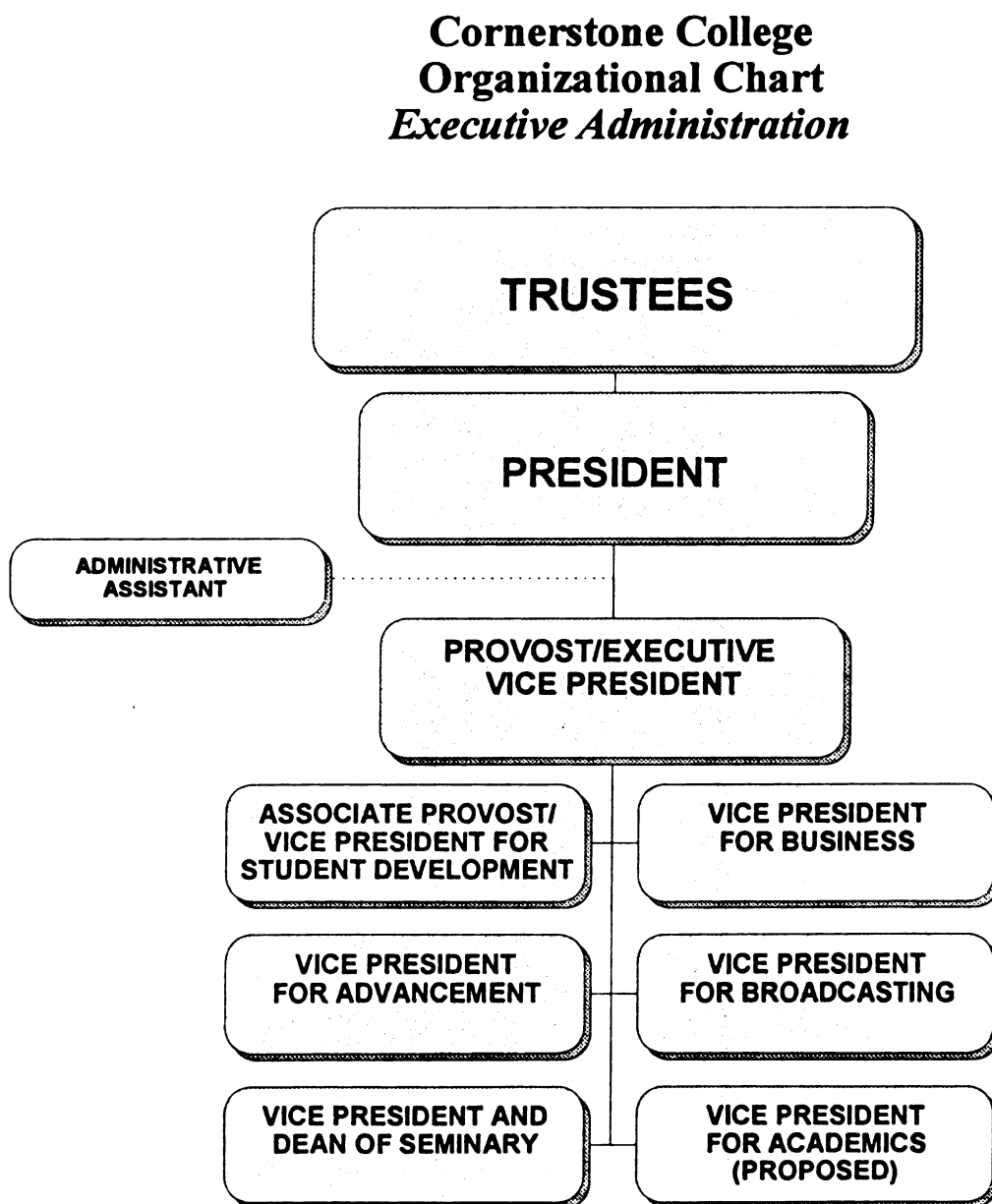
The charts on the following pages diagrammatically portray the new governance system as implemented during the period of June 1, 1996 to June 1, 1997. These organizational concepts are currently being refined by the institution. (More in Appendix B.)

Reflections On the Changes

One high-level administrator (interviewee #2) remembers that it was the spring of ’95 when Rex was looking for another administrator when the outgoing academic dean announced his resignation. Rogers was beginning to feel the pressure of having all of the vice presidents report to him. He thought at that point he would take his two senior vice presidents and make them, in fact, *senior vice presidents*. He had one in charge of all the academics, curriculum and co-curriculum, and one would be in charge of all the vice presidents, such as business, and radio. He had planned to take two senior vice presidents and have the other vice presidents report to them. By this procedure he would be reducing

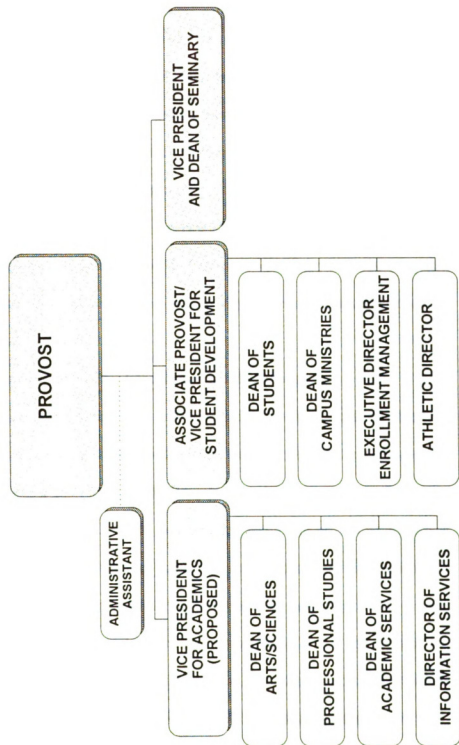
the number of reports to himself since he was beginning to feel the need for a capital campaign. According to this administrator, however, after thinking it all through, Rogers decided not to proceed with that idea. Shortly after the former academic dean announced his resignation, he asked John Lillis to serve as academic vice president. Lillis then took that

Figure 6 - Cornerstone College Organizational Chart of Executive Administration



Cornerstone College
Organizational Chart
Educational Administration

Figure 7 - Cornerstone College Organizational Chart of Educational Administration



post and served as the academic vice president for the summer and fall. As time progressed and Rogers saw how well Lillis was able to work with the cabinet (and how the others worked with him), he approached Lillis and said, "I've been thinking about the need for an executive VP and I think you're the person. I think you could do it and I think people would work with you." He asked Lillis to think about it. Lillis felt that a negative aspect of this was faculty had just been given a new academic leader. Because of his close ties to the faculty, he was not sure he wanted to become just an executive vice president. It was Lillis, at that time, that actually first suggested the provost model to Rogers. Rogers spent two months with Lillis discussing these potential changes. The two actually had their "epiphany" (as they call it) in Chicago. They took a trip to Chicago in November of '95 to visit some campuses and talk to them about their provost model, and to visit the North Central Accrediting Association.

In an interview with John Lillis, Lillis himself recalls that night,

We were up till about 2 a.m. and we talked about this process constantly in the car and then in the hotel room and I remember that we were up until about 2 o'clock one morning and I finally said, 'Rex, we've got to get up at 6, we've got to get some sleep.' He got up at 4 the next morning and it had hit him while he was sleeping, to pull the model together. Rogers wrote the white paper that became the new governance. But, we were struggling with (to use his political science terminology) a 'weak mayor model' versus a 'strong mayor model' for the provost. That is, do we have some sort of VP's who report to the provost and then one or two that report to the president, or do we have all the VP's report to the provost? And,

what we basically ended up with was a ‘strong mayor model.’

However, when Rogers and Lillis presented this to the cabinet, the men who were not in academic areas (radio, business, advancement, etc.) explained the word “provost” made no sense to people in their domains while the term “executive vice president” did. They suggested the title “Provost/Executive Vice President” so people in the academic arenas *and* other arenas would both understand the new position. This was amenable to Rogers and Lillis. Upon further investigation, they discovered the slash title helped to significantly define the nature of that leadership role. (For example, the title “provost/academic vice president” just means the institution has been divided into multiple schools and this post has subordinate deans). I asked Lillis, “What is your assessment of the governance this way?” His response immediately was, “Fantastic - fantastic.”

I then asked Lillis what he saw as the strengths and weaknesses of this new model. He responded that in the college, the key strength was it’s provision for the school to finally have an academic administrative team. He explained,

Before, the academic administrative team for the college included only three individuals: the Academic Vice President, his secretary and the registrar. On the other hand, student development had a dean, several associate deans, a director, and a full staff.

The new governance provided for an academic administrative staff. More importantly, however, Lillis described,

that we have pushed responsibility and authority down into the organization. We now have people making decisions, setting policy and establishing procedure who

never had that opportunity before on their level. Because, before this, all authority and power rested in the cabinet.

He continued,

Someone would say, an issue had to wait until the cabinet meeting (because no one person or staff was empowered to accomplish that task). But the way it's worked out now is the provost council for one, meets far more regularly and is the operational cabinet for the institution. This includes the provost, the associate provost (who is the VP for student development), the academic deans (dean of arts and science and dean of professional studies) as well as the dean of students, and dean of campus ministries.

Lillis added that during the following year the council would add the dean of academic services and the executive director of enrollment management. According to Lillis, Rogers has been fully supportive of this entire procedure. He recalls times in cabinet meetings when someone brought a matter to the floor and Rogers said, "No, that's a matter for the provost council. Let the provost council work on that." According to Lillis, this procedure helped to free up the cabinet. At this point, the cabinet meets only four or five times a year and has disengaged themselves from micro-management (the cabinet used to meet more frequently, often every other week).

Perspectives Of the Changes

According to this same administrator (interviewee #2), the cabinet used to be the power body in the organization. With these new governance changes, the power moved downward into the ranks of the institution. Lillis also started another body, the academic

services council, which includes the director of assessment and institutional research, the director of retention, the dean of academic services, information services and the business office. This council meets weekly. It also includes the administrative assistant for the provost and the associate provost. Lillis pulled these people together because they are the ones who provide support services for the academic delivery system and have much in common. According to interviewee #2 (administrator), it has proved extremely valuable for this group to meet weekly, for various issues come to the table that ultimately require the setting of policy. This group has become the institutional policy makers. Before, policy was only in the hands of the cabinet. Now, the council members have become empowered to work at their tasks creatively. One example is that the administrative assistant created the idea of an academic services policy log. This document is not just a summary of all the meetings, but rather a compilation of all the policy statements made during these meetings that will eventually evolve into a handbook. This is one example of how the new governance system has resulted in creative improvements and a reduction of effort duplication. This council is also the body that runs registration, family orientation days and related activities. This is the body to which the information services director can come as he establishes policy for his domain. This is also the body that assesses and evaluates the registration process and procedure.

I asked John Lillis, "What about weaknesses to this new governance system? Can you think of any?" His answer was,

The biggest weakness is when you tend to push things down and out like that, there is a lack of control and a lack of communication. Communication becomes more

difficult. At times, however, it is improved because these people are involved in the decision. But it seems like we're in need to streamline the communication between these three groups of cabinet and two councils. Right now it has become my responsibility to keep everybody informed.

I then asked Lillis the question, "You're the only link between all those three?" His answer was, "Yes, and I'm working on changing that. That's why, for example, the director of academic services is going to be on the provost council. This will give an added bridge between the provost council and the academic services council." Lillis recalled humorously when he announced to the provost council members to have each of their areas schedule their people for the next three seminars of the World View Institute. Academic services was his own area, and he smilingly admitted that he forgot to tell his own. Also, with the appointment of the new dean of academic services, this will reduce the number of reports made to Lillis as the executive vice president. Lillis emphasized again the "biggest strength" is that it is pushing decision making, authority, and power within the organization down and out, resulting in more organizational ownership. "People are excited about the school because they are for the first time making the decisions." He stated for the first couple weeks he met with the provost council and academic services council he told them, "You are now the decision makers in this area. This will not go beyond this group. This does not go to cabinet. The decisions we make in here are the decisions that run the institution."

I then asked Dr. Lillis, "Let's talk about executive power as far as you and Rex are concerned. How are the two of you faring with your responsibilities, your personalities, your drives, your temperaments, your perspectives, your running of the institution?" To that Lillis

explained that Rogers had delegated internal matters of the organization to Lillis while focusing himself on external matters that particularly concern institutional advancement. According to Lillis, Rogers continues to work very closely with the vice president for advancement, capital campaign and those matters. However, if the vice president for advancement would want to hire new staff member, make an adjustment in budget, or any of those decisions, he “would not bother the president” with those. He would come to the executive vice president for those issues. The vice presidents all still report to the executive vice president. Lillis continued to explain how the president and he try to meet weekly. Sometimes those meetings are more regular, sometimes they are less, depending on the road schedules. Both have the prerogative to initiate those meetings.

I further asked Lillis, “Does he still have input on academic policy?” He answered, Yes, because of the type of president he is. And also, because he is president, he still has access to all those areas. He is still the vision setter. He is still the captain. He is still the leader. But, he has let me do my job. He is, in every sense, the chief executive officer and has allowed me to be in every sense the chief operations officer. When VP’s come to him as they would out of habit, you know, with new ideas, his response is, ‘run that by John.’ We have really come together as a team and as friends. I think he trusts me. A lot of times it’s given him somebody to talk to. I do view this governance change as a factor in the school’s transformation.

Interviewees not only indicated the governance change of the administrative team, but also the governance change of the board including its make up and its structure.

A senior professor (interviewee #9) reflected, "Our older constituency was the GARBC and particularly those churches who supported us. They would send representatives to serve as board members who often did an extremely poor job." The academic veteran continued to explain how most churches "did not bother" to send representatives. Those who came were usually "totally ignorant of what education was all about. They just regularly chose a few people they knew for board members and our board was a very weak 'Amen, Charlie' kind of a board." This interviewee did not see many of these previous appointees as competent to be trustees of a liberal arts college which also trained people for Christian ministry. He therefore stated the change into a wider constituency and a self-perpetuating board made a positive impact on the institution. According to this interviewee, "We now have a much more competent board of individuals who are selected with great care. These individuals also have financial resources or networks that can assist the school." This faculty member attributed the new president as taking the leadership role in this governance change of the board, "Dr. Rogers came in and not only selected a new board and gave us an identity, but he also was a money raiser and this gave confidence that the school could meet its needs financially."

Interviewee #11 (senior staff member) identified the board changes as a major factor in transformation and turnaround. "So that was a big accomplishment in the governance of our school.... We don't just cater to the Baptist denomination...." According to this employee, a significant part of the new governance change was the transformation of the board. Echoing the sentiments of interviewee #9 (professor), this one said, "When Dr. Rogers first came, our trustees were elected by our churches. Most of these churches did not

even personally know the men for whom they voted, and the majority of these people were pastors.” As a result, this one believed it was “very, very difficult to get a productive, active board. When Dr. Rogers came, one of his first goals was to eliminate our corporate council and to have a self-appointed board. And he accomplished that.” The veteran staff member summarized the conclusion by stating,

We now have a board which elects its own board members. That has been a real necessity and a blessing because now we can go after key individuals in our community and throughout the United States who love Christian education, can help us financially, and who really want to contribute to the work here at Cornerstone.”

Some Differing Opinions

A denominational pastor and alumnus of the school (interviewee #12) reacted negatively:

And the one thing that I think probably bothered me personally the most was not so much the name change — when they went through that process I could understand that — but when they opened the door to have members on the board who didn’t necessarily have to be members of Baptist churches. I think in the early days they had to be in GARBC churches. Later, they came from unaffiliated, but independent Baptist churches. But then came the day under Dr. Rogers’ administration when the door was opened and there could be some on the board who were not members of Baptist churches.

Interviewee #13 (professor) saw the positive side to this shift.

In the intervening years have come some very important things. The first important thing was the change in the board itself — going from a board that was elected and approved almost at random by representatives from churches, to what is called a self-perpetuating board where the board and others would bring forth nominations and that way the board could build and call in people according to their strengths. We could now bring in the kind of business community leaders and civic leaders that we had been unable to get, that unfortunately had been picked off by other colleges. There had been some very frustrating moments in the past where people would bring forth nominations — just wonderful local business people — to be on the board of the college, and we couldn't get them through the council of churches. So this new change was very important.

Another professor (interviewee #16) believed that in some prior years, governance of the institution was quite top-heavy. From this one's perspective, key administrative decisions were made by the president and a few of the more powerful members of the board. This was seen as having a negative influence on institutional morale. With the current make-up of the board, the possibility of this recurring is believed to be significantly reduced.

For a mid-level administrator (interviewee #17), both the administrative changes and board changes were viewed positively. This leader believes the changes helped to eliminate needless politics and paved the way for broader diversity in the institution's leadership — including the appointment of qualified women. The administrator also believes the new changes provided for increased input from a wider circle of the school family. This one

believes the power of the school used to be in the hands of “the good old boys” whereas now, “things are more evenhanded ... and there’s more opportunity for everyone to be involved.”

The interview continued:

I think with the formation of the provost council and how the cabinet is arranged, I think there’s more of an opportunity to have your say and I think, too, there’s more openness to women to be involved in campus leadership. Sherry Shroyer on the board was a good move. I think that needs to be expanded. You know, several women are on advisory committees, the task force that I talked about.

Interviewee #17 (administrator) also reflected specifically on the whole composite of the board. This interviewee agreed with the shift from “basically just pastors to including businessmen and people in other areas.” This administrator said, “I think that’s an important shift in the school. It really reflects the change in philosophy. It communicates more the idea that this is an educational institution and not a church in the way we’re governed.” However, the same administrator also mused,

But I think we do still need more representation of women. There aren’t any women on the cabinet at this time. In other liberal arts colleges, they would be included. Yes, this means women VP’s. Not that I’m a women’s libber, but I believe my observations are true.

One professor (interviewee #19) appreciated the new governance of the institution, but registered a concern that all the cabinet members (president and vice presidents) were in the same age bracket of the 40's. This one believes the administration would do well to add older individuals to the cabinet to increase its depth of wisdom and experience.

New Provost Position

According to the interviewees, a significant contributing factor in the transformation and turnaround of Cornerstone College has been both the new position of Provost, and the particular individual filling that new role, Dr. John Lillis (because of his own academic orientation and commitment to transformational leadership). The new position has, according to interviewees, taken noticeable administrative pressure off of the president, allowing him to more fully and effectively meet his more appropriate presidential obligations and expectations. With the appointment of Dr. John Lillis, the institution has found an individual that works well with the new president in philosophy, personality, and complementary giftedness. According to faculty interviewees, Dr. Lillis has taken the president's objectives of academic advancement and excellence, and moved the institution significantly in those directions. Dr. Lillis was seen as the obvious appointee to this new role because of his effectiveness rendered as the new Academic Vice President from August 1, 1995 to May 31, 1996.

A Gifted Co-Leader

Upon Lillis' appointment to the new provost position, Dr. Rogers wrote the faculty and staff:

Dr. Lillis is eminently qualified for this task, spiritually, academically, professionally, and intellectually. He possesses teaching and cross-cultural experience and has spent time in the saddle as an administrator. He is accomplished as a speaker/preacher and writer. Dr. Lillis has been blessed with an approachable personality, and he is a man of integrity and high personal standards. He understands and lives Christian

commitment, Christian worldview, and Christian liberty.

I believe that God has given to Dr. Lillis the unique package of abilities that Cornerstone College needs at this point in its history and progress. Please join me in congratulating Dr. Lillis and his wife, Gail, as they enter into this new opportunity in their lives.

Dr. Lillis was born in Frankfort, Kentucky on November 4, 1950. His wife and three children reside in Grand Rapids. He holds a B.S. in Physics (with a 3.93 GPA) from the University of Kentucky, an M.S. in Nuclear Engineering with a concentration in theoretical and mathematical physics (with a 3.97 GPA) from the Air Force Institute of Technology, an M.R.E. in Missiology and MDIV in Pastoral Studies (with a 3.95 GPA) from Grand Rapids Baptist Seminary, and a Ph.D. in Adult and Continuing Education (with a 3.92 GPA) from Michigan State University. His prior teaching experience included public school teaching in Grades 4-12 at Richmond, KY, Physics Instructor at Calvin College (Grand Rapids), Visiting Professor of Comparative Religion at Mahidol University, Thailand, Associate Professor and Professor of Christian Education and Missions, Grand Rapids Baptist Seminary. Prior administrative roles included: Nuclear Research Officer (U. S. Air Force), Data Automation Officer (Michigan Air National Guard), Board Chairman (Bangkok Christian Correspondence Cooperative), Pastor (Fellowship Baptist Church of Bangkok, Thailand), President (Asia Baptist Theological Seminary of Manilla, Philippines), Asia Regional Director (Southeast Asia Extension Program of the Grand Rapids Baptist Seminary in Bangkok, Thailand), Associate Dean/Director of Continuing Education and later Dean of Adult and Continuing Education (Grand Rapids Baptist Seminary).

Provost Responsibilities

As Vice President of Academics and Dean of the College from August 1995 to May 1996, Dr. Lillis directed the academic mission and programs of the college. With the new appointment as Provost and Executive Vice President of Cornerstone College, Lillis serves as chief operations officer responsible to the President for general oversight of all aspects of the institution. This includes the college and graduate seminary, student development, advancement, business affairs, and broadcast ministries. As chief academic officer, Lillis is responsible to the President for general oversight of all academic programs of the institution.

Specific duties include assisting the President in leading the cabinet through the annual budgeting process, in developing and implementing the institution's strategic plan, and by providing leadership for the day to day operational planning and decision making for the institution. Budgetary duties involve the responsibility for managing the institution's total budget of \$14 Million (1996-97). Academic responsibilities include leadership in academic planning as well as the continuous evaluation and assessment of all aspects of the college and graduate seminary academic programs. Also responsible for the building of the institution's faculty through selection and development (Institutional Job Description 1997).

Building a Team

Integral to the Provost's role is the new role of Associate Provost. The Associate Provost is to assist the Provost in overall operation of the institution, direct institutional marketing, provide leadership over the College's student development programs, and serve on the President's cabinet. The man appointed to this position served the institution as Vice

President for Student Development since August 2, 1993. Jack Powell has a B.A. in Chemistry from Malone College, an M.A. in Educational Ministries with an emphasis in Student Development from Wheaton College, and 45 credit hours toward a Ph.D. in Higher Education Administration from Loyola University of Chicago. Jack, his wife Lori and three children reside in Grand Rapids.

The establishment of the Provost's Office also called for the appointment of an Administrative Assistant who would provide general administrative support to the Office of the Provost. According to a 1996-1997 institutional position description, this includes: "The management and correlation of work flow generated by the Provost, Associate Provost, and Dean of Academic Services as well as general secretarial support and office management. Oversight of assigned projects and programs is also included."

Institutional Insights

Referring to the establishment of the Provost position, an administrator (interviewee #1) said, "That's freed the president up to be an external president and care for that second hump of the image of the college and fund raising. He is getting that done. John in his leadership as provost really has been an integrating agent facilitating that kind of function." This administrator also reflected that when he first arrived at the college, it seemed as though the divisions under each cabinet officer were "very autonomous, sometimes at war with each other and they didn't cross over much. You didn't see any crossover in committees or teams or work groups." The governance change was seen as a crucial factor in caring for this concern.

With the provost office, what John has done in the provost council is to really integrate those divisions like they had not been integrated before, in a real appreciation for the curriculum and co-curriculum being meshed together in the total educational experience of the student.

According to this interview, the academic deans are now learning the world of student development and student retention, and the student development deans are learning more about the world of academics.

A professor (interviewee #9) said, "I think the provost role is an extension of what has been happening since Dr. Rogers came. In that we are an educational institution first of all and, therefore, the most powerful man on campus should be primarily an educator." This one continued to express the viewpoint:

Dr. Rogers is the first educator we have ever had as a president. We've always had pastors before and, nothing against pastors, but they built buildings and they did a lot of things, but they didn't have a deep insight into what education was all about.... Now with Rogers we finally have an educator who understands college level education, particularly, and accomplishes it with great power. His appointment of John Lillis as provost has increased the power of education as the whole focus of our being and that had never been the case before in the whole history of the school.

Another senior professor (interviewee #13) said, "When you have a man of John's skill essentially running the institution while Rex is out doing the public work, it is just perfect." This professor also observed of their relationship, "He and Rex are obviously on the same wavelength. I've seen situations where between president and provost it's open

warfare. And it's not happy. This is really an excellent situation."

This evidently assisted in the over-all spirit of cooperation on campus and factored into the other related realignments. Again I quote interviewee #17 (administrator), "I think with the formation of the Provost Council and how the cabinet is arranged, I think there's more.. more of an opportunity to have your say and I think, too, there's more openness...."

According to interviewee #2 (administrator) the associate provost was also a key player in the school's transformation. This leader viewed the new associate provost as bringing "a differing philosophy" that viewed student recruitment and retention as more than "a numbers thing. He provided a transformation in the way that we did recruiting. We went from a recruiting model to an enrollment management model. And that's Jack Powell. That was a key hire." From this one's perspective, Powell also influenced the institution in other crucial ways. The leader continued, "And then, Rex began it, but Jack certainly emphasized it, was the focus on national searches for positions. That was a new philosophy here that brought new blood and a new way of thinking that helped result in transformation."

New Mission Statement

With the institution's divergent past, the mission of the institution was "muddy at best" during the start of the 1991 school year. The school began as a Bible Institute in 1941, began a day school in 1944, became a Bible College in 1960, and took on the role of a Christian liberal arts institution in 1972. During the later eighties, the school's philosophy gravitated once more toward that of a Bible college under the administration of that time frame. With the name, "Grand Rapids Baptist College," even the community and constituency evidenced some confusion as to the mission of the school.

A Clearly Defined Purpose

For these reasons, Dr. Rogers voiced concerns early in his administrative tenure that the purpose of the institution be clearly defined, and the mission statement be reviewed, revised accordingly and communicated. No sooner had he arrived on campus than he wrote in his October 3, 1991 memo that one of the charges he would give the new Strategic Planning Committee would be the “Mission Statement Review and Revision.” This was included in his March 1992 proposal to the Board of Trustees. On September 17, 1992, Dr. Rogers identified as one of “the seven objectives of the 1992-1993 school year...To clarify our mission and identity in the minds of our public.” By 1993, a new mission statement was proposed, accepted and implemented. The agreed upon mission statement of the school was as follows: “Cornerstone College is a theologically conservative institution of Christian higher education that enables individuals to apply unchanging biblical principles in a rapidly-changing world.”

Specific Goals

Goals of the institution were identified as the following:

1. Students will develop an integrated Christian worldview.
2. Students will develop spiritual, intellectual, emotional, aesthetic, physical and social maturity.
3. Students will acquire the knowledge and abilities necessary to engage in meaningful vocations and ministries.
4. Students will cultivate the critical thinking skills and learning competencies which foster lifelong learning.

5. Faculty will research, critique, and contribute to the knowledge associated with each academic discipline.

Undergirding Philosophy

The school also clearly articulated its “Philosophy of Christian Liberal Arts Education.” The philosophy statement explains the general purpose of Christian education is to educate persons to live the life of faith. Faith is then defined as “the appropriate response of the human person to God’s self-disclosure in general revelation and in special redemptive revelation.” To respond appropriately to this revelation means “to believe in the person of Christ as revealed in Scripture. It is to place one’s loyalty, allegiance, and confidence in Christ to such an extent that life gets its meaning and decisions get their pattern from the primacy of this personal relationship.” This Christian life is explained as lived in two basic communities — the Christian community and society.

Christian liberal arts education is said to be comprised of “extensive and intensive study of certain academic disciplines.” Disciplines are explained as having a particular content, a conceptual framework, and methods for discerning truth. “Christian education in the disciplines implies study of God’s creation, illumined and directed by God’s special revelation in Scripture.” The professor at Cornerstone is therefore responsible to integrate the discipline with biblical revelation with a view to a Christian understanding of the discipline and the formation of a Christian worldview in the learner.

The general education core provides extensive study of many disciplines in order to “rightly interpret reality and live out one’s faith in all areas of life.” The major provides the intensive study of a specific subject area to have precise knowledge and facility in the

discipline. In both areas the study of the disciplines “should be illumined and directed by special revelation.”

According to Cornerstone’s newly stated philosophy, “Education also seeks to develop certain competencies in the learner. Communication skills include reading, writing, speaking, and listening.” These skills are said to be necessary for disciplined study of any aspect of reality. Critical thinking skills and personal wellness are also explained as transcending any specific discipline and are said to be necessary for scholarship and a healthy life, respectively. The statement of philosophy also explains,

The graduate of a Christian liberal arts education ought to have developed a Christian worldview, intellectual skills, community skills necessary to function in the Christian community and society and skills and attitudes conducive to spiritual formation.

The curricular goals, therefore include the following:

Worldview -- Students will develop

1. A Christian worldview as a continuous, lifelong process of intellectual integration, behavioral integration, and values integration.
2. A biblical worldview that recognizes the responsibilities inherent in a Christian community. Home and church are just two Christian communities to which we owe allegiance, and from which we can take the message of reconciliation in Christ out into the marketplace.
3. Their personal lives as ones of responsible stewardship of time, fiscal resources, personal wellness, and environment.
4. An aesthetic appreciation of God’s creation and human expression of it.

Intellectual Skills — Students will develop

1. Effective oral and written communication skills: reading, writing, speaking, and listening.
2. The mathematics and computer skills requisite for success in their culture.
3. Critical (analytical) thinking skills: information gathering, remembering, organizing, analyzing, synthesizing, and evaluating.
4. The ability and desire to engage in independent learning on a lifelong basis.

Community Skills — Students will develop

1. A balanced awareness of their own strengths, weaknesses and values with a view toward self improvement.
2. Sensitive and effective interpersonal skills.
3. Leadership skills consistent with the biblical model.
4. An understanding of an appreciation for ethnic, racial and gender diversity while recognizing that believers are one in Christ.
5. An attitude of ministry toward others.

Spiritual Formation — Students will develop

1. Intrinsic motivation to mature spiritually.
2. A knowledge of God, scripture and other basic doctrines as a foundation for spiritual formation.
3. Spiritual attitudes of obedience to God, humility toward self, and service toward others.
4. The hermeneutical skills necessary to interpret the Bible appropriately.

Again stated, the mission of Cornerstone College is “to enable individuals to apply unchanging biblical principles in a rapidly changing world.” To accomplish this mission, the institution purposes to teach academic subjects with a distinctively Christian philosophy of learning and life, and to develop students spiritually.

In the catalog, it is stated, “Cornerstone College’s spiritual formation program has never been stronger.” This is said to be true both because of the spiritual caliber of the personnel and because program units are integrated with one another from start to finish, beginning with initial contacts with prospective students and continuing through students’ senior year. “Cornerstone provides a consistent biblical challenge enabling students to develop a sound, coherent, biblically-grounded Christian understanding of life. Students are taught how to think and act as Christians.”

Affirmation

Surprisingly, one high-level administrator (interviewee #6) said, “To be honest with you, I can’t even tell you what the old mission statement was and I would probably be one of many organizationally who had no idea.” The administrator continued, “In fact, the mission statement was so long that it would be hard to remember, let alone implement. And that was one of the breakdowns -- knowing who we were.” This leader summarized the school currently as a theologically conservative institution of Christian higher education, enabling individuals to apply unchanging biblical principles in a rapidly changing world. According to the interviewee, “Everything we are doing today grows out of that mission statement, you know, everything from vision to strategic planning.” In my interview with Dr. Rogers, he said this about the issue of the institution’s vision,

Well, I think *was* and *is* when you say vision.... I used to say we are a Christian College, capital C on both words. We're not perfect, but we're seeking to be real and.. and authentic in our spiritual and Christian commitment. Therefore, most importantly, we have presently become more focused on the real and effective spiritual formation of a student. That's key. That's what makes us different from a public university. And that's why we'll grow. Not by.. not by diluting it, but by strengthening it. That's why we'll grow. Same with the seminary. And then, as a college or seminary, we're an institution of higher learning. People are paying us for an education. If we take their money and don't give them quality education, then we're unethical or poor stewards, and so that means higher caliber personnel, that means appropriately credentialed, that means the right spirit and morale. That also means programs that match the needs of the marketplace that exist at this point in our time and lives.

Citing Dr. Rogers as the prime mover of the clarification process, another high-level administrator (interviewee #2) and a veteran professor (interviewee #9) both also identified the school's new statements of mission and/or vision as significant factors of transformation and turnaround.

Strategic Planning

During Dr. Rogers' first semester in office during the Fall of 1991, a new Strategic Planning Committee was appointed. Although Dr. Rogers chose not to chair or serve as a member of this committee, he worked closely with it. The first major decision was announced by Dr. Rogers on May 20, 1994. He e-mailed the campus family,

The Board discussed Strategic Planning and Campus Master Planning. The only decision of note is a major one: the Board believes strongly that Cornerstone, GRBS, and WCSG are 'where everyone else wants to be,' so they affirmed the value of our location for the mission of the organization, and we will be proceeding with master planning vis-a-vis this cite.

Master Campus Plan

Following this decision, the committee, board, and Dr. Rogers worked in consultation with the Dan Vos Construction Company of Ada, Michigan, to develop a Master Campus Plan for the Year 2020. As a "design-build" firm, Dan Vos provided the institution with a feasibility and concept design based on the school's input. The concept design became available as early as October 13, 1994. It then became published in the following issue of the *Alumni Echo*, under the title, "Strategic Plan Unveiled" by Rex M. Rogers, President. In the accompanying article Rogers explained,

For over three years now, our staff, faculty, and board have been diligently undertaking the task of developing a strategic plan for Cornerstone College. After much prayer and research, they have unveiled three areas which they intend to set goals for and attain as quickly as possible.

Academic Strategy

The first stated goal was, "Increase the quality and effectiveness of programs and personnel." Dr. Rogers believed that the school was already making strides in the area of program offerings in that the curriculum offered expanded courses in Youth Ministry, Interdisciplinary Studies, Pre-dental, Pre-Veterinary, Pre-Medical, Spanish, and a

strengthened Missions Aviation program. He also believed that in the area of personnel development, the college had also attempted to improve morale by offering monthly personnel chapel sessions highlighting the responsibility of providing spiritual guidance to students. He also spoke of plans for pay raises and an increase in enrichment opportunities for faculty and staff.

Spiritual Development Strategy

A second targeted goal was to, “Increase spiritual effectiveness based upon the principle of biblical Christianity.” According to Rogers, Cornerstone enjoys a rich heritage of biblical emphasis. Although the name has changed four times in its history, the college remains committed to teaching authentic Christianity and preparing a future generation of Christian leaders. He stated, “Already we’ve seen a ‘beefing up’ of the chapel program and spiritual opportunities on campus for student involvement.”

He also explained how the student council had taken upon itself an inner-city renovation project which involved fund raising, hands-on work, and staffing of the youth center it would become when completed.

Facilities Development Strategy

Third, he identified a goal to, “Develop an outstanding campus featuring quality facilities.” In regard to the last point, the article included a drawing of the campus which included its seventeen existing buildings, eight future buildings, and thirteen “add-on” additions. The proposed new buildings include: new bookstore building, field house, performing arts center, student center and office, classroom building, women’s residence hall, and preschool. According to a “Campus Evaluation Report” dated April 6, 1994, the existing

bookstore, the music building, Quincer Men's Residence Hall and Miller residence hall would all be replaced in the new master plan. Since the development of this plan, the new bookstore building has been constructed and is in use, and drawings have been completed for the new field house. (See Figure 8, next page.)

Viewpoints

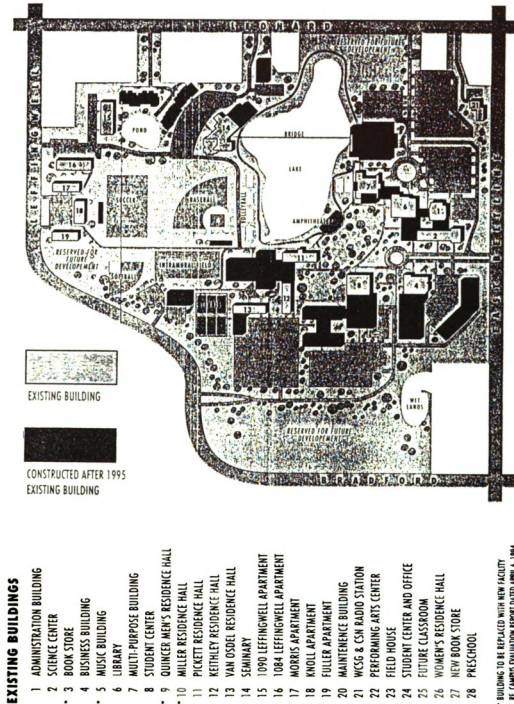
One high-level administrator (interviewee #6) expressed the viewpoint, You had strategic planning taking place during that time of acquisition of The School of the Bible and Music and the name change. The strategic planning was ... pretty solid by the time our name change was actually implemented.

Interviewee #6 (administrator) continued to explain how an advancement strategy played a direct role in and coincided with these changes. According to this leader, it freshly defined "who we are to the community, communicating who we are through our publications, strategically through media events and opportunities to communicate, through public relations, donor relations, business relationships." This administrator explained,

We began a 5-year plan, when I came on board in 1992, that was completed in the spring of 1997 that focused on the arena, and I believe we successfully concluded that. It's taken us five years in that process to build, with God's help, an environment that allows us now to be considered as a viable Christian liberal arts college in the community among our students and among staff and faculty who were looking for opportunities to work here.

Other interviewees concurred that the current vision and strategic planning of the institution has been a key factor in the revitalization of the total school program.

Figure 8 - Cornerstone Master Campus Plan



I asked Dr. Rex Rogers, “How big do you want the school to get?” He answered,

We’ve never set a limit in our minds or an expectation. We’d like to continue to grow. We think there is at least 10 to 15 years of dramatic growth that can take place at this institution if that’s God’s will, just in serving the public that’s out there. The community’s growing here. The college is now growing with momentum. The seminary is growing. With our adult program, there’s really no spacial limitation or geographic limitation. We can go state-wide and we’d like to go state-wide. We would like to have a Cornerstone College building in suburban Detroit and Traverse City and go on from there. We could hire local faculty in those adult programs, or transport our own as appropriate. We could also incorporate distance mode education on the seminary level. The ACE program, or “Adult Continuing Ed,” as we call it, does have a seemingly unlimited marketplace. The traditional age student body and the on-campus seminary student body will both eventually face certain spacial campus limitations. But, we think we’re still a long way from that. Especially as we are able to build additional buildings on a 110-acre campus.

A senior staff member (interviewee #11) adds, “That has been discussed a lot by the board of trustees. I don’t think our goal is to grow as big as we possibly can. I think even they’ve had to put a cap on our growth — how many we could accept from year to year.” This interviewee expressed the desire of some on campus that, “We don’t want to grow too fast too soon because that can hinder us greatly if we are unable to handle the students sufficiently.” For this person, an “enrollment of 2000 might be a good number for the year 2000 to reach and we could handle that comfortably. (We’re at about 1500 now.)” The

administrator concluded, “But I don’t think we’re out to beat other schools in attendance, you know. And in enrollment, that’s not our goal.”

A key administrator (interviewee #15) added, “I don’t foresee our enrollment growth being over yet, but I don’t see it being 2000 under the present facilities and things. This campus was built for 1000 students.” This interviewee continued to say that under current student living expectations, even major adjustments in dorm distribution would need to be made. However, with appropriate campus expansions and adjustment, the administrator believes, “We could be another Cedarville, in my opinion. I don’t see why we couldn’t.”

Name Change

Given the clarified mission of the school as a liberal arts institution, and the new wave of strategic planning, Rogers and other leaders targeted the name “Grand Rapids Baptist College” as needing re-evaluation. Rogers, himself, favored a name change for the purpose of more clearly identifying the school’s mission and making the school more marketable to a wider constituency. On December 13, 1993, Dr. Rogers wrote the faculty and staff:

The Name Change process is now underway. In December, Q&A’s, a cover letter, and a name change questionnaire will be sent to the following groups: President’s VIP list, MI GARBC (non-supporting), MI IFCA (non-supporting), Alumni (via the Echo and including GRSBM), Current Students, Parents of Current Students, Supporting Churches. In January, 1994: GARBC Council of 18, IFCA National Executive Committee, Non-alumni donors. In other words, it will all be out soon. Pray that we will get good response, ‘good’ in this sense that folks will respond well and ‘good’

in that they will send some creative name ideas to us. Be sure to submit your own choices to Advancement or to Maxine. We are cataloging ideas.

Rogers continued to unfold the next steps that would occur. On Tuesday, December 7, he would address the college chapel regarding the name change and campus planning. The following week, Tuesday, November 23, he would do the same in the seminary chapel.

What's In a Name?

Rogers explained that the purpose of the name change was not “just to get rid of Baptist” but to reflect more accurately the mission of the school. He appealed to faculty and staff to help students process the name change concept, and to keep in regular communication with him on these matters. He also highlighted the fact that the name change process would be highly participatory.

Then, on March 18, 1994, he sent this e-mail to the faculty and staff:

The GRBC&S Board of Trustees has voted to change the name of the college, create an ‘umbrella’ formal and legal name in which the term “Baptist” appears, and leave the name of GRBS the same. We will be doing legal searches on the new name idea yet this week. If it clears, we will proceed with our plan to announce the new name Tuesday, March 29. The new name would take effect (contingent upon legal and other academic and advancement concerns yet to be determined) June 1, 1994, the beginning of the next fiscal year.

A follow-up memo on March 27, 1994 reported,

The legal work on the proposed new college name has all been cleared, to my great relief. Ken Vanderberg has done a mountain of excellent work on this, and we are all

glad that we're over the top. Plans for the announcement in chapel on Tuesday are on track. Following chapel, a Press Conference is scheduled in the Wood Seminary Building lobby. I will also give a brief announcement in Sem. Chapel at 10:00 a.m. Brian Jackson, Julie Baker, and the Advancement staff have also done a mountain of excellent work on this part of the process.... Hopefully, we'll get good coverage in all the media beginning Tuesday.

In an effort to help both himself and the faculty process their new name change, Dr. Rogers wrote on March 29, "The more I have studied, heard, and thought about the 'Cornerstone' College, the more I have come to like it. That name is an incredibly beautiful and poetic biblical metaphor for what we want to do spiritually and academically..." He went on to share ten literary and philosophical implications of the name.

Announcements were made. According to one interviewee, the audience response was more subdued at first — probably because most students and faculty anticipated through rumor that the name would be "Providence College." The feelings toward the new name, however, were reportedly positive. On March 30, 1994 the *Ada/Forest Hills Advance* carried the following article:

New name for Baptist College designed to reflect goals

This year's graduating class will be the last from Grand Rapids Baptist College. The college, which 22 years ago changed its name from Grand Rapids Baptist Bible College to reflect an increased emphasis on liberal arts, today announced a new name at a special chapel service.

The college will become Cornerstone College on June 1, according to president Rex Rogers, who emphasized that the change in name does not mean a change in doctrinal position.

‘We’re still a Baptist institution. Those are our roots, our heritage,’ said Rogers....

‘People in the community think of us as a Bible college. We’re not ashamed of the Bible, but we’re much more than that,’ he said. Rogers said the school’s nickname, Baptist College, tends to communicate exclusiveness. Forty percent of students are not affiliated with Baptist churches. The addition of a new science wing and pre-medical, pre-dental, and pre-nursing studies also affected the decision.

Rogers said the goal of the board had been to select a name which reflected the school’s spiritual effectiveness, academic diversity, and broad constituency....

As a major part of the communication campaign, a piece titled, “In Quest of a Name” was created to share with the larger school family and constituency. It described the whole name change process.

This document explained how in recent years the administrative leadership and board of Grand Rapids Baptist College had been considering a name change for the college “to more closely reflect its character, vision, and mission.” While geographical and denominational terms were deemed helpful in describing an institution, the document stated that “a name of character is far more significant in keeping it true to its purpose.” It also stated that in addition the college regularly encountered confusion associated with the name, “Grand Rapids Baptist College.” This practical consideration made it difficult for the school

to accomplish its mission as a Christian college of arts, sciences and professional studies.

The document also explained with this understanding, the board of trustees sought input from alumni and friends of the school on a new name that would reflect the school's character while at the same time be simply unhindered by conflicting meanings and connotations. While there were certainly many practical advantages to a name that is "short and sweet," practicality was not deemed the main focus. "It was the board's desire to present the college to the public as Christ-centered and founded on the truth of God's Word." After a great deal of prayerful consideration, the board directed the college advancement staff to mail questionnaires to alumni and friends in December, 1993, soliciting both opinions on the proposed change and possible new names. Over 13,000 questionnaires were sent, and 130 names were suggested and reviewed. Late in February, 1994, the names were screened to see how closely they fit the college's character, vision, and mission. The list was finally narrowed to four: "Providence, Dominion, Cornerstone, or the present name: Grand Rapids Baptist."

On Friday, March 18, 1994, the board of trustees met for a period of earnest prayer and intense discussion. At that time the board voted overwhelmingly to adopt the name "Cornerstone College." In a further action the trustees voted to adopt an umbrella name for all the institutions that formerly came under the title "Grand Rapids Baptist College & Seminary." This new name became "Cornerstone Baptist Educational Ministries." Under its umbrella would be Cornerstone College, Grand Rapids Baptist Seminary, WCSG radio station, CSN children's satellite radio network, and Missionary Aviation Training Service.

“While all the names considered had both positive and negative aspects, CORNERSTONE COLLEGE fit the criteria best and, gratefully, no other college was found with that name.”

The Meaning of ‘Cornerstone’

Doubtless, some in the Christian constituency would see the name change as a departure from the Christian mission of the school. Perhaps for this reason, “In Quest of a Name” included a pointed to discussion to signify the Biblical ramifications of the school’s new title:

Most Christians are quick to recognize the biblical meaning of the term ‘cornerstone.’ It is one of the most significant prophetic terms for Jesus Christ. Isaiah especially demonstrates the beautiful imagery of the name:

So this is what the Sovereign LORD says: ‘See, I lay a stone in Zion, a tested stone, a precious **cornerstone** for a sure foundation; the one who trusts will never be dismayed. I will make justice the measuring line and righteousness the plumb line. . . .’ (Isa. 28:16-17).

The apostle Peter, inspired by the Holy Spirit, also speaks eloquently of Christ the cornerstone:

As you come to him, the living Stone — rejected by men but chosen by God and precious to him — you also, like living stones, are being built into a spiritual house to be a holy priesthood, offering spiritual sacrifices acceptable to God through Jesus Christ. For in Scripture it says: ‘See, I lay a stone in Zion, a chosen and precious **cornerstone**, and the one who trusts in him will

never be put to shame.’ Now to you who believe, this stone is precious. But to those who do not believe, ‘The stone the builders rejected has become the capstone, and, a stone that causes men to stumble and a rock that makes them fall.’ They stumble because they disobey the message -- which is also what they were destined for. But you are a chosen people, a royal priesthood, a holy nation, a people belonging to God, that you may declare the praises of him who called you out of darkness into his wonderful light (1 Pet. 2:4-9).

CORNERSTONE COLLEGE’S mission is ‘to enable individuals to apply the unchanging principles of the Bible in a rapidly changing world.’ With Jesus Christ as the chief cornerstone, the Bible as the foundation, and the prayers of God’s people as our support, this is possible. The students of CORNERSTONE COLLEGE and the people they influence will be challenged continually to build their lives and careers on the rock and not on the shifting sands of a culture that’s losing its moral footing.

Kudos

Interestingly, Dr. Rogers e-mailed the school family on November 1994 telling of an annual feature in the “Grand Rapids” magazine which published a list of what the editors called the “Best and Worst of 1994.” (The “Best” were given a kudo the magazine called a “Laurel.”) Rogers wrote,

You’ll be pleased to know that Cornerstone College got a Laurel for its name change.

It read: ‘A Rose by Any Other Name Laurel to Cornerstone College officials who saw fit to change the school’s name to reflect restructuring changes despite challenges from those who say the move distances it from its Baptist history.’

Administrators enjoyed musing on the process. One high-level administrator (interviewee #1) gave a “kudo” to one of the trustees for playing a key role in the name change:

I don't know if you've heard the story about the name change, but everyone assumed it was going to be Providence College. I remember the trustee meeting. There wasn't real consensus on Providence, Cornerstone or Grand Rapids Baptist College. Those were the three we were looking at. Lots and lots of discussion. I didn't know where it was gonna go and we had a key trustee, Bob Anderson, an African-American pastor from Indiana, in his deep, beautiful voice - oh what a voice that guy has - said, 'I like *Cornerstone College*. I like the image. I like how it ties into scripture. I like how it describes us right down the line.' And trustees lined up behind that and indeed it was *Cornerstone College*.... So Bob Anderson's leadership at a critical time, I think, was responsible for *Cornerstone College*, the name, which has worked out so well for us.

The same administrator gave a “kudo” to the role of divine providence. He explained how ironic it was that Providence College played in the basketball tournament on the night before the trustee meeting (which was humorously seen as somewhat “providential.”) This reminded the trustees another college had already used that name. This was crucial, for one of the names under consideration was “Providence College.” In another moment of humor, this administrator recalled,

Then we had the issue of the mascot. We decided to ask Student Government to give us some recommendations on names. They suggested ‘the warriors.’ I felt that no school in their right mind would pick that as a mascot name! (They were thinking of

the kind like David with a shield and spear [in biblical times] wearing a kind of loin cloth!) We really attempted to talk them out of it. They finally suggested the ‘Golden Eagles.’ That’s kind of a neat story, too. We were almost ‘the warriors!’

Clarification and Advancement

Another high-level administrator (interviewee #2) said the name change was initiated by the president shortly after he took office. According to this interviewee, the motivation behind it was the perception that Grand Rapids Baptist College was still Grand Rapids Baptist Bible College -- that is, still a Bible college. It was not perceived so much that Rogers wanted to move away from the name Baptist but rather from the connotation of still being a Bible college. There was also the confusion between Grand Rapids Baptist College, Grand Rapids School of the Bible and Music, and Grand Rapids Baptist Academy. This administrator explained that the school frequently received mail intended for all of those organizations. For these reasons, Rogers desired to create an image that was consistent with the school’s current mission as a Christian liberal arts college.

In response to the question of the name change predating Dr. Rogers, interviewee #2 (administrator) replied, “There might have been people who talked about it, but nothing would have ever happened. Especially, you know, taking Baptist out. That’s my understanding.” This leader viewed the name change as a positive factor.

When asked if he had fielded criticisms that opposed the name change, the administrator said he explained to individuals that the institution is still Baptist. As evidence, he cited the ongoing name of the school’s seminary, “Grand Rapids Baptist Seminary” and the umbrella name for the entire institution, “Cornerstone Baptist Educational Ministries.”

I asked this administrator if there was some possibility that the umbrella name would change sometime. The response was that key administrators had already discussed the future name possibility of “Cornerstone University - (a Baptist Institution of Higher Education).” Models such as Trinity International University and Taylor University were cited as similar schools to Cornerstone which already incorporated the umbrella title of university. The indication was, however, that “Baptist” would somehow be included in the by-line.

The same high-level administrator (interviewee #2) reflected on the positive ramifications and human implications of the name change.

We talk about name change, but the name change kicked off what became a shift, and that shift is a big factor for faculty. That shift involved self-perception. We began to see ourselves as an organization. Who we are as ‘Cornerstone College’ is different than who we were as ‘Grand Rapids Baptist College.’ It implies a broader constituency and the freedom to talk about a broader constituency.

For example, I go with my spouse to outside professional meetings. If we would go to the Michigan Association of Science Teachers meeting as from Grand Rapids Baptist College, they’d look at us and think ‘these people are wild-eyed, anti-evolution fanatics.’ And you begin to act that way! I mean, you’re isolated! You’re a leper! Whereas, Cornerstone College? That’s different. We’re ‘real’ now. I mean, that name change had a tremendous impact on self-perception — the organization’s self perception. Amazing.

If we had the records on the old bookstore between the amount of college paraphernalia that was sold when it was Grand Rapids Baptist College versus the

amount of paraphernalia that was sold since it became Cornerstone College, the difference would be striking. Anecdotally, as I talk to the manager, his sense is that we are selling a lot more and ordering a lot more stuff. The kids are buying it now that we are Cornerstone College. I also mean me personally! I buy the stuff now that says, 'Cornerstone College.' That's neat compared to Baptist College, you know. Who wants to go around wearing that? Oh boy!

Still another high-level administrator (interviewee #6) clarified about the background of the name change idea. He said the name change was an outgrowth of strategic planning and the awareness of the need. The name change consideration was brought back to the floor in the strategic planning process because it had been discussed several times in the past 20 years. According to this administrator, even in 1972, under Dr. Welch's leadership, the board initiated discussion about another name change when the school changed from a Bible college to a Christian liberal arts college. At that time, however, the board of trustees chose not to move away from "Grand Rapids Baptist College." The trustees did discuss the need to revisit that discussion. Through the strategic planning that Rogers initiated, the discussion came up again for consideration among the trustees. At that time, Dr. Rogers and Brian Jackson were commissioned to begin a name change evaluation, and bring it back to the trustees for consideration. This was during the year the college was in the process of absorbing Grand Rapids School of the Bible and Music. According to this interviewee, "It was actually the marriage of the schools that precipitated the process. It was not directly linked to the process, but it created a window of reconsideration, evaluation and opportunity."

In the name change survey results the word ‘Cornerstone’ was only mentioned once. Interviewee #6 (administrator) explained the survey was not a public opinion poll, but rather a tool used to generate a number of viable considerations. Those working on this project gathered information, and engaged in a lengthy process toward the making of a wise decision that would be viewed as a theologically accurate decision, and one based on the school’s mission. This process involved careful theological word studies (from the Hebrew and Greek languages) and their usage in the Scriptures or theological literature.

This administrator (interviewee #6) gave the same information as interviewee #1 (administrator) regarding the final step in the process. According to interviewee #6 (administrator),

Robert Anderson, I believe, was the individual who was a pastor on our board at the time who was a catalyst for movement, I think in the board meeting itself, on the name change. As far as coming to a decision, we came into that historic board meeting with three names potentially, viable for consideration by the trustees. Bob led the way for the adoption of Cornerstone.

Reflecting on the name change, Rogers told me in his interview,

Well, the key promotional issue for a college is the name. For us, of course, that became crystalized as a major decision in the first four years. The school’s former name got in the way of presenting what we really were and what we aspired to be, so it needed to be changed. The name change idea was around, I’m told, since at least 1962 when they moved to this campus from downtown. In the 4 or 5 years prior to my coming in ’91, I’ve been told, it was a regular topic of discussion, because the

school was suffering and declining in enrollment and people were beginning to look for solutions and thinking that was one of them.

So, I certainly did not invent the idea. Clearly, I became a catalyst, because in the six months before my March 1992 board presentation, I concluded that we absolutely needed to change our name. And one of the things I presented to the board as part of that third goal about broadening our conservative evangelical constituency, was the name change. And it was in that meeting of March '92 that the board voted to consciously market the college to a broader conservative evangelical constituency. I knew how significant that was, how different that was from the past of a smaller, more focused denominational Bible or liberal arts college and seminary. They needed to know. I didn't want to take them down a path and say, 'Oh, guess what?' No surprise like that would have been fair or honest. So they voted to do that. Plus, I didn't want to be just the young buck in town with, you know, a new idea. This was a board level commitment. And then they also voted in that same board meeting, March '92, to consider a name change and that set in motion what amounted to eventually a two-year process.

A high level staff member (interviewee #11) believes the name change was one of the biggest factors in the number of prospective students applying since that time. This individual said many students were afraid to apply because they thought the school only accepted Baptists. "They also thought because we had Baptist in our name that we were a Bible college. They didn't think we were a four-year liberal arts school, and that really helped identify who we are."

A veteran instructor (interviewee #13) said,

Another very important thing is that it reflects a deeper change in the college. Again, I think that Rex is the one that spearheaded this. To make us an institution which is Christian, not in name because we have a certain set of rules or anything, but Christian because of conviction.

One high-level staff member (interviewee #15) is also an alumnus of the school, and has been at the institution for many years. This staffer said, "People have asked me when we were changing the name, 'How do you feel about the name change?'" The employee's response was, "'I've lived through three of em! What's one more?' Of course, this was a drastic change, but it's not been a problem at all." This administrator/alumnus continued to muse, "Nothing is set in granite. I think that we have more students because of the name change. There is no way of proving it, but I think people that are non-Baptists, especially here in the city, feel more free to come.... I think it's had an impact."

Another professor (interviewee #16) openly shared,

So the breath of fresh air was great. Some of the moves that were made, like the name change, were seen by some as trying to bury the past and seen by others as strategic necessity. Some saw it as a 'cop-out' and another step toward liberalizing the school. I see it as a strategic opportunity. I didn't have a problem with the old name. I understand the reasons for the change and I'm willing to support those reasons. I was afraid that might decrease the spiritual emphasis here. I don't think it has. I think there's been a concerted effort to increase the spiritual tone.

Interviewee #20 (former trustee) stated, "The name change was certainly a big issue. We lost one or two trustees over it. I didn't think that the name change was altogether wrong." The former trustee continued, "There was a sense on the committee maybe that we ought to retain the word 'Baptist' in this setting. We had other schools in our fellowship that had Baptist in the background, however, and not in the forefront." This individual also indicated that a key catalyst for the name change was the so-called "merger" with Grand Rapids School of the Bible and Music. The "merger" provided the college with the understandable "reason" to change its name.

Merger

Early in 1993, it became evident that the struggling Grand Rapids School of the Bible and Music was declining to the point of near extinction. Dr. Rogers contacted the institution and offered to be of any help possible. Dialogues continued until the following notice was sent by Dr. Rogers to the Cornerstone faculty and staff on May 4, 1993:

The Boards of GRBC&S and Grand Rapids School of Bible and Music have agreed to a 'merger-in-principle.' Implementation of a full merger awaits the action of the GRBC&S Board at the May 13-14 meeting or later date.

During the past few weeks, we have been talking with GRSBM trustees and administrators about GRSBM's position. Several small group meetings took place between some of GRSBM's people and our Chairman, John Miller, and myself. Last week, GRSBM's Executive Committee voted unanimously to recommend a merger to GRSBM's Board. Our Executive Committee was informed. Last night, the GRSBM Board met for several hours and voted unanimously to approve a merger

with GRBC&S. Our Executive Committee has agreed to a 'merger-in-principle' and will recommend this to our full Board. In the meantime, a due diligence study of liabilities, etc. will be conducted.

Today at 4:00 PM the GRSBM faculty and staff were informed. Tomorrow, at 9:30 am, we will host a press conference downtown at the Press Club. At this time we will announce the merger-in-principle publicly and will issue a press release. Faculty and staff will receive a copy of the PR tomorrow. In Thursday's chapels, we will announce this merger-in-principle to our students.

Rogers continued to explain how the merger, should it be implemented, involved no demands or expectations. He stated, "We will do everything we can to be user-friendly to their some 11 students, permitting them to come to GRBC&S transcript in hand and working with them to graduate them with minimal loss of hours or time." GRBC&S would also become the permanent repository of GRSBM academic records and the GRSBM heritage. Rogers clarified he made no promises to the GRSBM personnel regarding employment other than to say that they would be considered for any available positions at GRBC&S. Undoubtedly however, he admitted some of their people would come over such as the Missionary Aviation program faculty and perhaps others.

The GRBSM Board of Directors would remain in existence until such time as both boards considered it advisable for GRSBM's board to dissolve. They were committed to turning GRSBM over with a "clean slate." GRSBM did have some assets -- computers, an 18,000 volume library, airplanes, and real property. "More importantly," according to Rogers, "GRSBM has some 8,000 alumni (as many as GRBC&S) who we will work

diligently to get involved with the newly merged institution. GRSBM also has many national contacts via the IFCA churches and other churches in its constituency.”

A transition team was appointed at the trustee and administration levels and another operational team was be appointed to handle internal matters. Rogers pledged to report more to the school family as soon as he could and as soon as he knew what kinds of questions college personnel wished to have answered. He insightfully and tenderly wrote, “God continues to show his faithfulness to GRBC&S. Let’s move forward with confidence and humility. Let’s also do all we can to reach out to GRSBM personnel, students, alumni, and friends. This is not an easy time for them and they need our support.” In a May 5 update the next day, Dr. Rogers reported a successful downtown press conference at the Press Club. All of the TV stations and several major radio stations were present. Good questions were asked. Four of our trustees were present and four of GRSBM’s trustees attended. GRSBM’s Academic Dean/Acting Pres. Dr. Bill Brew and their advancement man, Lee Bruer were there to answer questions as well.

Three hours later he e-mailed the faculty and staff, “We will be making a brief announcement about the merger-in-principle to our students in tomorrow’s chapels, followed by the PR in their mail boxes.”

Announcements were made as planned, and media response was immediate. A rash of articles followed in all the local papers with the following titles, *“Baptist College trustees back GRSBM merger,” “Two local Christian colleges to enact merger,” “Baptist College, School of Bible, Music merging,” “Merger,” and “Long live the name of ‘GRIZ-boom.’”* On June 4, 1993, Rogers wrote the school family, “The GRSBM relationship proceeds and

is going well.” In his typed and duplicated “President’s Commentary” of July 15, 1993, Rogers wrote, “The GRSBM/GRBC marriage is on schedule. Mr. Bill Brew, formerly Academic Dean and Acting President at GRSBM, as been appointed GRSBM Transition Director and is working full-time with GRBC”. He confessed working through a myriad of details, and explained the final legal work was expected to be concluded in mid-August in time for the Board meeting. Rogers planned to maintain the Missionary Aviation program and broaden its availability for commercial flight work as well. About 25 students were in the program during the time of “merger.”

An Institutional Marriage

On August 20, 1993, Grand Rapids Baptist College & Seminary and Grand Rapids School of Bible & Music were formally united in a signing ceremony held in the Seminary. The Fall 1993 “Alumni Echo” reported that,

Rex M. Rogers, President, the GRBC&S Board of Trustees and the Executive Committee of the GRSBM Board met for the purpose of solidifying transition work that began in May to bring current students, records and alumni together on the GRBC&S campus.

The article continued:

The signing means, first of all, that Grand Rapids School of Bible & Music will cease to exist which is certainly a sobering event for those who have been intimately associated with the school through its forty-nine years of fruitful ministry and service to God.

Second, it means that Grand Rapids Baptist College & Seminary will take on several important responsibilities: maintenance of the records and archives of GRSBM and responsibility for the alumni association.

Finally, and most happily, it means the consolidation of similar visions. While GRSBM has been historically a three-year Bible institute, and GRBC&S a Christian college of arts, sciences and professional studies, our common commitment to sound biblical interpretation and application, excellence in music and the building of Christian character has been shared and will now be perpetuated.

On Thursday, October 28, 1993 the executive committees of Grand Rapids Baptist College & Seminary and Grand Rapids School of Bible and Music gathered at the New Beginnings banquet in the Ambassador Ballroom at the Amway Grand Plaza Hotel for the purpose of making a public covenant before God, alumni and friends to carry on the biblical values and traditions established by both schools that have a combined history of over 100 years. The Winter 1994 "Alumni Echo" reported that:

Dr. Welch, Chancellor of Grand Rapids Baptist College & Seminary, presided over the ceremony and together with the trustees committed GRBC&S to the purpose of perpetuating the ministry and message of Jesus Christ and the maintenance of God's complete Word as truth. They also committed the schools to be united as one before God, those present that evening, supporting churches, alumni and friends....Approximately 740 alumni and friends of both schools were present at the banquet.

In the Winter 1994 issue of “Changing Times,” based in Grand Rapids, a front-page article commended the “marriage” of the two schools, stating that “such unions between historically independent institutions of higher learning are few and far between.”

Assets and Liabilities

A high-level administrator (interviewee #2) told me, “It wasn’t really a merger. [It was simply a] selected acquisition of assets. What really happened was that Grand Rapids School of the Bible and Music went under. They closed.” The leader continued to say,

We all used the merger and marriage terms for their benefit. But when you talk to the accrediting association, or to the State of Michigan, or you talk to any of the officials, what really happened was that we did a selected acquisition of their resources, and this is kind of standard practice when a school goes under, making a provision for their existing students to continue their education.

According to the records of the Cornerstone Alumni Relations Office, the college acquired under 50 students, two instructors and a GRSBM alumni body of 3,509. (Combined with Cornerstone’s own alumni family of 8,984, this totals 12,493 alumni.) The interviewed administrator continued to say,

I guess you could say the alumni association was one of the selected assets, so that’s what really happened. In all honesty, this so-called ‘merger’ was both an asset and a liability.

Everything was an asset with the exception of the aviation program that we did try to maintain in an effort to keep GRSBM alive. Taking the aviation program would keep a key memory of GRSBM. We absorbed those assets, but they had

nothing to do with our strategic plan at that point. I mean, if we had sat down six years ago and said, ‘What we are going to do for the next 20 years,’ an aviation program would never have been a part of that plan. That’s really tech ed, that’s vocational ed, and we are liberal arts.

This administrator continued to say that ultimately the school had to discontinue the program and sell the airport, because the school lost some \$300,000 in a four-year period (due to lack of interest in the program and the high costs of maintaining it.) According to interviewee #2, students on campus responded negatively to the administration when the aviation program was discontinued. This precipitated a letter of explanation and defense from the provost’s office to the student body. Further, officials from the Lowell community also responded negatively to the school’s decision to close the airport.

Despite statements of the administration that ample notice was given to the City of Lowell, an interviewed city-official involved in airport operations maintains that the given communication from Cornerstone College was both scant and late. (According to both sides, notice was given in November 1996 for a closure in August of 1997.)

Some Disappointed “Step Children”

One alumnus of Cornerstone College, when it was Grand Rapids Baptist College, (interviewee #12) viewed the “so-called merger” on the more negative side. While this alum did perceive Grand Rapids School of the Bible and Music as “a very sound, conservative and fundamental institution through the years,” this one did note also that, “Some would question whether it was a merger at all since there was no question that Grand Rapids School of the Bible and Music was well on its way out of existence.” The main concern of this alumnus,

however, was that with this union “came an open door to non-denominationalism.” The Baptist alumnus continued to say,

True, my experience with most Bible church pastors here in the state indicates they are fine solid men and many of them would hold nearly to the very same doctrinal position that we would. There may be some differences in the area of church membership and, in some cases, baptism, where we would baptize by immersion and they might not have a problem with sprinkling. (In Michigan most of them have been quite Baptist, even though they have had a Bible church name.) But, this so-called merger did open an avenue to reach many more students at the school. We live in a very staunch Dutch community where the Christian Reformed and the Reformed have been very strong. Because there has been much dissatisfaction and division going on in both of those denominations over liberal and conservative issues, some of the more conservative Christian Reformed and Reformed are becoming more discontent with their own particular schools. And with the direction our school is going, they would probably send their students here. Because there is no, in my estimation, strong doctrinal emphasis, they could well come in and be received and probably feel very comfortable. I had even voiced this concern when the school changed its name.

Likewise, an alumnus of Grand Rapids School of the Bible and Music (interviewee #14) was less than happy with the “merger,” and reflected with some bewilderment and emotion:

Being a newly graduated student, I don’t believe that I was informed. So, I mean, we had no reason to be informed in a sense that we did not have a position of power or

any decision making ability, other than alumni, but I think that probably older alumni probably knew more about what was going on than what fresh alumni knew. I got a letter from Dr. Miles after the school had disintegrated, or whatever you want to term it. I knew what was happening, from gossip, but I did get a letter from him. I could tell that he was disappointed in what had happened. He gave some other schools that were doing similar things as what GRIZ originally started out doing and recommended them if we were interested in recommending them to other people. I was really hurt for him because I could see that what was on his heart was he felt that something he had nurtured had fallen apart, I think from his standpoint. I thought about this a little bit, trying to recall how I felt at the time, and I have a feeling its the same way I feel now, but I can't tell exactly. I can't remember exactly what I thought when I first found out. I had a lot of questions as to what the college would want with GRIZ in the current state it was in. They had sold their properties, all except the airport, and I couldn't figure out what they would want with the college. I still don't know. It's not a major concern of mine, but I was curious. I was curious as to what the school would want with GRIZ. For one thing, GRIZ was totally different philosophically than what Cornerstone, or Baptist at the time, was. I mean, both had separate purposes, they were both good purposes, but headed in totally different directions. What I picked up from being there, GRIZ's philosophy was to train for the ministry, solely. Even if the ministry was in a church as a layman, to be trained, that was their main goal. They had always said that they had no interest in being accredited when I first attended. The purpose was to train for the ministry. I guess

that discrepancy left me with some confusion, too, as to why all of a sudden now we were merging with an accredited school when that was not our intent. So the change of philosophy was confusing to me, along with the idea that I couldn't figure out what "Baptist" or Cornerstone would want with the school. It was never really stated why they wanted to do that in any of the information I received. I still don't know what the school got out of it. I don't know what was accomplished, other than that they got the airport and they got the alumni, somewhat, which they can reach financially and also for references. I was never informed of the purpose of why they would want to merge. There was a lot of gossip, but I was never... [told]. I think there were probably some desperate measures there. I don't think that if it could have been done another way, that it probably would have been chosen. Because for one thing, unless the philosophy did change, I don't know. But the philosophy was not the same. It doesn't make sense to me that they would merge when they had opposing philosophies. I shouldn't say 'opposing' philosophies. That's not a good word. I mean to say, 'different' -- different philosophies.

Generally Pleased "Family"

A Cornerstone professor (interviewee #16) indicated a general sense of approval for the merger, however, on both sides. According to his conversations with alumni of both institutions, GRSBM family members were happy to have an ongoing institutional home, and Cornerstone family members were pleased with the official "turning of the corner" in widening the school's constituency. The professor also stated of the so-called merger, "I think the main significance for us was that it provided an opportunity for the name change

with the minimum of pain. A good excuse. And I'm saying that in a positive sense."

Shared Vision

It was evident in each of the key change factors (strategic planning, governance change, name change, etc.) that while Dr. Rogers gave significant direction, there was also a high degree of genuinely shared participation. The new name was not selected by the president, new personnel were not simply selected by the top, and ultimately the vision for the school was not simply one man's vision forced on the community. According to those interviewed, human resources on campus feel genuinely valued by the current administration. They believe that they are heard, and that their contributions make a difference. They feel as though they are empowered and supported. There is also a new positive climate which has permeated the organizational culture.

A Positive Climate

According to several interviewees, this culture has been fanned by Dr. Rogers' positive mental attitude. A faculty administrator (interviewee #4) stated, "He has re-created a positive climate." Rogers contributed to a positive climate with prompt and genuine statements of appreciation for a job well done. His attitude even fostered an appreciative spirit in others. Several e-mail memos from Dr. Rogers give evidence of that kind of attitude. On March 3, 1994 Rogers wrote,

Finally, I want to thank the faculty and staff who tell me they appreciate Bob Suggs and Jack Powell, or who say thanks for a great Bible Conference, or who are grateful for a new Science Wing, or who are praising God for His blessing this semester in the good retention. I want to thank the faculty and staff for your diligent work, your

dedication, your interest in students, and your love for the Lord. I thought the students who played and sang in the Bible Conference were absolutely outstanding.

God be with you.

Dr. Rogers also included the whole school family when referring to accomplishments. He never took credit personally. He honestly recognized the team effort that created successes.

He also frequently referred to “God’s enabling grace.” On March 21, 1995 he wrote,

We have received a gift of \$50,000 for new biology, chemistry, and physical sciences equipment. We have received a gift of about \$43,000 which has been applied to the Science Wing building project. Only \$50,000 (coincidentally the same as the amount above) remains before the Science Wing building is fully funded. We have received an estate gift of \$75,000 for student scholarship endowment. We plant the seeds; God makes it rain. Praise God for His provision. [I noted the pronoun “we” versus “I”.]

Dr. Rogers was not afraid to name names and give credit where credit was due. His own correspondence demonstrates the desire and freedom to honor individuals in the organization who put forth significant effort for the good of the cause. On July 25, 1995, Dr. Rogers wrote to everybody,

My vote for heroes-of-the-week, goes to Dr. Dwayne Cole for his fortuitous quick action in getting help to stem the ad bldg. flood, to Sam Wiltheiss, Ken Vanderberg and their crew for the extra work and quick response, to Bill Riter for his extra hours on the phone and computer rescue following the lightning strike, to all the Ad Bldg personnel for their good-spirited response to our disasters, to Kim Elders and Cindy

Wiltheiss for their great work with the summer camps, to Mike Ostrander for his work along with Cindy W. in making the IFCA Youth Convention a success, and to Mike Krick for his shock-proof personality. God bless you one and all.

Rogers took nothing for granted. On December 4, 1995, Rogers wrote,

Congratulations to Dr. Richard Stewart for the premier performance of his “Psalm 102/Kyrie” yesterday with The Evangelical Choral Society. The music was truly beautiful and the lyrics were truly profound. We were pleased to note that attendance was about as great as it has ever been at around 1200. Dr. Stewart sure deserves our praise for representing the Lord and Cornerstone College with excellence and distinction.

Cultural Shift

A top-level administrator (interviewee #1) stated, “There has been a cultural shift from a ‘top- down leadership’ that believes every decision emanates out of the president’s office or out of the president’s cabinet to a ‘shared-vision leadership.’” This administrator explained how there are now planning teams formed to make recommendations. These recommendations are heard and acted upon. For example, various individuals have been asked to chair “search committees” to recruit new administrators, faculty and staff members. According to interviewee #1, this has produced more “ownership.” This one continued to describe a shift “from transactional leadership, I think, to transformational leadership, empowering others to make decisions and using teams to accomplish task. There is a new recognition that input can come from the bottom up and work groups can function.” One area of development in this shared vision context is student development:

New Horizons

Student development is often excluded from an academically-oriented institutional vision. According to this administrator (interviewee #1), Dr. Rogers' climate for shared vision significantly affected Cornerstone's student development. This is seen to be symbolic of what is now occurring institution-wide.

Student development has lots of catching up to do. One, we had to let the faculty know that we're part of the educational process. We have a body of literature and we're involved in a profession and we're also educators. We're missing a significant piece of the puzzle and that's a written co-curriculum. One of our staffers is working on that and there will be some faculty on that committee who are excited. I think that will be the last piece where faculty will say regarding student involvement, 'Okay. Now we understand. You're educators like we are and there is a design, there are objectives, there is a curriculum. It is not just babysitting. It is not just having parties for students. It's not the warden role, but you are very, very much involved in education as are we in the classroom and we can enhance each other's effort. Together as an integrated team, we'll make for a strong educational environment.'

Rogers, himself, served as somewhat of a "hub" to create these interdisciplinary interactions. Likewise, he served as a necessary bridge between the administration and the faculty. This relationship became crucial in the new climate that helped facilitate turnaround.

Building Trust

Interviewee #2 (administrator) said that under a previous administration, there was no trust between faculty and administration. Most employees didn't have the ability to

participate because of the administrative leadership style, a very transactional leadership style. According to this administrator, a nice transformational style came in the person of Dr. Bob Suggs, the academic dean during the early 90's. He began to bring healing to the faculty. He reestablished trust under Rogers' direction and shared-vision freedom. This high-level administrator said,

You know, it was also Rogers' first three years, so people were beginning to see this dynamic president, in addition to a guy in the dean's chair that they felt they could trust. That was a key thing to transformation. That's why if Rogers hadn't come and made the hires he had, this school would not have continued because they would have gone on with the same recruitment model the faculty was hating, causing ongoing distrust toward the administration. There has been transformation, definitely, internally. Morale is up. This is certainly an evidence.

Interdependence and Mutual Creativity

The leader (interviewee #1) continued, "Another key part of transformation was the use of faculty committees." This interview indicated Rogers had appointed blue ribbon committees of faculty and staff to develop and then implement their own ideas. "I mean, we've had faculty committees before and they produced reports and they got put on a shelf. Not now. This is shared vision in action. ACE came about from a faculty committee."

Valuing Everyone

A veteran professor (interviewee #9) said the shift into shared vision included all aspects of fresh value for the faculty, including how faculty members were now being treated. Even this has encouraged greater participation and enthusiasm for the institution. This

instructor stated that in the past, faculty members were “the last people in line for everything. Board of Trustees members had a high profile. Administrators had a high profile. At the bottom, below the staff, were the faculty members.”

The following discussion from this interview is a bit lengthy, but in my judgment, it is highly symbolic:

When we first moved out onto campus, the rooms over there for faculty offices were 18 feet square and with no dividers. They had four single post desks, two hard chairs (one for you and one for your student who had come to talk with you), one book shelf (3 feet wide by 4 feet high) for each prof, and one file cabinet in the middle (one drawer for each professor), with a telephone on top to be shared by all four. Secretaries had nice desks and nice chairs and some privacy. Faculty members had nothing. Faculty was paid often below, way below what other schools were offering and what similar schools were paying their professors.

One thing that Rogers did was take very seriously the fact that we needed to upgrade salaries to some level which would compare with other schools. The first few years I taught, if I didn't preach every Sunday, I couldn't buy food for the family because there wasn't enough in the \$4,000 salary to buy food regularly. So I had to preach out every Sunday. People lived in significant poverty as faculty members and nobody seemed to care. I remember when I had been here about six or seven years and a member of a local Baptist Church - my salary was \$5,300 by that time - and we hired a man with 2 years of Bible institute training at GRSBM to be a youth pastor and paid him \$7,000. So he was getting 20% more than I was even though I had

eight years of education and he had two. Even though I had many years of experience, youth pastors were getting far higher salaries than professors were. Certainly missionaries were getting far higher salaries. It was livable so long as your spouse worked and you had other jobs during the summer, preaching all the time if you could, anything to make a living.

Dr. Rogers took that seriously and not only healed the rift between administration and faculty, he also gave us a purpose and shared goals so that we and our constituency knew who we were. At the same time, he raised salaries and made us realize that we were going to be reimbursed on a level, while not up to high schools in town, at least reimbursed on a level that would make a living, a good living, possible.

When asked about the organizational culture and climate before the turnaround, interviewee #9 (professor) said the organizational culture was “just total separation between faculty and administration.” Even though faculty members often served on committees and made decisions, administration hardly ever paid any attention to the committees’ decisions, so that it was just an organization imposed upon the school. This one stated the school had a “very strong president, very strong dean, very strong business manager. Until Dr. Rogers came, business managers had a tendency here to dominate everything.” Interviewee #9 also said decisions were made on the basis of the dollar rather than on educational viability. “Now, since the turnaround, Dr. Rogers is also a strong administrator, but he takes seriously what faculty members say.” This professor explained:

He listens, he keeps contact constantly, and even though he doesn't always do what we suggest, he always does listen patiently instead of impatiently and takes what faculty members say with seriousness. So he has broken down that barrier. He doesn't seem to have this fear that if he isn't in total control, he'll lose control. He doesn't seem to have the same sense that he has to always impose his will, but he can listen and change his mind if people give him good rationale. So this is a total change.

A change of attitude at the top, from my perspective.

According to this interviewee, Rogers communicates the belief that "people matter." He communicates this conviction by words and by actions.

Strong Leadership At All Levels

As Dr. Rogers was quoted earlier, he states clearly his belief in strong leadership, but one that incorporates a shared vision philosophy and commitment. It is striking to see his own perspective in juxtaposition with the faculty viewpoint of interviewee #9. The following is a more expanded statement from Dr. Rogers taken from his interview:

I believe in strong leadership and I believe in strong leadership at all levels. That's the point, I think, of humility and protection. I've seen plenty of strong leaders nationally, in ministries included, who've been marvelous strong leaders but they've been self-made, one-man shows and, unfortunately, some of them have gotten into very high profile problems because they had no accountability. You know, they're human beings and they got out there and 'the devil took 'em,' and I'm just as vulnerable to that as the next guy. So I believe in strong leadership, but I believe in a strong board. The stronger the board can be, the more 'difficult' it is for me to

please the board, I'd be happy. As long as they're difficult to please for the right reasons, they have a high standard of excellence, you know, not just idiosyncratic silliness. Same for me. The stronger leader I can be, the harder to please, again for the right reasons, the stronger vice-presidential team I can build. And if I can build a strong VP team of what we call President's Cabinet around here, this place is gonna 'cook.' God has sent us some marvelous individuals who are eager and hungry and hard workers and have a Christian commitment, bar none, and who know what they're doing professionally. He's also given us a strong faculty. The stronger your faculty, the stronger your academic program will be. The stronger your teaching, the stronger the effect spiritually and academically will be. You want strong faculty. You don't want a faculty that's not accountable to anybody but itself. Those kinds of faculties hang themselves in institutions nationally, so you need leadership in administration and board, but you want strong faculty. Because if the faculty is strong and the board is strong, and your constituent donor base and otherwise friendship base is strong, boy now you've got a lot of mutual accountability going on in all the strong links of the chain, which produces strong students. So, yeah, I try to model that and I try to recruit that right now with the board of trustees, as well as faculty and staff.

Team Participation

A long-term staff member (interviewee #11) stated the over-all atmosphere of family participation and team value increased significantly with the arrival of Dr. Rogers. As evidence, this interviewee noted the establishment of a human resources department, the

regular recognition of employees for a “job-well-done,” open lines of communication, and utilization of individual giftedness and human resources in the accomplishment of a shared vision. According to this interviewee, these have caused a “turnaround of campus morale.” This one also said of Rogers, “He doesn’t keep secrets or hide anything from our employees. He keeps them updated at all times with what’s going on and that helps our employees a great deal and they don’t feel like they’re being left out.”

A long-standing faculty member (interviewee #13) explained the current style of management as participatory:

For instance, in the time when we went through a search for a dean, there were three candidates picked by faculty. The faculty interviewed these three candidates, responded to them and then Rex made the final selection. So this way it was the faculty’s man, which was a complete turnaround from the way the previous dean was hired. We went through a previous interview process and felt the man was not qualified and we should not take him, but we got him anyway. But now there’s a flow between top and bottom.

A Spirit of Democracy and Openness

One professor (interviewee #16) said, “I’d say in the past dissent was nipped in the bud. Either those people were politely told ‘this is the way we do it,’ or they were encouraged to go somewhere else. Today I think dissent is actually listened to and taken into advisement.”

Even a mid-level administrator (interviewee #17) believes a new openness exists on campus that encourages significant participation on all levels. This one also believes that

institutional politics have been strikingly reduced. According to this administrator, ideas and motivation are no longer “lost in the oppression of bureaucracy.”

New Image

When the crosses came off the entrance sign at Cornerstone College, it did more than emphasize the fact that the school is no longer a Bible college. It symbolized, in the minds of some interviewees, the era of a new image for the institution. The new image is an outgrowth of the institution’s new cultural distinctives of energy, growth, sensitivity to societal context, professionalism, open-mindedness, and respectability.

Energetic

Interestingly, *The Grand Rapids Press* ran a feature article on the institution in the September 2, 1996 edition. The article was titled, “NEW ENERGY, NEW LOOK — Invigorated Cornerstone College sheds sleepy image.” The article includes the following statements:

There’s an old joke about Cornerstone College, telling of such an isolated institution where if folks there were bothered, they’d bite the curious caller.

But this isn’t your father’s Baptist Academy anymore.

Over the past five years, Cornerstone has added 10 programs, experienced annual jumps of 19 percent and 17 percent in enrollment, and completed a \$1.5 million technological enhancement, part of a master plan for development into the year 2020.

In fact, where it was once easy to speed past the East Beltline campus near Leonard Street, it’s now hard to miss. Construction of two-story Family Bookstore

with an adjoining cafe and classrooms was completed in June. A new sign beckons drivers off the highway strip onto campus....

‘It’s exciting,’ said John Lillis, provost for Cornerstone. ‘I think in my 20 years here, there’s never been anything as exciting as what’s going on now at Cornerstone.’

Lillis gives substantial credit to Rex Rogers — installed as the school’s president in 1991 — with creating a synergy among the school’s faculty, administrators and incoming students.

And part of the school’s transition can be attributed to the college’s name change from Grand Rapids Baptist Academy [*sic*; should read ‘College’] in 1994, which kicked off a major marketing effort....

‘Everybody goes back to the name change, and it is very important, more in a symbolic way,’ Rogers said. ‘But there have been a number of changes internally which reinforce the name, and that’s why we’re growing.’....

Such changes follow a time of struggle for the institution, which saw an 18 percent decrease in enrollment between 1981 and 1986.

‘A few years ago, the college was really fighting for its survival,’ said Jack Powell, associate provost. ‘He’s (Rogers’) really been a change agent and turned the college around.’...

Music professor Richard Stewart...said, ‘Any number of us have been here a long time and seen the potential the school had, and just been longing for the kind of direction and leadership we’re getting now.’

Student population at the school also has been substantially transformed. Those of Baptist faith now account for 35 percent of the school's students, down from 60 percent two years ago.

That difference is appreciated by Jeannette Nelson, a 20-year-old Cornerstone senior.

'It's changed a lot, and I like it,' Nelson said....

Rogers' energy has been contagious in other ways. The school one year ago resurrected its alumni association, whose board recently merged with that of the Grand Rapids School of Bible and Music. The former rivals merged in 1993, and Cornerstone took over GRSBM's aviation program.

'...We'd like to continue to grow.'

Growing

The significant growth alone is a major part of the new image. In the May 8, 1997 issue of *The Herald*, David Jesse reported, "Residence halls at 143.8% of capacity. Full-time student growth of 17%. These numbers seem to point to a need for some housing decisions according to Jack Powell, vice president of student development here."

In the May 20, 1997 edition of *The Herald*, the front page article is titled, "Rogers reflects on time at Cornerstone." The article begins by quoting Rogers as saying, "Too much changes in the world today, and we don't want to sit still." He admitted that when he came, "the school was struggling." The article says of Rogers, however, that "he does not want any personal credit for the turnaround but instead says, 'God calls you to be faithful, not successful.'" "Rogers also says that he is proud of the 'sense of vision' from the faculty and

staff, a sense of vision that helps drive the school forward.” The article concludes by saying, “Dr. Rex Rogers has overseen an era of growth and change here at Cornerstone College, change for the better. He says that he has a ‘desire to see students grow,’ a desire that drives everything that he does.”

Mr. Harvey Gainey, President of the Gainey Corporation says,

Cornerstone College has made a phenomenal turnaround. Some of that, I believe, comes from a board and administrative staff that have been willing to work hard, seek divine guidance, and maintain a heart for ministry and service — all the while putting student needs at the forefront (*It's Time*, 1997, p. 10.).

Culturally Sensitive

The new image of Cornerstone College has been symbolically portrayed in many ways. Photos of the president accompanying his column in *The Messenger* capture him in casual clothes and no socks, versus the traditional suit and tie. Ads for Cornerstone College run on WOOD radio and WAIT, both light rock stations. College publications feature photos of students in other than “traditional Baptist dress code” attire. Golf tournaments are hosted on campus. Faculty participate in secular professional societies. Dr. Rogers’ daily radio broadcast features current sociological topics rather than Bible exposition. The image portrayed is in stark contrast to the GARBC Bible college years of the school’s past. On March 3, 1997, Dr. Rogers announced the appointment of a new marketing team. Associate Provost Jack Powell is chairing this newly appointed group until a new Director of Marketing is hired. “This group is developing a strategy for marketing CBEM in a coordinated and more sophisticated fashion, first regionally then nationally” (Rogers, email). The new

turnaround image can perhaps best be seen in the new multicolor and photo-packed student recruitment piece published in 1996-97 under the title, “An Overview of Cornerstone College.” The text of this piece is included as Appendix D of this study.

Professional

One high-level administrator (interviewee #1) sees a cultural shift. In the words of this leader, it is a “shift to professionalism.” The administrator confessed, “I’m no longer just a Cornerstone employee, but also I’m a professional. We now have professional networks, and significant professional development.” This respondent also mentioned as the college hires individuals with a wide variety of experience at other Christian institutions, Cornerstone will glean from the strengths of institutions such as Indiana Wesleyan, Biola, Palm Beach Atlantic, Montreal, Anderson, Geneva, Malone, Judson, and Wheaton College. The school has already learned from the experiences of these schools in professional team development, health services, counseling services, residence life and student activities. According to interviewee #1, Cornerstone has seen:

... a Cultural shift from ‘can’t do this,’ ‘we’re second class,’ ‘we’re only Grand Rapids Baptist College,’ ‘no one would want to work here,’ ‘who would want to work here,’ ‘we’re not paid well,’ to a shift in high morale that says, ‘we *can* do this,’ ‘we’re first class,’ ‘we’re Cornerstone College!’ We’re a player within the coalition. We’re attracting outstanding candidates that want to work here. So there has been a real shift in - you can call it ‘loser to winner’ mentality. We are actually roaming around the high morale.

Open-Minded

A mid-level administrator (interviewee #3) thinks open-mindedness to be another key in Cornerstone's new image. This administrator strongly asserted regarding Dr. Rogers, "I think that has been the primary reason for the turnaround of the school. We used to be this little school on the hill that said, 'Leave us alone, and we'll leave you alone.' I think that attitude changed. Dr. Rogers has engaged the community." This respondent explained how the school's officers have engaged the community. Special effort is made to get the mayor of Grand Rapids involved. Dr. Rogers belongs to Rotary Club and other commerce clubs around the city. He is involved as a board member with organizations such as Mel Trotter Mission. Cornerstone's athletics teams have reached out to the community and invited other schools in the community to participate with them. "So because of that, we've been getting some great public relations going, media relations and all that I believe has helped in the turnaround."

Respectable

A college alumnus (interviewee #12) said, "I think there was always sort of an inferiority complex and maybe even among the faculty, staff, and alumni too. We would compare ourselves to a place like Cedarville or Taylor." This alumnus continued to say,

I don't think we felt real good about ourselves, or felt like we were producing the quality that maybe some of these other schools were. And I think one of the main things that Dr. Rogers has brought is a real vision, a belief that we have strong faculty and staff here. In fact, during one of his first meetings I remember he said something to the effect of, 'There's nothing wrong with Cornerstone College that a couple

million dollars couldn't fix.' And I think that was really true.

"Even the cosmetics of the school mattered," according to interviewee #19 (professor). "I mean, Rogers came in and put up new signs and it gave you a sense of, 'Hey, I work there, you know.' That gave people a sense of ownership and a sense of pride in the workplace." But, the same interviewee did voice this concern:

At the same time, you know, I don't know how to say this, but I think we have a caution in that looks are not everything and I know looks are important to the non-believers, but we need to be careful that we don't get this 'dress for success' mentality across the board and forget the fact that Jesus Christ only had one linen garment -- one. I'm concerned that we don't (in our effort to become appealing to the masses and acceptable to this culture and I understand the need for that) forget that there is a lot more important than that. This is just a word of caution.

Dr. Rogers told me in his interview, "I think I can summarize it this way, and I don't mean any of my comments to be, as you know, pejorative or slanderous or put someone or something down." He then proceeded to tell me how keenly he felt about the way the college was viewed. Frankly, I caught some strong emotion in his tone of voice and facial expression. He expressed,

I used to, partly tongue in cheek, describe us as 'the college, that little college on the East Beltline that wanted to be left alone and if you bother us, we'll bite you.' I said that to make the point that we had been so insulated and isolated and consciously and intentionally so that the community across the street, let alone the rest of it, hardly knew we were here. If they did, they probably had a negative attitude about us,

because that's the attitude we'd given them. That had to change.

So, after the first six months of necessary internal hand-holding was over, the next year I set out to make what I call 'the courtesy calls.' These basically were introductions. I tried to get scheduled with every president in town of higher ed and pastors, alumni and people that had no connection with the institution whatsoever. I considered them VIPs and, therefore, I would knock on a door and say, 'Hi, I'm so and so from Grand Rapids Baptist' and then say where we are and where we're going. Well, that gave me a community assessment of how they viewed us or didn't view us. And that began to help a change, and from there on we wanted to say, 'Hey, we want to be a player. We want to be a participant in this community. We want to be a community involved college. We want to serve our Jerusalem as much as our constituency nation-wide, and denominationally. We want to contribute to our community.' And, of course, you have to earn all that. You have to earn it. But we began to do that.

I had a couple gentlemen that sponsored me. I joined downtown rotary for that reason. Of course, it's a great way to meet business people. I got involved in a downtown ministry myself as a board member. I became a board member of Mel Trotter Ministries. It's downtown and it's with a whole different cross-section constituency than what was historically supportive of this institution. In fact, they joked about me being their token Baptist, you know, at the beginning. I told them there are certain folks who would laugh at me being the token Baptist. But that was one of the reasons. And we've continued.

The internship program took us up and out. Because now it placed our students not just in schools, public and Christian, student teaching, (teacher ed has always had internships), but now it placed our business students and our biology students and our ministry students and our PE students all over this town, and that's continued to work to our favor and, more importantly, the student's advantage. So that had to be changed, that legalistic, isolated, insulated, limited 'church college,' and I use that with quotations and respectfully – that had to be changed. They had to see us as an accredited institution of higher learning which, indeed, we were. There are some professional studies, on a par with any other institution, at least in terms of accreditation and programming. There are academic requirements and, like most schools, as our admissions processes become more effective and enrollment is on the increase, then we have now begun to tighten those a little more. We are not trying to become a school for the academically elite. We aren't, but we do recognize that those who are on the bottom end of the academic expectation requirement do often struggle in college and you can be unethical in allowing them to come in and just take their money and send them home. So we are moving that. But there had been academic expectations and now they are even a little tighter.

New Retention Methods for Faculty and Staff

Faculty and staff retention has improved since 1991 with the appointment of Dr. Rex Rogers. Several reasons for this have been cited by the interviewees: significant salary increases, increasing benefits, a more positive school culture and climate, a keener felt value of human resources on campus, genuine participation in institutional mission and advance,

more open communication, elimination of campus legalism, higher degrees of academic and professional freedom, rebirth of vision, the beginnings of a sense of community, stated appreciation for a job well done, better coaching and direction, and increased number of staff and faculty “perks.”

Reflections

Reflecting on the first year as a faculty member, interviewee #4 said:

The first year here, ... I was basically turned loose as a new faculty member to teach four or five new classes — new classes I had never taught before and I came real close to sinking. The first year was extremely difficult. The first semester was real bad. My student evaluations reflected that, but I was able after that first semester to pull myself up and had a good semester. Basically from that point in terms of my teaching responsibilities, it has been pretty positive. But that first semester was tough in terms of the socialization issue. I was entering a new community and I felt as though the community as a whole and the community of the college did very little to embrace me and bring me into the organization. At that time I didn't sense a strong sense of community culture, but now it is much stronger. I think part of it would have been true for anybody coming into a new culture...

This instructor joined the faculty during the previous administration. During the course of the interview, the teacher described how the faculty climate and culture has changed dramatically since that time, though new instructors may still feel “a bit lost.” With the new climate, serious effort is made to give meaningful orientation and social assimilation to new

faculty and staff members. According to this interviewee, a part of the change is a fresh concern for faculty and staff needs.

Concern for Faculty and Staff Needs

The new concern for personnel needs grows out of a shared vision philosophy. Needs awareness at Cornerstone currently involves professional sensitivity as well as the concern for adequate salary and support.

Dr. Rogers stated, "Our tenure and promotion process via faculty committee, not just mandated from deans or presidents, is systematically reviewed and applied today.... We have also worked hard over five years to increase faculty/staff salaries." According to Rogers, "We wanted to recognize that they were woefully underpaid, and knew that until we did addressed that, no matter what their spirit and effort might be, they would still think we didn't care." He continued to explain that during his second year, the college was still unable to raise pay, and as a result, the school "went through a difficult time." By the third year, the college had a plan and said, "When we get money, this is how we're going to proceed." Rogers continued,

That was a faculty committee that Dr. James Grier led at the time and that compared us to our peers in the independent college movement and the Christian college coalition movement, as well as ATS seminaries. We began to do that and so there were raises of 6% and 5% which, in that third and fourth year were fairly healthy. Very healthy. Strong raises. Even more recently with 4% that's at least been ahead of the CPI. Now it's not where we want to be and we wish we could give higher raises. In the meantime, we've also increased faculty development dollars, not again

as much as we would like just yet, but we've made steps, strides and faculty, as well as staff, professional outlet dollars, conferencing dollars, travel dollars. And then, of course, we've begun to raise expectations on degree completion, Ph.D. degree completion, upon the hiring, if at all possible, Ph.D.'s or those who are ABD and will complete, and upon hiring again the kind of spirit. You've got the credentials, you've got the character, the Christian commitment, what burns, you know, deep down. Do you hunger to build. Are you the kind of person that has to be pushed, or are you going to push us. We've tried to hire the people that will push us and that's happened. The quality, no offense to anybody here or prior, but the quality of the people making application and the ones we've hired in the last two years, have been absolutely marvelous.

Discernment Policy

In *The Grand Rapids Press* article of September 2, 1996, "Rogers noted that diversifying and dropping 'Baptist' from the school's title didn't signal a move from tradition. He still characterizes it as a 'thoroughly conservative institution — little 'c.'" The article continued, "'That means theologically conservative — we want to be thoroughly Christian,' Rogers said. 'We're a progressive conservative institution. Conservative does not mean unchanging.'"

Perhaps one key example of the decision to remain conservative yet progressive is the change from the traditional Baptist "no movie" rule to a "discernment policy" that guides members of the school family in selecting wisely what they watch and/or watching with Christian discernment. The seed for this change occurred as early as March of 1992, during

Dr. Rogers' first academic year in office. In his "President's Commentary" dated March 17, he reported on the Executive Board meeting conducted on Friday, March 13. As a part of that report he stated that

The Student Development Committee of the Board decided to drop the no playing cards standard from our student handbook. This decision places our emphasis upon the immorality of gambling, not on a given device. Gambling in all of its manifestations is still considered unbiblical and will be vigorously opposed.

In this decision, a judgment was made between an activity and a means sometimes used in that activity and sometimes not. This decision at least gave rise to the questioning of the moral issue of the means of media, versus the non-Christian use of media.

A Move Away from Legalism

On January 18, 1995, Dr. Rogers e-mailed the faculty and administration:

Regarding the developing Discernment philosophy and policy...this is another thing I have hungered for and am excited to see. To be frank, I felt that our recent past Student Handbook was stated and presented in both a legalistic and paternalistic way. I don't mean the comment as a disparagement of anyone, just my opinion of the text. Dean Powell agreed with me and had his own ideas about what needed to be done to professionalize, rationalize, and in general crank up the quality of the S.H. This is important for not only academic quality reasons but also Student Development effectiveness and legal reasons. In particular, we felt that the Handbook lacked a positively stated rationale for who and what we are, a rationale for a Christian worldview, which in turn would form the foundation of the student's growth and

provide guidance for our community standards.

He continued to explain that the 1995 College Student Handbook would be one step beyond the previous year's in these regards. He reported Dean Powell and his staff had continued to work on student life issues, focusing especially on the matter of discernment as the key principle. (Rogers had addressed this principles in fall chapel sessions). According to Rogers, "Discernment based upon understanding of biblical principles is the key to moral choices in life, entertainment, dress, deportment, music, etc." While reducing a paternalistic tone, the focus on discernment was thought to increase the clarity of the school's standards. He explained that while eliminating a few outdated rules, the school could strengthen its discernment policy, thus providing an even higher standard ("Law gives way to Grace"). Rogers argued,

For example, three years ago the Board permitted us to eliminate the old "no playing cards" rule, yet the admonition about gambling stands. In this we "gave up" a focus on a device even while we maintained the biblical principles. To me, this is a stronger not weaker statement. Now we are free to help students understand stewardship and the dangers of gambling no matter what the device, even while we recognize their liberty in the choice of whether to use certain kinds of cards. Same principle and application applies in virtually every aspect of our lives. So, the Discernment statement we have now is "new and improved" but will need some continued refinement. Once the Board's had a chance to think about it, we'll try to make it available for your evaluation and input.

In a follow-up memo dated January 20, Rogers reported on the Board of Trustees meeting

conducted January 19-20. As part of the memo, he stated the Board also reviewed the Discernment Statement he told them about and approved it in concept. This meant that they made some excellent suggestions on how to improve certain parts of it, desired Rogers to mail it to them as soon as possible, and then the school may proceed. Rogers promised as soon as he would get their suggestions incorporated, he would communicate it to the school family, inviting additional input and further refinement. It would then be included in the Student Handbook for the following year. Rogers hoped to have it ready for the school by the next personnel meeting. He explained the Discernment Statement as it now stood still focused upon entertainment issues, but would soon be related to all of life. Student development started with entertainment because that is where there were issues of debate and concern. Those who were drafting the document would broaden the Discernment Statement's application later. His concluding remarks in this memo emphasized just how crucial Rogers believed this factor to be in the overall transformation of the institution:

Folks, I believe that today the last ingredient of our three and one-half year leadership transition and organizational paradigm shift fell into place. We may not be in the Promise Land, but we crossed the Red Sea with Board changes, the name change, and a few other things earlier. We may not be in the Promise Land, but in my estimation we no longer have any shackles, no longer carry any baggage from a time when we felt constricted and unable to do the ministry of developing in students and listeners a Christian worldview. We are today a Christian college, seminary, and radio which is firmly based upon principled and moral biblical Christianity, nothing more and nothing less.

On February 16, 1995 Rogers reported college students were beginning to hear about the Discernment Statement and, of course, surmising things that were not necessarily so, for they had not seen what was written. Student Development therefore thought it wise that Dr. Rogers speak to the subject soon, in a chapel context during the week after Bible Conference. The school would print the statement and give it to all who attend. They advised him not teach the content per se but rather give students the context of the statement, what it meant, how it would be used, and where the school is headed. Mostly, the administration wanted students to know that there were no new rules in this statement. Rogers also sent *The Herald* (school newspaper) a copy of the draft and invited that staff to publish it. Students on the paper staff reportedly responded well and interviewed Rogers for an upcoming issue. Rogers openly stated,

I said that I would not stand up somewhere and make a “no no movies” announcement, and I still do not intend to do this. But I am smart enough to know that someone will ask me a point blank question in the Q & A time I plan in that Discernment statement chapel. So, we’ll see how it goes. I have received an amazing amount of mail on the D. statement, all positive including those which offered constructive criticisms on how to improve it. What we are doing is even more powerful than I imagined, and I had imagined quite a bit.

Later, on May 13, 1995 Rogers again e-mailed the faculty and staff. Apparently, certain confusions had arisen regarding when the new Discernment Policy would become effective. Student Development communicated to students earlier that the policy would be implemented for them at the beginning of the following academic year. According to this e-mail message,

“That statement still maintains.” For faculty and staff, however, waiting until the beginning of the fall semester did not seem to make much sense. It was decided that change for them would take place when staff and administration would be receiving their contracts. Personnel were therefore told to consider the new Discernment Policy operable for them beginning June 1, 1995.

Grace With Responsibility

Rogers also stated,

While it should not need to be said, for the record, let me remind us all that we are role models, testimonies and examples. As importantly, we are accountable individuals before God. Consequently, our cinema choices should not only follow the guidelines of the Discernment Policy, they should be exemplary. Of course that is true for all that we take through the eyes and ear gates.

With this admonition Rogers concluded, “That said, let me commend unto you not only the responsibility of moral choice-making but also the joys. Christian liberty rightly understood and lived is a wonderful thing. It’s what the abundant Christian life is in part all about.” Finally, in an update on July 5, 1995 Rogers shared:

The Discernment Policy continues to get amazing ‘play.’ Conservative Christian people are so fed up with old ways that aren’t working, and they are so hungry for some approach that reinforces both moral absolutes and Christian liberty, that they are cheering our effort and our document. I want to get it printed in a more professional form, then we can distribute it as one of our distinctives, something that has put us ahead of the curve versus our competition. Again, thank you Lord.

The “Discernment Policy” itself is included in this study as Appendix E.

According to one high-level administrator (interviewee #1), the institution probably made a shift in culture from legalism to conservative policy. For example, students used to be told what music they could listen to. Residence life staff went to the TV Guide and highlighted appropriate programs. Dress code was strictly maintained. It was perceived as a very legalistic format. It was based on a philosophy of enforcement and desire to help students form good habits. However, it was not necessarily derived from a developmental educational standpoint. Interviewee #1 confessed, “I think maybe we created an environment which actually thwarted faith development and spiritual formation.” This leader indicated that if you were a student at Grand Rapids Baptist College, you graduated and *then* you had to make decisions on movies, TV programs and dress code. Further, you probably did not have much basis on which to make decisions other than what the college had decided was appropriate for you. For these reasons, the school moved to a discernment statement. “Here are resources to draw on, in scripture, in terms of how Christians approach these decisions. Not only do we have this tool for you, but now you are allowed to go to movies, and make responsible decisions.” In essence, the school tried to take the legalism out of the student handbook. At the same time, it sought to really enforce the guiding principles and hold students accountable for what is in the student handbook. The philosophy changed from the school being “a warden keeping the lid on things,” (enforcement), to student development, with staff residents serving as life educators. This also had a powerful impact on student recruitment and student retention. It is now viewed as a form of education. The administrator continued,

It's in the residence halls, learning to live with a roommate. It's in career development, learning how to choose a career, how to choose a major, how to do a job search. It was in Jan Bentley's counseling office. It was in the health center. It was in student government. We pulled in a leadership program. So we saw a real change from enforcer, warden, keep the lid on, to educator, and in that vein going from what we felt was legalistic policy to a discernment statement. We received criticism for the change, such as, 'students are going to make poor decisions; they are going to see R-rated movies. They are going to watch inappropriate TV programs.' They have and they were before. We had a trustee point that out to us at this last board meeting. You had all those rules, but you still had students acting out and making poor choices and, hopefully, as we learn students are making poor choices, we are there alongside holding them accountable and accountability may mean suspension, maybe expulsion, maybe restitution.

Sins are held accountable, but we do that for the student's education. There have been very, very few discipline situations. There has been a couple where I just needed to get the student off campus for the benefit of the community. But the vast, vast majority of suspensions, expulsions, really have been for the benefit of the student. This is tough in the short term, but hopefully very, very good for the long term.

I'm trying to think back, way back, to the seed idea. Certainly Dr. Rogers had played a role in that. Tim Cosby, Dr. Rogers and Jack Powell had talked about discernment. They had ordered the handbooks from every coalition college and I

think it was Grace in Indiana that had a section in their handbook that talked about how you make decisions on entertainment and media with scriptural references and they liked that a lot. They liked the concept of it a lot and did some good work. Cornerstone began to think about the discernment policy. Then we got some great thinkers together on a committee. The committee had spent a year writing this. And a copy of it would come up to Dr. Rogers and Jack Powell and he began to get it to others, Brian Webster, folks in the Bible department, and he got feedback. The feedback came back and now we have a certain policy in entertainment or media.

We need to expand that a bit to relationships. There are a lot of things in the handbook about public display of affection. It is not appropriate to stay alone in the home of your fiancé or if you are girlfriend and boyfriend, you need parent's permission. There are a number of relationship issues that need to get in there including sexual morality and defining what is sexual morality. Is it intercourse? Is that the only thing that is not quite right? Is it kissing? Is it hugging? Is it petting? Is it anything in between that? How does a Christian really draw the line and establish what they are gonna do?

Some Mixed Reviews

The discernment policy was met with mixed reviews by alumni. A mid-level administrator (interviewee #3) said, "Everybody's coming from a different mind set. There are three different alumni groups out there." The administrator described those three groups. First, there is a group of alumni who are pleased with the idea of the new discernment policy and believe it is long overdue. They are pleased with the move away from legalism toward

individual responsibility and development in decision-making. Second, there are those who are strongly opposed to the idea, and believe the school is weakening its convictions on what is right and wrong. Among these are individuals who view the entire transformation and turnaround of the college as negative. Third, there are those in the middle. This includes an element who are in favor of it, but “don’t know how to defend it.” According to this interviewee, in all three cases, “It’s challenging their world view and it’s been fun to see that take place, because it is forcing people to understand what is the real issue. It is ruffling a lot of feathers... It is shaking up churches.” Anecdotally, it was interesting to hear this administrator say, “I find it ironic that some of the nastiest letters we’ve received come from pastors. We’re actually getting three students this year from one of these, and he’s only got a church of 100.”

A veteran professor (interviewee #9) added, “Our churches are putting out kids who are more secular because they haven’t had a lot of responsibility and they’ve been taken care of more and babied more by their parents, so they’re not nearly as mature when they come.” This instructor continued,

They aren’t nearly as literate biblically when they come and that’s been tested again and again by many schools as they give Bible exams. The biblical literacy has gone down. And so a school is now dealing with people who are somewhat behind. All schools, then, are having that difficulty of trying to help these students who are so very immature and young and worldly develop a set of Christian values which they really didn’t have before they came here and which many of the pastors who are doing the criticizing had when they were students. And so we have developed two kinds of



schools. One kind of school gives us an eye-level education with a Christian world view, like Cedarville and Grand Rapids and a group of others. Another attempts very much to be a church and to impose upon young people all the kinds of rules that their parents couldn't impose on them and their churches never tried to impose on them. So they come to these schools looking for a church and a kind of opportunity to transform....

Guiding Principles Vs. Binding Rules

Dr. Rogers said, "On the loosening side of the ledger in terms of spiritual formation, I felt from the get-go that the college was highly legalistic and that's been confirmed to me dozens of times with alumni, even many times with tears in their eyes." He mused,

Alumni confess having been hurt, or at least feeling hurt, in various instances and what have you. So we set about to try to identify rules that were antiquated, that were majoring on minors, that were getting in the way of what we really wanted to communicate to students. Now that took probably a four-year process. We didn't just up and do that. But we saw two key rule changes that were of a loosening variety we thought were very important. One is dress code. We had a fairly extensive dress code that was not bad, but it did put our students, of course, in a position where they looked dramatically different than virtually every other college student you could ever find or name. It placed upon them a fairly stringent requirement or expectation of clothes that they had to go buy. So we changed that, Now, we emphasize modesty and appropriateness. We have a very limited dress code. We don't allow earrings, for example, yet, on men. I don't know if that will ever change, but that is just an

example of a cultural thing going on right now that we haven't changed. We've had very few problems in terms of modesty dress issues. The freshmen show up in the fall and for the first couple of weeks you see things that you aren't used to, and pretty soon the RD's and the upper classmen or the students themselves think, 'Hey, I don't know if this dress is maybe too short.' And there's really not any vigorous effort that has to be made. They learn and they grow, and they make their own choices. So, we have men who dress up and men who dress down. We have ladies who wear dresses and ladies who wear slacks, and just like normal life, they make their own choices. The key is, are they modest and appropriate? Well, now we don't have to worry about dress codes. We have to communicate what's going on in your heart.

The other major change, one of the final changes after about four years, was the movie rule. We changed from a no movie policy to a movie allowed policy with guidance and spiritual discernment policy that was developed along with that. Stopping short of saying no R-rated movies, but certainly saying strongly that most R-rated movies involve material that most of us don't need to be embracing and that you need to be making decisions about. And that's true, of course, on cable TV and the networks as well as the movies.

General Acceptance and Enthusiasm

Another long-term professor (interviewee #16) stated, "I think the discernment policy, although it's still in the working stages, is a good step in the right direction for putting the responsibility on the students, not on the list of do's and don'ts." According to this professor, the major frustration with today's culture is that the students are coming to campus more and

more inculcated with the world's philosophy and it's getting more and more difficult to excise that. Students come with preconceived ideas about sexuality, morality, and situational ethics. Maturity levels of entering students seem to be significantly declining. This one believed it was good for the school to lead the student into making wise choices and take personal responsibility for those decisions. The veteran professor said, "People think that it's somebody else's fault, no personal responsibility. People are not accountable for their own actions and so they play the blame game and don't grow up. And I find that with my own kids." According to this instructor, the general response of the faculty and staff to the discernment policy has been favorable and enthusiastic. One administrator (interviewee #4), one alumnus (interviewee #12), one professor (interviewee #18) and one former trustee (interviewee #20) expressed some concerns about the discernment policy. These concerns will be more fully presented in the following discussion on institutional values.

Recommitment to Certain Institutional Values

As early as November 14, 1991, GRBC&S recommitted itself to certain institutional values under the Rogers' administration. On that day, a document was circulated among the school family titled, "Values for the Vision."

Values for the Vision

******Christian Commitment.** GRBC&S is a thoroughly Christian institution of higher learning. We seek to integrate our faith with our learning, our faith with our living, and our faith with our administration. Students are encouraged to develop a coherent, consistent, and Biblical Christian Worldview.

******Conservative Evangelical.** We are theologically conservative, affirming that

the Bible is God's inspired Word and that Jesus Christ is the Son of God whose death, burial, and resurrection are sufficient unto salvation.

******Quality.** We believe that we serve a holy and perfect Creator God who expects quality as our reasonable service unto Him. Indeed we work to create a "Quality Quotient" (the difference between "just good enough" and "excellence") in everything we do.

******Distinctiveness.** GRBC&S does not wish to be like every other school. We are different based upon the values discussed in this document.

******High Caliber Personnel.** We want to attract, retain, and develop personnel who are Christians of character, credentials, competence, commitment, and creativity. We want people who look upon and perform their calling with the highest possible professional standards. We expect a Biblical work ethic, and we believe that our peoples' talent is God's greatest blessing upon GRBC&S.

******Higher Education.** In both the College and the Seminary we work to challenge, stimulate, stretch, inform, and motivate our students to learn and to serve. We consider teaching and learning a two-way street, with professors and students responsible for their academic work as a form of worship unto God.

******Comprehensive.** GRBC&S is an undergraduate and graduate institution. In the college, students may enroll in arts and sciences or professional studies programs. The Seminary offers several Masters and a Doctorate of Ministry curricula leading to degrees.

******Cosmopolitan.** At GRBC&S, our Christian philosophy of life and education acknowledges that each individual human being is made in the image of God. We welcome people from all national, racial, and ethnic backgrounds.

******Stewardship.** We wish to administer resources, financial, human, and physical, with the clearest expression of integrity, accountability, efficiency, and effectiveness. We believe that our decisions are a sacred trust before God, our students and parents, our personnel, our friends, and the public.

******Proactive.** GRBC&S attempts to anticipate and to interact with developments in society, culture, and the economy in a manner that benefits our students. We blend rational traditions with responsible change in an ordered-yet-innovative approach.

******Wisdom.** Many colleges and universities today are in the “knowledge” business. At GRBC&S, we want to be in the “wisdom” business. Our Christian philosophy of education mandates that we teach our students more than data. We teach our students how to keep on learning, to think analytically, to speak effectively, to write clearly, to develop a Christian approach to life based upon Biblical values, to use knowledge ethically. We want to produce alumni who know how to apply Biblical principles in a rapidly changing world.

Spiritual Formation Values

Through the years of the present era, Cornerstone College has articulated these values repeatedly and in different contexts. The most current expression of Cornerstone’s spiritual values is in the 1997-98 College Catalog in a chapter titled, “Cornerstone College Spiritual Formation Values.” After a brief introduction which defines spiritual formation and its goal,

the chapter explains, “In order to provide the initial contours for nurturing spiritual formation at Cornerstone College, seven values have been identified for our thoughtful, deliberate participation.”

As given, the first value is, **“We value and encourage identification and participation with a local community of believers.”** The discussion that follows explains that according to Cornerstone’s philosophy, maturing believers “seek to be active participants in a church in which people give witness to the historical Christian faith and have opportunities to support and nourish one another and fulfill the Great Commission.” It clarifies that Cornerstone College is not a church, but seeks to augment the ministry of the church in the lives of students, faculty and staff.

Second, the value is highlighted, **“We value the cultivation of an informed and thoughtful faith,”** meaning, “Maturing believers value the integration of learning and faithful living.” Third, the statement indicates, **“We value thoughtful participation in the spiritual disciplines,”** which is reiterated, “Maturing believers seek spiritual growth through a consistent practice of both corporate and personal spiritual practices.” The school’s ongoing commitment to outreach is reaffirmed in the statement, **“We value the advancement of faith through compassionate proclamation of the gospel and service as world Christians.”** As articulated, it is the understanding of Cornerstone College that maturing believers are commissioned to “take the Gospel of Jesus Christ to the world and serve the Lord by ministering to humanity compassionately through acts of love. Therefore we will seek ways as a Christian community to serve people in our city and our world.” It is also stated that, **“We value an authentic community of love, reconciliation, kindness and**

accountability.” Accordingly, maturing believers “must first seek to be just, caring and forgiving within their own community before they can be attractive ambassadors of reconciliation to the world around them.” The members of Cornerstone College “seek to be a redemptive community where people can pray together, cry together, grieve together, and then move outward in compassion and service to others.” Recognizing the essence of discipleship, it is clarified, **“We value spiritual mentoring,”** meaning “Maturing believers are committed to becoming fully devoted followers of Christ and helping others to become fully devoted followers of Christ.” The vision for spiritual formation at Cornerstone College includes “intentional links for spiritual direction between new faculty and established faculty, faculty/staff and students, and students to students.” Finally, the assertion is made, **“We value the development of biblical discernment for moral and ethical decisions.”** Here, the institution reaffirms its conviction that “maturing believers are committed to living lives that are separated from sinful deeds and set apart to God, knowing that unresolved moral issues will inhibit spiritual growth.” The college therefore promotes the use of discernment that upholds Biblical standards.

One evidence of the administration’s commitment to these values is highlighted in a memorandum from the president dated March 25, 1997. In the memorandum Rogers notes:

For a number of reasons I have recently been brought face to face once again with questions and opinions regarding appropriate Christian lifestyle standards and choices. This is a never-ending discussion/debate, one that some people consider healthy but one that others find disconcerting, uncomfortable, even threatening.

Recently, I spent time with a pastor answering his questions and concerns relating to lifestyle standards. We wrestled with these issues for a couple of hours and ended our time in prayer and as friends. He is a good man; I try to be; we see some things differently. A copy of the letter I later sent to him is attached. It does not contain details of our conversation. Rather it is something of a synopsis of where I believe Cornerstone College stands on this eternal debate.

Rogers continued to explain that his desire is for students to learn how to think, not just what to think, and to be able to make mature choices for themselves. He also alluded to the passing debates of previous generations that included such things as long hair on men and tie-dyed bellbottoms. His concern is that the institution focus on “unchanging moral concerns” rather than on “passing clothing fads.”

Rogers sent a three-page follow-up letter to this particular pastor and also included a copy of the institution’s Spiritual Discernment Policy, Chapel Speaker Selection Criteria, and a Spiritual Formation Update.

The following four paragraphs are excerpts from Roger’s letter, and epitomize the nature of his response to these kinds of concerns regarding Cornerstone’s values:

As I said in your office and as you know, Christians line up on a continuum from “least strict” (anything goes) to “most strict” (nothing goes) in terms of their lifestyle standards. Another way of putting it is that they range from License to Liberty to Legalism. Whatever our position, most of us fail to heed the Lord’s command in Rom. 14:13 to ‘stop passing judgment on one another.’ Consequently, Cornerstone College is under constant scrutiny--which is another way of saying that someone is

unhappy with us all the time. We cannot ultimately do anything about this, except to position the college in what we (our personnel, administration, and trustees) believe is a biblically-defensible and productive growing environment for students...then keep moving. I do not mean this is any kind of flippant or arrogant way. I simply mean that we have a mission and are responsible to the Lord for it.

We've intentionally, prayerfully, and carefully made a shift from what used to be a 'more strict' rule-oriented approach to student spiritual and personal development to one that is a 'less strict' individual choice and accountability-oriented approach. We've not 'gone liberal.' We've not thrown out all our standards. We've not embraced 'anything goes.' We've not cut students loose to drift in a sea of moral relativism.

We've put the college in a better position to fulfill its mission of 'enabling students to apply the unchanging principles of the Bible in a rapidly changing world.' We're clearly focusing our efforts upon teaching students a Christian philosophy of life, teaching and modeling spiritual discernment for them, teaching students how to think, and giving them room to make mistakes and grow. Will some of them make wrong or less-mature choices? Of course. They did under the old approach, too. Are we there to help them grasp the nature of their choices? Yes. They are all struggling spiritually, just like the rest of us.

There is absolutely no doubt in my mind---a commitment born of conviction and experience---that a spiritual discernment approach is far, far more effective than the older rule-bound (and therefore time-bound) approach. The spiritual discernment

approach teaches students how to employ biblical values in order to think; the rules approach taught students how to give minimum obedience to biblical values obscured by a whole set of man-made definitions of righteousness. The rules approach does not as readily let students mature, does not let them learn how to apply biblical principles, and all too frequently causes students to react in rebellion.

The Public and Private Self

Another high-level administrator (interviewee #1) observed, I think for many students there was a wide gap between the public and private self. That is, there are standards I need to meet and that can be my public image, but privately I'm not doing so well. I just feel dead spiritually. But, that's turned around. This one believes the spirituality on campus is more authentic and less a cultural factor than it used to be. Cornerstone 100 (Core 100 class), is one tool the school has used to help inculcate the institution's values into each student. Faith development and spiritual formation are emphasized throughout campus life.

This interviewee continued,

It is true that this year students can wear their hair at any length and next year we're probably gonna say okay to earrings - earrings, pierced ears for men. We're probably done at that point as far as revising standards are concerned. We remain very, very committed to a curfew. We're committed to church attendance, committed to chapel attendance, committed to student ministry requirements. So we'll still be seen as on the conservative end of the continuum in terms of student lifestyle. In terms of the changes and things that are pulled out of the handbook, that kind of

thing, we're done. Hopefully, the things that remain in the student handbook have strong rationale.

Certainly biblical rationale is necessary, and some of it will be just still institutional preference on our part and the thinking that goes into what is the ideal community. What should the parameters be living in this community? We remain very, very committed to only admitting students who are Christians. There have been knocks at that door and we're not gonna go there. So many folks say, 'Well, isn't it tremendous when you have a student, an unbeliever, on your campus that becomes a Christian?' My point is that in our student ministries and other groups we do evangelism. We don't have to do evangelism by admitting non-Christians, and it's controversial. I've worked at a couple schools with open admission policies, and it didn't work.

Even my own arrival at Cornerstone or Grand Rapids Baptist College was a step of faith because I believed in the direction this institution was now taking. I took a \$5,000 pay cut to come here. I just felt compelled to come here, and it was the Lord's direction. I just saw the tremendous untapped potential here at Grand Rapids Baptist College. With the Lord's help, I just thought, 'Wow, it would be easy to help turn some of these things around.'

A professor (interviewee #9) who spends a significant amount of time with students mused on the complexity of these issues. Though never in the field of student development, the teacher appreciated the tough job a school faces in genuinely addressing these issues effectively. The instructor noted, "Obviously, a school is going to greatly reflect the culture

of the teenagers who attend.” For him, this observation is crucial in the understanding and forging of institutional values.

Authentic Christianity

According to Dr. Rogers, “Now we eventually quit using those words ‘conservative evangelical’ because no matter what words you use, those words - fundamentalist, whatever - somebody interprets it in a way that you really wish they hadn’t.” He continued to explain the school’s decision to simply use the words “Biblically Christian, authentically Christian” when referring to Cornerstone’s faith commitment and value system. According to Rogers, this is a fresh recommitment to the institution’s spiritual heritage. Rogers likes to call it, “Biblical Christianity, nothing more, nothing less.” For him, this includes an emphasis on spiritual formation and spiritual effectiveness. “If anything,” says Rogers, “We strengthened our commitment.” He also referred to the school’s unflinching decisions to enforce nightly curfews and daily chapel attendance. He notes,

Students were getting excuses for chapel like candy - for anything and everything. They’d walk up in the registration line and somebody would say, ‘Do you need a chapel excuse?’ ‘Sure, give me one.’ We changed that. That took a couple years, but we changed that where the students that are supposed to go to chapel today and they go. Now they have a certain number of cuts they’re allowed and so forth, it’s not inflexible, but there is a system by which we know what’s happening and we have them accountable and there is also a system by which that if they truly have legitimate excuses, like work, then they can get those excuses and we know why. We took a lot of heat, there were people who thought that all we did was loosen things. We were

tightening things. We were tightening bolts.

Rogers also believes that Cornerstone's fresh commitment to institutional values reaches into the dorms. He reported,

We have greatly improved our residence director, residence hall staff in the last five years. We have professional staff now, people who have degrees in student personnel, and people who are actually, as resident directors, in the halls who are recruited for their leadership ability, for their ability to make decisions, and their ability to handle conflict and, most importantly, their spiritual commitment, their desire to model it and invest spiritually in lives, too. That's how we're recruiting our deans, because a lot of spiritual formation goes on there.

In Pursuit of Doctrinal and Moral Integrity

An higher level staff member (interviewee #11) said of the institution's character, "Doctrinally our value system has not changed. We still stand firm on the Word of God, and if anything, Dr. Rogers has worked hard to increase the spiritual temperature on campus, not only with students, but with our faculty and staff." This one said that in the new World View Institute, all Cornerstone's employees all must receive training in spiritual and moral foundations. Freshman must also enroll in a new orientation course that present's the school's value system. RD's are reinforcing these in the resident halls. According to interviewee #11, administrators "are all working hard to increase the spiritual temperature among our students, as well as our faculty and staff. And I think that was very much needed." This one also said,

‘Dress rules and preferences’ have changed greatly as far as students are concerned. They are also now allowed to go to movies. Our students are being taught to make decisions. They are being guided, not according to rules but according to convictions, what God would have them to do, what’s right and what’s wrong. Not according to what you’re told to do. And I see this as such a positive step, because when I went to college it was always we couldn’t wear slacks or we couldn’t do this and we couldn’t do that, and yet when I went home I would do them and to me it was a contradiction, you know, in the Christian life. And this makes more sense to me than anything that the students should be taught to live by their convictions, not according to legalistic rules, and that has been a very positive effect on our school in helping it to grow, and students want to come here now.

A college alumnus currently in ministry (interviewee #12) said, “I wish that in our orientation for all students we would have, as some institutions have, a simple orientation course that would just let them know who we are as Baptists.” This one was concerned that the value of being a “Baptist” has been reduced at Cornerstone. This one said of today’s Cornerstone students,

They need to know the history of our fellowship, how our schools and churches came into being, how we left liberalism and what our positions are. They need to be taught the Baptist distinctives. ‘Conservative’ doesn’t even define where you are in that evangelical perspective. Especially if we adhere to our doctrinal position and distinctives as being Baptist. And so I guess an overall view is that there certainly have been a lot of changes. I don’t think too many changes under Dr.

Wagner's ministry, other than I think he was very good PR for us.

I've not been on campus all that much but I think when I think about lifestyle I know that things have changed through the years. During the years I saw some of the standards change, which probably have changed in our churches, too. You know, from watching TV, movie attendance, card playing, those types of things. I have been unhappy with some of the music styles, but that's part of my culture versus their culture. So those would be progressive types of things I think that take place, but that happens in our churches also. I really think the institution probably did need to be strengthened academically. Our faculty certainly needed to be encouraged and unified and that has happened. I just regret that we couldn't still be as strong in our position of being a Baptist institution as we have in days gone by.

Interestingly, a professor (interviewee #16) also claims today to be a committed Baptist, but views the current situation at Cornerstone a bit differently. This teacher stated, "I think it's difficult to explain if you don't know the history of who we are and that sort of thing, but as someone who came into Baptist circles as a newcomer in 1972, I was surprised at the number of do's and don'ts." This professor stated,

One thing that Rex has done, I think, is he has forced us as an institution into a deeper spiritual commitment by saying that who we are as Christians and drilling this into the students and faculty is not a list of things, but how we choose to think, how we choose to behave and the conscious choices that we make in a daily living relationship with God and by extension of that with one another. I think this has greatly strengthened us. But at the same time, it has attracted a much wider range of

constituency to take interest in us, both in terms of student body and in terms of financial support. As far as I can tell, we have not strayed at all from those basic important tenets of conservative Christian evangelicalism. Instead I think we've claimed them more deeply and jettisoned some things that maybe have hindered our walk as an institution.

An alumnus and administrator who has been at the school quite a long time (interviewee #15) said, "We have not changed our values. No, no, not at all. We have relaxed the rules, but to me those are not values. I mean, as Rogers and Welch always said, 'We'll change the method but we'll never change the message.' Legalism, yeah." This one says with candor, "We relaxed a lot of this, but as you and I know, it's cultural. While I may have a problem with some of the things, I recognize those to be a matter of my preference, not my convictions." This one also give this interesting evaluation that may differ a bit from some of the others, "Frankly, I don't think the school is any stronger or less strong theologically and spiritually than in the past."

Some Concerns With Current Institutional Values

While generally pleased with the direction of the college, interviewee #15 did register a concern:

One thing I have noticed, because I'm missionary minded and because we always had missionaries in our home, is that the attitude towards missions has changed. I don't feel that we put the emphasis on missions as we used to. That's my opinion. I just don't think we emphasize it enough, but I know we're a liberal arts school now and so that changes things. The foundation is the Word of God and our mission is to

fulfill the great commission, however. Our great commission is to train young people, not only for a vocation, but for their place in the world with their Christian world and life view.

In agreement with these sentiments, a faculty member (interviewee #18) also believes there is a weakening of the missionary emphasis at the school. The veteran instructor personally believes this to be a result of the “reformed” flavor of the “world view institute” which appears to the veteran to emphasize an Old Testament approach similar to that of amillenialists.

Some other interviewees also registered concerns with reference to the institution’s values, though they were generally supportive of Cornerstone’s transformation and turnaround. A former trustee (interviewee #20) expressed concern with the promoting of individuals and events over the institution’s two owned and operated radio stations that are not endorsed by the “denominational” association. He also expressed particular concern with the nature, content and style of broadcasting over the institution’s Kalamazoo station. Also, an alumnus (interviewee #12), professor (interviewee #18) and former trustee (interviewee #20) voiced a level of dissatisfaction with the school’s decreasing support of and participation with the General Association of Regular Baptist Churches. A current trustee (interviewee #8) fears that institutional momentum will slow down with the completion of the new field house construction. According to interviewees #4 (administrator) and #7 (professor), some in the school family are worried that with the completion of the school’s turnaround, the president will resign and take his transformational skills to another institution in need. (During the interview with Dr. Rogers, he stated that barring some unforeseen specific reason that would

warrant a move, he has no desire to leave Cornerstone in order to begin a transformation process somewhere else. He also indicated a high level of satisfaction with the notion of remaining at Cornerstone College.) A mid-level administrator (interviewee #17) believes that while communication was strong in the early years of the current administration, it is slowing down and needs to return closer to its previous level. Communication was itemized by this one as an actual institutional value. Another mid-level administrator (interviewee #3) addressed the value of institutional unity and said the alumni family is currently fragmented because of so many name-changes and mission statements over the school's history, and the new addition of the GRSBM alumni family.

One veteran professor (interviewee #18) believes the school is more receptive to the thinking of post-modernity, deconstructionism, and less-than-literal views of Genesis regarding the origins of man. The teacher is also concerned that the historic doctrinal statement of the school will be broadened. According to this instructor, there are some current members of the faculty who do not subscribe to the statement of faith. At the same time, this one stated there are faculty members who attend churches that "are not of like faith." The concern was registered, "Where will it stop? How far are we going to broaden?" With reference to Cornerstone's value system as a whole, this professor also noted the current emphasis of the institution to be on "merely spiritual formation" rather than on "spiritual *and moral* formation." This one expressed concern insofar as contemporary culture is not offended with talk of "spirituality," but resists any instruction regarding moral absolutes. This concern was reflected by interviewee #4 (administrator) who expressed some dissatisfaction with the school's current relaxed concern of dress code, media use and literature use in the

dorms, and general “secular appearance.” The administrator feared that such influences could foster other forms of inappropriate or immoral behavior. I still note with interest, however, that each of these interviewees expressed general favor, appreciation, and even enthusiasm for the school’s transformation and turnaround.

Rogers’ Clear Commitments

Despite these stated concerns, evidence indicates that Dr. Rogers is highly concerned about the school’s ongoing commitment to defensible biblical values. For example, in a document titled, “President’s Presentation to the Cornerstone Baptist Educational Ministries Board of Trustees” dated October 3, 1996, Dr. Rogers stated his concerns regarding modernism and postmodernism, and their effects on moral values and Christian education. In the report, he gave a fairly lengthy description of these concerns, and reaffirmed his commitment to a biblically-based Christian position. His concluding statement begins, “Christian values are the foundation of religious, economic, and political liberty.”

As a participant observer, I attended an all-school faculty/staff meeting conducted by Dr. Rogers on September 22, 1997. The purpose of this session was to clearly underscore Cornerstone’s ongoing commitment to Christian values “without biblical compromise.” Dr. Rogers reaffirmed the school’s motto as “Academic excellence with Christian commitment.” Throughout the session, he used the metaphor of “raising the bar,” both in regard to the school’s pursuit of excellence, and the school’s pursuit of Christian values. He also used the metaphor of a donkey tethered to a stake in the ground. In his analogy, the stake in the ground pictured Christian moral absolutes and values, while the tether pictured a range of freedom with boundaries. In addition, he used the symbol of the “plumbline” to picture the

standard by which Cornerstone evaluates itself spiritually and morally. Dr. Rogers then reaffirmed the institution's commitment to these values:

1. Biblical Christianity
2. Theological conservatism
3. Baptist doctrine and distinctives
4. Christian worldview understanding
5. Evangelism and missionary outreach
6. Intentional spiritual formation with moral absolutes
7. Committed Christian personnel
8. Local church-centered ministry related education
9. Comprehensive education

In addition to these reaffirmations of commitment, Dr. Rogers discussed the factors he believed caused some Christian institutions to become non-Christian with time. He asked the rhetorical question, "What has historically caused Christian institutions of higher learning to lose their Christian character and mission?" From his own personal study and observation, he listed ten factors of "what de-Christianizes colleges:"

1. Heresy (theological ambiguity)
2. Hypocrisy (orthodoxy without obedience)
3. Apostasy (secularization of Christianity; infidelity)
4. Anti-intellectualism
5. Intellectual hubris
6. Denominational politics and sectarianism

7. Personality cults
8. Professionalism without piety
9. Donor leverage
10. Non-Christian personnel

Rogers concluded his presentation by calling on the Cornerstone family to commit to ongoing simultaneous growth in academic quality, sound enrollment/expansion, and biblically spiritual integrity and effectiveness. In my personal conversation with Dr. John Lillis, Provost and Executive Vice President, he also indicated his complete agreement with Dr. Rogers in these commitments.

Interviewee #16 (professor) [repeating an earlier quotation] summarized the challenge:

The climate and culture today on campus is generally favorable. Again, the major frustration with the culture is that the students are coming in more and more inculcated with the world's philosophy and it's getting more and more difficult to excise that. They come in with preconceived ideas about sexuality, morality, and situational ethics... and maturity levels seem to be significantly declining over the tenure that I've been here. I'd say by and large we are given to the philosophy that it's somebody else's fault. We take no personal responsibility. People are not accountable for their own actions and so they play the blame game and don't grow up. I find that with my own kids.

New Recruitment Methods for Faculty and Staff

Rather than using top-down methods of recruiting new faculty and staff, the new administration has committed itself to a new application of shared vision in this domain. As

for several interviewees, this has also been a factor in higher morale among faculty and administration.

Shared Search

Dr. Rogers wrote on March 3, 1994:

One afternoon last week during the Bible conference, the Athletic Director Search Committee met for the first time. These faculty and staff will be responsible for developing a pool of candidates, screening the candidates, inviting a selected few to campus, and recommending 2 or 3 candidate names to the Vice President for Student Development, who will make the decision in consultation with the Academic VP and the President.

The AD Search Committee is being chaired by Prof. Libby Knepper and is comprised of Dave Slusher, Gene Peterson.

The committee's time frame is compressed but workable. Pray that the right man or woman be identified and brought to the campus for this very important position.

While this procedure may sound like standard faire, several interviewees suggest that these procedures were not used by the administration prior to Dr. Rogers. Even vice president positions are handled with participatory search processes. In a memo dated October 10, 1995 Rogers wrote:

We will begin the VP for Business search this Fall with the idea that the person can join us next summer. I will be appointing a search committee, asking them to choose a chair. As with previous searches, I'll charge the committee with creating a pool of

fitting candidates, conducting campus interviews with three or four, then recommending to me a set. I will make the final choice from that list.

A similar procedure is currently underway in finding a new vice president and dean of the seminary. Professor David Kennedy is chairing that committee.

Competitive Contracts

Another key issue in the recruitment of faculty and staff was the amount of salary offered. One high-level administrator (interviewee #1) said, "My observation was that Grand Rapids Baptist College was very, very much underpriced. It is no surprise to me that faculty and staff pay rates were significantly lower than peer institutions." This one continued to say because the budget was so dependent on tuition/fee revenue, it was no surprise that salaries were as low as they were and deferred maintenance was where it was. It was recommended that the school take an aggressive stance toward pricing. Price has increased significantly over the past three years as the school continues to develop a pricing policy. The administrator continued,

We looked at a comparison group of 38 other institutions to look at the group in the third quartile and we would like to be at the mean of that group of institutions in terms of our price warping toward that. This last year we were at 81% of the mean of that group and will continue to be somewhat aggressive to get our pricing up there. At the same time, we have held our discount rate to 20%. The 20% of tuition fee revenue goes right back into institutional financial aid. That is somewhat conservative. The average private school is at a 27% discount rate with some going up as high as 40-50%. A study showed that small colleges with lower tuition, which would be our

group, are at 30 or more percent discount rate. So what we're trying to do is find the right combination of enrollment, discount and pricing to maximize our tuition fee revenues and still have the desired composition student body we are after. And right now it seems like we are able to pull it off, but working very, very carefully.

Interviewee #15 (administrator/alumnus) said, "I think it's taken some time, but we're slowly getting the pay up to where it should be. The staff have not been where they should, but we've had a couple of different times we've had reviews and brought it up." According to this respondent, at least the benefits are better than most institutions, including good hospitalization, retirement, insurance and free lunches.

With the salary becoming more competitive and the benefits as they are, the school registers more interest on the part of prospective faculty and staff. According to a high level administrator (interviewee #10), "Now we have a position open right now, for example, with sixty applications. That to me is mind boggling. It didn't happen 5 years ago."

Wider Circles

An alumnus (interviewee #12) did communicate some concern with reference to faculty recruitment. His concern, however, is with the recruitment of non-Baptist faculty members. This one said,

[The time came when the school] opened the door to allow faculty to go to the church of their choice. It didn't necessarily, as in previous years, have to be a local Baptist church or even an unaffiliated Baptist church. Could now be Bible churches. I don't know where the faculty all attended, but at least that door was opened. And, I think, as a Baptist institution, that does not solidify the foundation as it had been somewhat

protected in days gone by. The school could still become very non-denominational because the faculty who teach have come from different denominational backgrounds. That probably has been a large concern of some of our Baptist churches in our particular fellowship, or our pastors. Not so much that the school hasn't improved academically, it certainly seems that they have. But I have noted that in the hiring of administration and faculty, those who are hired are not necessarily from our doctrinal background. They may be in agreement with our doctrinal statement and be able to sign it, but that doesn't necessarily mean that they attend good churches or their backgrounds would be such that they have always adhered to that.

A current trustee (interviewee #8), however, speaking as a "strong Baptist" sees the widening pool of prospective faculty and staff members as a "plus" for the institution.

New Recruitment of Students

Until recently, the strongest year of the college's enrollment (both in headcount and FTE) was 1980, with a headcount of 969 and FTE of 898. Decline began in 1981 with an enrollment of 855/798. The decline bottomed out in 1985 and 1986 with a 1985 FTE of 659 and a 1986 headcount of 698. The years 1987 to 1994 saw fluctuation in enrollment figures. During the latter era of these years however, a strategy for training, recruitment and retention was being implemented.

Recruitment Leadership

Rick Newberry is currently in his ninth year at Cornerstone College. He served from 1984-1988 as Director of Enrollment, 1989 - 1995 as Director of Recruitment, and beginning June 1, 1996 as Director of Enrollment Management. According to Newberry, a new surge

and interest in recruitment came with the appointment of Dr. Rogers. With this surge came training made available to the recruitment staff, a broader market from which to draw, and a more goal-driven orientation. Evidence suggests that this surge fit the personality, drive, interests and giftedness of Newberry. Already in September of 1995 Rogers wrote to everybody,

Enrollment is up, as you know. Here's the good news:

College:	Headcount - 868	FTE - 824
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Seminary:	Headcount - 194	FTE - 111
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These figures do not include ACE, which at one time was as high as 110 or so but with graduation is back down. It will build up again through the Fall. Some additional Sem. Extension numbers will be added. Totals fluctuate somewhat in that students sometimes later opt to pursue their dreams elsewhere.

The college numbers are the highest since 1980 as a result of a 40% increase in new students, among which was a 44% increase in Freshmen. This is the second year in a row for an increase. This year's budgeted FTE was 725, so we are well beyond that. We have, however, encumbered some of these new funds by preparing residence hall space to receive the students, financial aid, etc. The 868 total is an approx. 19% increase....

This summer, college admissions, hit 600 applications for the first time ever. Later, they hit 700 apps for a new record and even surpassed that. I want to salute and thank all the admissions, financial aid, and academic records staff of both the college and the seminary. They've done a truly great job.

Praise God for His bountiful blessings. Now that we've got them, we have to educate them. Go forth and slay the dragons of ignorance.

Total Enrollment Focus

Interestingly, the following year's (1996) enrollment figures of 1,018 (headcount) and 963 (FTE) would surpass even the 1980 figures, and set new school records. This turnaround was evident in every aspect of the enrollment scenario (see Appendix A). This year, for example, showed a drastic increase in both the number of continuing students and new students. It also had the highest degree of readmitted students in years. The main surge in new freshmen actually occurred in 1995, as was alluded to in Rogers' memo. Freshmen matriculation went from 193 in 1994 to 276 in 1995 and 303 in 1996. It should also be noted that the percentage of full-time students hit its all-time high in 1995 with 91%, dropping slightly to 89% in 1996. The percentage of single student enrollment saw the same turnaround during this 15-16 year period with the highest percentage of single students in 1995 and 1996 since 1982. (Single student percent of the fall headcount was 89.1% in 1995 and 89.3% in 1996.) The percent of resident students has also seen a turnaround in the past six years. (The percentage of resident students dropped from 64.3 % in 1991 to 54.2% in 1992. This figure again rose steadily until it reached 62.1 percent in 1996.) The number of resident students in 1996 (632) is the highest in the school's history. The nearest figure to it was 569 in 1985. It reached a low for the time period under study in 1993 with 398 students. Chart flows portray this turnaround drastically. Gender percentages seemed relatively consistent from the years 1981 - 1996. One additional striking observation from the quantitative data, however, is the absence of a clear turnaround graph with respect to the

percentage of students from the State of Michigan. These numbers decreased from 87% in 1981, bottomed out with 73% in 1987, but have continued to hover around 80% since 1991. Putting this together with the marked enrollment increase means that there has been a significant influx of out-of-state students. The five largest state-markets outside of Michigan include Ohio, Indiana, Illinois, Wisconsin and Iowa. The patterns of these enrollments more clearly reflect the turnaround of the institution.

Increasing Academic Standards

Quantitative data suggest an increasing academic standard of the institution. There has been a steady and noticeable increase in the average grade point average of fall semester new beginning freshmen from 1983 to 1996. The average GPA goes from 2.84 in 1983 to 3.24 in 1996. This same observation can be made with the average ACT score for fall semester new beginning freshmen. (The graphs also reflect the enhanced ACT beginning in 1988.) While the average ACT score was 18 in 1981, it reached a high-to-date of 21.99 in 1996. This suggests that while the enrollment numbers of increasing, the academic quality of the new students is also increasing.

A Shifting Market

The figure, however, that shows continued significant decline, is the percentage of students from churches affiliated with the General Association of Regular Baptist Churches. The high during this period was 70% in 1982. Surprisingly, its most drastic decrease occurred between the years 1982 to 1986, before the name-change, merger, or stated strategy to enlarge the constituency. These were also years of good public relations between the Cornerstone administration and the GARBC. The percentage in 1986 was 45%. A slight

increase was evidenced in 1987 and 1988 with a steady decrease in percentage since that time. As of 1996, only 32% of the student body came from churches affiliated with the GARBC. According to the Fall 1996 Summary of Enrollment, students came from 32 different denominations. These included the Assembly of God (14), American Baptist (10), Bible Baptist (2), Conservative Baptist (8), GARBC (329), Independent Baptist (95), Baptist North American Conference (1), Other Kinds of Baptists (67), Southern Baptist (8), Bible Church (46), Brethren (4), Catholic (2), Church of Christ (2), Church of God (6), Christian Reformed (16), Congregational (1), Episcopal (1), Evangelical Covenant (1), Evangelical Free (14), Independent Fundamental Churches of America (60), Lutheran (3), Methodist (13), United Methodist (3), Nazarene (3), Other (41), Pentecostal (6), Presbyterian (4), Reformed (29), Wesleyan (12), Undenominational (84), Unknown (128). This data suggests that the school's goal of reaching a broader constituency as passed by the Board of Trustees during the March 1992 meeting has been realized.

Growth remains slow, however, in the recruitment of international students and American minorities. In the 1996 Freshman Class, only four were internationals, and 15 were minorities (Asian, Black, Hispanic).

Enrollment Management Strategy

Strategies of the New Enrollment Management team include aggressive advertising, the division of the market (five territories with a recruiter in charge of each territory), aggressive contacts in schools, churches and organizations, aggressive phone contact by an enlarged recruitment staff, and ongoing data analysis and training.

In a February 11, 1996 memo to the campus family, Dr. Rogers shared:

I was pleased to note that Cornerstone College was referenced in the Feb. 5, 1996 “Christianity Today” article, “Enrollment Booms at Christian Colleges.” Our own Rick Newberry is quoted in the article. This citation is the first, to my knowledge, and is important because it demonstrates what we know is happening. We’re being watched, and good news is getting out. A CT citation is significant, not because CT is the sine qua non of religious periodicals but because it has a large international evangelical readership.

Jack Powell was not mentioned in the article, but his influence was apparent throughout. Judson College got prominent play, along with our mention. Jack’s admissions expertise has benefitted both colleges.

The article itself reads, “‘I don’t see this enrollment trend stopping,’ says Rick Newberry, director of admissions at Cornerstone College.” It concludes by saying, “The 870-student Grand Rapids, Michigan school jumped 19 percent in total enrollment this year, with a 44 percent increase in new first-year students.”

A college administrator (interviewee #1) carefully described the process:

Four years ago, we completely revamped the way we do admission and recruitment. We really moved from a recruitment philosophy to an enrollment management philosophy. The difference is that recruitment is to bring bodies in. Enrollment management is not only interested in our enrollment goals, but also interested in the composition of the student body. Enrollment management is interested in how financial aid relates to these factors and it brought in what was badly needed emphasis

for this institution, that was the issue of retention.

This administrator explained prior to that time, the school had a director of recruitment, director of admissions and two additional admissions counselors who served as recruiters. Those recruiters did not have defined territories. Essentially, when the names came in, the school sent enrollment packages and invited the prospects to on-campus visitation days. That was the extent of the strategy. During the shift to enrollment management, the one holding the director of admissions position became director of retention, and the administration empowered the retention committee. The school hired a new director of admissions and three additional admissions counselors, making a total of five recruiters. The administrator also said,

We set up an accountability system for admissions counselors, which we never had here. They are accountable, much like you would see in a sales environment. If we have X as our fall enrolling goal, it will take X number of phone calls, church visits, high school visits, letters, whatever it might be, to set up activity goals. Then we set up goals for counselors in terms of the number of apps, admissions, deposits and enrollees they needed to have. We rewarded and promoted those that were successful. We put them in three-digit zip code defined territories so we expanded the staff. [See Appendix A.]

What we knew we wanted is a good admissions practice and enrollment management practice and accountability, the staffing we think we need and let 'em go. Financial aid was always seen as a budget and when the budget was expended, you were done. We changed it and said, 'well what if enrollment looks strong and you are

out of financial aid?’ Essentially what you have done is you shut down recruitment or admissions for that year. Now we budget on a per capita basis, meaning X number of dollars per enrollee, so that if we’re really looking strong in the admissions area, rather than shutting that down, why don’t we let the financial aid budget increase as our numbers increase. Actually, loosening up or opening the financial aid was key. Seeing financial aid not as an expense but as a revenue offset or as a discount is a new way of thinking.

The goals in enrollment management were to recruit the required numbers, but also work toward the desired composition of the student body the year after. We have seen average freshman GPA’s and ACT’s on the increase for the last couple years. The admissions committee is becoming increasingly more selective. So we are not only looking at the numbers we need, we are looking at the composition of the student body on the basis of minority student enrollment, international student enrollment and academic ability of the students. That’s everything in enrollment management and we’ve really turned it around. We’re not happy with the retention rates, they need to continue to come up.

Marketing and Promoting the School

Other “selling points” have assisted to make the college more marketable at the same time. Dr. Rogers said in his interview the school also created an internship program for the student in the second or third year. This made the school immediately distinctive and took advantage of Grand Rapids environment. “We added a youth ministry major. We have now completed, after five years, a core revision in the college. The college’s problems were partly

promotional, but also included a lot more internal things that needed to be fixed,” Rogers stated. In his opinion, all of these affected Cornerstone’s student recruitment.

Dr. Rogers commented on how institutional promotion was directed:

I guess two or three ways come to mind. One is how we began to market ourselves. We began to advertise in other magazines than we had advertised before -- magazines that reach a broader group. We sent out groups from the college and encouraged them to minister and perform, if that’s the right word, in churches other than just the Baptist so long as they were conservative evangelical Bible-believing churches. So we weren’t jumping across the theologically liberal chasm or something.

A college alumnus (interviewee #12) has some concerns with this approach. This former student said,

The problem may not be so much today or five years or maybe even ten years, but with liberal arts emphasis, it could well be in trying to attract students who profess Christ but may be of different denominations, it could well be that down the road, though they adhere to a Baptist doctrinal statement, they would have a broader doctrinal position. So that has been a concern as I look at the larger picture from a Christian liberal arts institution, which has probably academically been strengthened, but I sense has been weakened from a doctrinal perspective.

There would be many that would disagree with that, and I am not a person by any means that believes that Baptists are the only ones that will go to heaven, but we do hold to the Baptist distinctives. And it would only seem logical in an institution of learning that would be approved or heavily supported, though very few churches

support and bring in a low proportion of money, though in the early days they were much larger. But it would only seem that if we are Baptists, our institution should remain Baptist, not just in doctrine and name, but also in the hiring of those who would hold to that position and would be willing to be a part of that particular fellowship position. I do believe, beyond that, from '81 to the present time that the enrollment is on the upswing again.

A mid-level administrator (interviewee #17), however, thought Rogers and the other institutional leaders had a well-thought-through strategy that took all these vantage points into account. There was agreement that enrollment "is on the upswing," but a large part of that was the school's ability to maintain its Baptist heritage while at the same time making its education available to more than just Baptists. The administrator admitted a variety of influences. According to this leader, the 70's were good years for enrollment in colleges everywhere, but then with the downturn of the economy in Michigan in the '80's, that definitely affected GRBC since most of the students came from Michigan. The school did have some good years, but then it started bottoming out again. The interviewee stated that prior to this administration, "We didn't have real strong guidance and direction. I think we did our best with what we had. But there again, without a vision and a marketing plan, those things weren't in place to make it all happen like it needed to be." This administrator did believe, however, the demographics contributed to the school's decline in enrollment, as well as shifting culture. Interviewee #17 mused, "I think during that time period there were some students who really enjoyed it here. There were some who bucked the rules, as they always

will, whether in a Christian college, or elsewhere.” Current strategies have at least addressed all sides of the issue.

New Retention Methods for Students

Student retention methods are also getting attention. In 1993, Kay Landrum was appointed as the school’s first full-time Director of Retention. Having served the institution since 1986 in the admissions office, Landrum experienced the down-turn of the era before the transformation and turnaround. Her job is to stay informed of statistical trends, learn why students are leaving or staying, and help alter (when and where possible) the school culture so that more students decide to stay. She also works in partnership with the recruitment team, and answers to Rick Newberry as Director of Enrollment Management. For example, one memo she sent to Newberry is dated March 17, 1997. She wrote, “For some reason, I decided to take a look at percentage of married students in the student body. Interesting! ... That’s a pretty consistent decline. For what its worth... Kay.” The following is a table of the information she gave.

Table 4 - Student Retention of Married Students

1996	10.6%
1995	10.5
1994	11.3
1993	15.4
1992	16.0
1991	12.7
1990	17.9
1989	17.5

The staff is currently working to turn these figures around as well. Student representatives are included in strategizing process.

According to Associate Provost, Jack Powell, the work of the Director of Retention has been a significant ingredient in the school's enrollment turnaround. Powell is pleased with the retention staff as part of the overall team.

Of the thirteen directors within student involvement, eleven either are new or have had their job descriptions changed, so we essentially, as we did in enrollment management, completely revamped the student involvement program here. When we had the opportunity to hire, we did national searches to look for folks with master's degrees, to look for folks with experience and to look for folks who would fit Cornerstone from a doctrinal standpoint. We've put together a very strong team. Another administrator (interviewee #17) commenting on the strategy for retention stated, "One of the strategies was just finding out who is leaving and why and developing a good tracking system." This administrator said enrollment also played a factor in retention by, "admitting students who are going to fit Cornerstone so that we can retain them." Another strategy was, "Getting faculty and staff more involved in a campus-wide retention effort." Still another was to formulate a freshman seminar course to provide solid orientation. "It's so important to get freshmen on the front end, you know, to stay. If you can keep the freshmen, you have to recruit fewer students eventually." To help train the new enrollment team, Cornerstone has sent these personnel to National Conferences on Retention and Freshman Year Seminary Conferences. The current administration is very supportive of professional development for this department. One idea that came out of this training was a "student satisfaction inventory." Another idea was the use of academic advising video

training series for the faculty. There have been some other related committees formed that, according to this interviewee, “are really making a difference.” Some mentioned include the academic services committee (which deals with issues like advising and registration) and specially created task-oriented committees, which “make a big difference in the quality of the college.” Interviewee #17 (administrator) reflected, “I think we’re slowly but surely improving the quality of our education.”

New Donor Pursuit

During his first academic year in office, Dr. Rogers wrote a memorandum on institutional funding dated January 27, 1992. In it, he was pleased to announce that GRBC&S had received \$600,000 in matching gifts from two trustees toward the general fund of the \$2,000,000 Heritage 50 Campaign. In addition, he reported having received many year-end gifts toward Heritage 50, bringing our new total received to approximately \$1,522,000. To finish Heritage 50, the school needed to yet raise \$478,000. He continued to say that approximately 66% of the Executive Board members had contributed to Heritage 50, while virtually all of the Board members had supported the institution in some way during the previous year. In addition, all of the Administrators, President, and Chancellor had also contributed, and some 68% of the full-time faculty and 44% of all full-time personnel had contributed to Heritage 50, while many other personnel had contributed to the institution in some way. “All of these numbers are exciting and should be encouraging to you,” wrote Rogers to the school family. He continued, “Permit me to thank all of you who have demonstrated your love for this ministry in this way.”

Fund Raising Integrity

Rogers closed the January 1992 memo by saying:

I want to use this medium to communicate some other fund-raising information. I talk a lot about integrity; this is particularly important in funding. Please know that we will always use money in the manner for which it was raised and given. If someone gives us money for a tree, we will buy a tree with that money, nothing else.

Any restricted giving will always be used for the donor-designated purpose. If for any reason we do not consider it appropriate to do what a donor desires, I believe it is our ethical obligation to explain our position to the donor prior to the gift and, if necessary, decline the gift....Capital projects can, of course, wait for funds. But the longer projects stand unfinished, the longer we are stymied in our ability to move ahead. Annual gift or general fund operating needs are already built into the budget. These monies underwrite everything from personnel costs to equipment repair. These funds must be raised in order to produce a fiscal year-end balanced budget. **So, God's blessings are evident but our fund-raising challenge is still formidable.** Your efforts and prayers, as well as mine, are still needed.

Building Relationships

On March 23, 1992, Rogers gave updates on several major contributions:

Our Director of Planned Giving, Richard Dorsey, has been working for several months with a couple from Alaska named Eric and Carol Jensen. Last week, we signed papers that established for the College a \$1,151,700 irrevocable trust. This is the largest irrevocable trust given to GRBC&S in the history of the school. The

family also established another trust of \$581,000 for the College. While the latter trust could be revoked, such an occurrence is highly unlikely. These funds may not come to the institution for many years, but the longer we wait the greater the total will be.

These gifts demonstrate a tremendous confidence in the future of this institution and are the direct result of Rich Dorsey's effort. The Jensen family deserves our highest praise, but these gifts would not have occurred without Mr. Dorsey's spirit and professionalism. I might also add that Mrs. Bonnie Dorsey played a very significant role in winning the Jensen family's confidence.

If you have ideas or if you know someone who should be involved with us, please contact me or a staff member in the Advancement office. Thank you.

Cornerstone's growing need for finances is a result of both growth and vision. The operating budget alone has increased drastically over the past ten years. As the figures in Table 3 indicate (next page), Cornerstone's annual budget during the past ten years give financial evidence of turnaround.

Table 5 - Decade Operating Budget

1986-87	6,131,000
1987-88	6,728,000
1988-89	7,512,000
1989-90	8,146,000
1990-91	8,556,000
1991-92	9,656,000
1992-93	10,900,000
1993-94	11,800,000
1994-95	13,000,000
1995-96	15,725,000

As of May 31, 1996, the schools assets totaled \$22,074,060; liabilities totaled \$6,168,297 and fund balances were \$15,905,853. It is also interesting to note that of the actual 1995-96 institutional income of \$14,482,394, tuition and fees brought in \$7,595,763, gifts rendered \$1,459,408, auxiliary income totaled \$4,747,122, and other sources brought in \$680,101. Actual expenditures for 1995-96 totaled \$14,265,429:

Table 6 - Actual Expenditures for 1995-96

College	3,763,145
Seminary	658,618
Student Development	1,459,551
Physical Plant	1,064,845
General Administration	2,424,480
Scholarships	1,207,802
Auxiliary	3,624,519
Other	62,469

The total gift income of 1,459,408 gives one reason why the current structural shift in governance was made, to give the president more time and energy for the task of aggressive fund-raising.

Capital Campaigning

Another aspect of this picture is the institution's fresh commitment to capital campaigns. In 1996, the Board of Trustees contracted the Howard Braren Associates, Inc. of Davenport, Iowa, to do a feasibility study concerning a possible capital campaign. A series of 14 meetings began on December 5, 1996, involving 511 key leaders. Some 145 individual

presentations were also conducted. A total of 53 interviews were also conducted. In the “Fund Raising Feasibility Study Report” dated May 15, 1997, the Howard Braren Associates reported to Cornerstone College that it is in a favorable position to move ahead in the construction of a new Sports and Fitness Center “as the centerpiece for its major funding program with a goaling of \$20.05 million (\$16.05 million in cash and \$4 million deferred) for capital, operating and endowment support over a three-year period” (p. 11). During the May meeting of the Board of Trustees, it was officially decided to engage in the capital campaign. As of July of 1997, \$5.5 million has already been raised. In anticipation of the report, Dr. Rogers called an all-staff meeting on May 8 to report on the progress of the capital campaign titled, “Foundation 2000 - Building on the Cornerstone.” The meeting was an upbeat session that included some recent success stories with reference to Cornerstone’s donors. It should be noted here that in the feasibility study, several key comments were made by the institution’s knowledgeable leaders in the interviewing process:

- a. Cornerstone College must be in a campaign.
- b. Upgrading giving levels is the challenge the College faces, but it must be accomplished.
- c. It is essential that Members of the Board of Trustees take a leadership position in giving and working.
- d. Seeking new sources of gifts will be important; i.e., broadening the base of support, especially among alumni, select foundations and corporations having an interest in higher education in Michigan and the Midwest.

- e. Interpreting taxwise giving methods to larger donors will be essential. Planned giving activities must be accelerated.
- f. If the College stands still, it will lose ground.
- g. Alumni should be challenged to give more.
- h. The needs of Cornerstone College are obvious, and it is essential to meet them, and with the Lord's help we will (p. 10).

The report also included some "legitimate suggestions" or concerns as surfaced in interviews:

"This feasibility study meeting was the first major College gather ever in my area."

"The fund raising staff should spend more time in the field. That is the way you get to know people and expand the number of donors."

"Dr. Rogers needs help from fund raisers, Board Members and volunteers to find more major donors."

"The visibility of the College is growing, but we still need an aggressive marketing and public relations program."

"We as alumni are future major donors. We need to expand our Alumni Relations program to get us involved" (p. 8).

A key observation for the institution was rendered in the feasibility study in the recognition of "Large Donor Potential." The report explained,

It is apparent that there are several prospects with major gift potential for Cornerstone College. A number of promising possibilities in the five-, six- and seven-figure ranges

have emerged as a result of the interviews conducted. In addition, the College has developed a list of many prospects believed to have substantial gift potential based on their interest and exploratory conversations with Dr. Rogers (pp. 10-11).

This goal is being realized, even as this study nears its completion. As a participant-observer, I attended a special “media event” in the large auditorium of Calvary Church adjacent to Cornerstone College on October 29, 1997. TV crews from all the local stations and newspaper reporters from West Michigan joined the student body and faculty in recognizing the individual whose name will become the building name of the new multi-million dollar field house — Mrs. Bernice Hansen. Mrs. Hansen, a Community Church member and key figure in the Amway empire, made a substantial financial gift toward the capital campaign. The ceremony gave tribute to her as an exemplary Christian individual and one committed to the greater Grand Rapids community. (The first batch of Amway soap was produced in her kitchen by Van Andel and De Vos. She later became a CEO in an affiliate to the corporation.) Her pastor and Doug De Vos gave speeches in her honor. Then, as she addressed the crowd herself, students responded enthusiastically to her wit, charm and bubbly spirit. As a new key donor to Cornerstone College, she is also becoming a new bridge between the school and the community of West Michigan.

Heightened Credibility

One high-level administrator (interviewee #1) stated, “There is kind of a second wave of change of credibility coming. I think that the first wave was probably enrollment turnaround, and the second wave is successes in gift income and giving. We are seeing those now.” This one continued to explain,

To make it, to be a quality institution, not only do we need to be growing enrollment wise, we need to be at a certain point in terms of gift income. This capital campaign is proving that we're there. So if we can get through this, I just see the college has gone to a new level.

Presidential Leadership in Fund Raising

"Donor pursuit is a key factor," said a key administrator (interviewee #2). "We never did it before like this. We've never had a president that went out and raised funds like Rex does."

Another administrator (interviewee #6) believes donor recruitment and retention were best defined before Dr. Rogers came to the college as a restricted funding effort to those within our constituency and like-minded churches and organizations. This administrator said,

That was a philosophy of funding established to protect ourselves supposedly from the encroachment of those who did not think theologically like we do, or who were thought to potentially put pressure on us to change who we were. I think that was an unfounded fear, but it was a fear out of a history that goes back several generations and I would describe it as ebbing at that time because theologically we have always known who we are and we still know who we are.

According to the leader, Dr. Rogers indicated an openness to exploring other donor areas and relationships. He also believed the era of fundraising for fundraising sake's was over and that the era of relationship building must begin.

Mending

Interviewee #6 (administrator) also explained the mending and healing process:

We went through great steps and took great pains to reestablish broken relationships among the donor constituency. We met with them personally to review the history and to listen to the reasons why they stopped supporting us. Many did change their minds and come back.

This administrator indicated if Dr. Rogers or a fellow administrator had the opportunity to sit down and meet with those people, nine times out of ten, there would be an attitude change toward the institution at least.

And I would say 50% of the time there was a change from non-support to support. The attitude toward the school was based on our attitude toward them as donors, our willingness to listen and communicate the truth -- a willingness to humble ourselves and to apologize for any wrongdoing that had taken place previously, even if it was not necessarily valid criticism because it was the perception of the individual that there was a problem. That, indeed, was the reality we were dealing with and we went to great lengths applying Biblical principles there to apologize for any hurt, any pain caused in former relationships or for the lack of vision. The lack of trust was evident, the lack of a perceived integrity in an era when there was question as to if someone was giving to the school, 'Were the funds actually being used for what they were stated as being used for?' What we have come in prayerfully doing is reestablishing our integrity, our transparency, communicating the search for truth and the desire to own truth even if it requires that we apologize and ask for forgiveness.

I think there is an erroneous thought in any organization or even in the church that leadership doesn't make mistakes. Therefore, apologies and confession and asking for forgiveness is unheard of. We wanted to establish a new environment in the leadership team of this college in relationship to individuals, the church and the community that said some thing different. We mean what we say and we say what we mean.

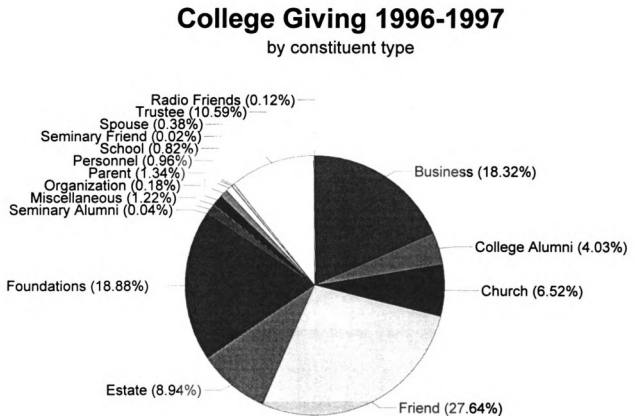
Networking

The same administrator (interviewee #6) explained,

The most evident tool we are using to recruit new donors is networking. We are taking the Biblical principle that Christ, himself, taught his disciples. It's the Matthew 28 principle that we are going out and making friends to the uttermost parts. Not defining them as disciples, but definitely we have developed a corps of donors. We have developed a circle of friends and we have developed a circle of friendliness and are drawing these people through relationship building and time, and are building our donor base. We are building, with God's help, our support base through that process. We begin with communicating through our publications, whether it is our flagship *The Messenger*, which is an educational publication of the highest quality, or our 'President's Report,' right on through our alumni publications and any materials that we send out from this institution. We are communicating excellence, not extravagance, but excellence in every area. The 'President's Report' is an annual update to the constituency and our friends. 'The Messenger' is by design a tri-annual publication.

A veteran professor (interviewee #9) said, “Rex is doing a brilliant job of raising money.” The teacher also expressed the belief that the business manager for many years had a tremendous impact on the way financial decisions were made. This had an effect on financial contribution to the school. Decisions were made by what they cost rather than their educational viability. “Dr. Rogers made an adjustment in the power of the business manager so that we established our goals and purposes on the basis of educational and spiritual viability rather than on what’s gonna cost a lot of money.” As a result, according to this interviewee, giving to the institution increased. (See Figure 9 below.)

Figure 9 - College Giving 1996-1997



New Facilities

On May 12, 1995, Dr. Rogers sent a memo to the faculty and staff announcing the Grand Rapids Planning Commission unanimously approved the college's petition to build a bookstore, classroom and office building on the East Beltline. He added,

Ken Vanderberg has done an absolutely outstanding job on this project, including politicking this think through the Commission. Several weeks ago, Ken and Dr. Suggs presented our Campus Master Plan to the Commission, so that helped prep them. Also, several weeks ago, the area neighborhood association president, a very politically active lady with growing influence, visited with us. Ken showed her our Master Plan. She came opposed and left supportive. On Thursday, she showed up at the Commission meeting unannounced to us. Believe it or not, she came to speak on our behalf. After Ken and I spoke, she added her blessings. This is due to the providence of God and to Ken's excellent work. We owe him our thanks.

According to Rogers, Family Bookstores remained enthused about the project. All details were basically finalized at this juncture. A few days later, the following article appeared in *The Grand Rapids Press*:

Cornerstone College plans expansions for campus

Cornerstone College will break ground this summer for a new two-story building on its East Beltline campus to house a bookstore, faculty offices and classrooms.

Family Bookstores, a national chain headquartered in Grand Rapids, will take up the first floor of the 20,000-square-foot structure, officials announced today.

Offices and classrooms would occupy the second floor, with an atrium to serve as a lobby/entrance.

Ground-breaking is expected in July and the bookstore should open by February, said Brian Jackson, vice president for advancement at Cornerstone. Bidding for construction is under way.

Family Bookstores, a national chain with 166 locations in 28 states, is trying to develop campus relationships with other Christian colleges across the country, officials said.

The new building is part of a plan designed to carry the college into the 21st century.

The new building was constructed just in time for the fall semester of 1996. Last minute touches were still being added as new students and faculty began their orientation sessions. In Cornerstone College President's Report 1996, Dr. Rogers explained due to increased enrollment, it was quickly apparent that the college facilities needed to be upgraded and expanded. As a result, renovations were completed in some residence hall areas and a new two-story building was built at the front of the campus that houses both the Family Bookstore and classrooms. He mentioned it was also home to a new cafe and several faculty offices. The new building was named the "Warren Faber Hall" in honor of Dr. Warren Faber, former executive vice president, who faithfully served the college for 35 years.

Interviewee #2 (administrator), interviewee #10 (administrator) and interviewee #19 (professor) all identified new facilities as a factor in the transformation and turnaround.

New Technology

In the 1996 President's Report, Rogers reported Cornerstone had added to its technological capacity to keep pace in the marketplace. According to Rogers, the college had installed more than \$1.5 million in new technologies in the past two years. He explained the four classrooms on the upper level of [the] new building were equipped with the latest in computer projection devices and other audio and video equipment. There is also a distance-learning classroom with three video cameras and eight large video monitors that permit two-way instruction via both cable and satellite TV to any similarly equipped classroom anywhere in the world. His report highlight,

The flagship of this 'tech floor' is the \$148,000 Merillat Instructional Technology Center which houses the latest instructional equipment: a Wenger WAVE room for sound controlled recording, a digital audio and video editing room, and several Macintosh graphic arts stations where students can learn and utilize desktop publishing software and hardware....

Rogers further explained to parallel the addition of new instructional technologies, Miller Library completed its long awaited library automation system. This INNOPAC system not only allows for the computerized search for materials in the college library, it also provides information about library holdings around the country. While the new system makes searching easier for students and faculty, it also provides many advantages to the library staff for cataloging and tracking materials and user records. To help ensure that materials are not lost from the library, a new security system has also been installed. In addition, a new internal voice and data communications system was installed for higher quality, cost-efficient

communication. This new system provides expanded capabilities plus voice mail for staff and students.

Interviewee #2 (administrator) and interviewee #10 (administrator) see the technology involved in the turnaround, but view it more as a result of turnaround than a cause. However, interviewee #10 did see it as part of the transformational process.

New ACE Program

The new Adult and Continuing Education program officially started on November 1, 1993. It provides students 25-years old and above with user-friendly opportunities to complete their degree while maintaining their current employment responsibilities. Dr. John Lillis was appointed as the first Dean of ACE. In a memo dated November 5, 1993, Dr. Rogers exclaimed:

The Adult Continuing Education program is, as you know, off the ground. Yesterday, John L., Ken V., Brian J., Colleen S., Christ W., and Linda S. went to Haworth and acquired approximately \$2700.00 worth of office furniture. This is about 10 cents on the retail dollar. In other words, it would have cost us about \$27K retail. With our education discount, this furniture would have still cost us about \$12K. We got it all at such a substantial reduction because Brian Jackson made a break-through contact with the owner. We've not had this kind of support before. Brian and I will go down to see him soon to say 'thanks.' When you see Brian, pat him on the back, for in this and the recent banquet effort, he has 'outdone himself.' Let's thank the Lord, too.

He also explained how ACE was getting great response. In fact, the response was so great that the department needed to add a part-time stipended person to help the staff keep up. In all likelihood, two classes could start in January of 1994, not just an additional one. Rogers urged, "Keep praying about all this and especially pray for Dr. Lillis and his staff. They are doing great work. I agree with Ken's observation that ACE is one of the quickest ways available to us to 'jump start' the institution re: finances, enrollment, excitement."

Sprint Start

In April of 1994, Rogers e-mailed the school family with an ACE update. He reported with the addition of the April cohort, the program would have about 65 students. Rogers exclaimed,

That is amazing and wonderful growth. Sprint start. We've initiated several cohorts in the time it takes other colleges to get one or two running. This is a great tribute to all of you who helped form the effort and to Dr. John Lillis and the ACE staff in particular for their quality work.

He continued to thank God for His grace and blessing on this endeavor while noting how another nearby school had not been even as remotely successful in their beginning.

Early Growth

The growth of the ACE program ultimately surpassed even the hopes of the forming staff. There were already 66 students enrolled by 1995, and the interest climbed to 89 students in 1996 and 120 at the beginning of 1997. There are currently 203 adult students enrolled in the degree completion program. The projected enrollment for 1998 is 225. In 1996, Rogers reported in his official document that Adult and Continuing Education (ACE)

had contributed 105 graduates to the alumni association since it was implemented just three years ago. He further explained how up until the fall of 1996, only one degree in organizational leadership was available to those seeking to complete their degrees. Now Cornerstone is expanding its offering to include two more bachelor degrees: one in business management and the other in business administration. In addition, two more programs serve to feed these majors: a full two-year associates degree and the one-year associates degree. Fulfilling the requirements of these associate degree programs allows students to enroll in a bachelor degree-completion program. Another offering will soon include a bachelor's degree with an emphasis in ministry leadership. This is being administered by the school's new director of Christian Ministries and Associates Degrees. The ACE department is researching ways to educate a broader range of individuals outside the traditional college-age group. Seminars targeted at groups that desire the personal and professional enrichment of college-level learning, but who do not necessarily need academic credit, are the focus of the Lifelong Learning emphasis.

ACE Mission

According to the new ACE Student Handbook, the following is the Adult and Continuing Education Mission Statement: "The Adult and Continuing Education division of Cornerstone College is dedicated to enabling adults to fulfill their educational and life learning goals in order to enhance their career, personal growth, and ministry opportunities."

In accomplishing the mission of the college and the Adult and Continuing Education division, the faculty and staff are said to be committed to: *Biblical Integration*, "Understanding the comprehensiveness of the Christian faith and biblical truth and integrating

that truth in all academic disciplines;" *Christian Responsibility*, " Providing testimony through word and deed that would advance the kingdom of God;" *Excellence*, "Providing motivation to give the best of one's self toward any endeavor;" *Growth*, "Leading to the development of God-given potential;" and *Service*, "Resulting in a commitment to make meaningful contributions in the lives of people."

One of the goals of the ACE program as stated in the Student Handbook is that "Classes are held at locations and times convenient to students' residences or work." That being the case, Cornerstone College submitted an official "Request for Institutional Change" to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools during June of 1996. This document gave a proposal and rationale for the establishment of two extension sites for the school's ACE program in Kalamazoo and Muskegon. Final approval is still pending.

Perspectives on ACE

One administrator (interviewee #2) said,

The ACE program is part of the transformation, and that's the open enrollment thing. That was a big step for the school, and if nothing else, if all these other factors had not happened, that would be a transformation in who we are. We are opening our enrollment and it impacts strategic positions. It impacts our relationship with our environment.

Another high-level administrator (interviewee #10) identified the ACE program itself as a significant factor. The leader believes this because it opens up a market for the school that is not bounded by traditional student age, campus facilities, a one-site location, or

resident faculty. Interviewee #10 is also aware of the rapidly growing interest in adult education. Just as interviewee #2, this administrator believes the open policy will be a key to significant institutional outreach, and be a catalyst in opening a wider market of students for the institution in the future. There is absolutely no intent, however, to use the same open admissions policy with resident students.

Open ACE Policy

Another highly symbolic issue at Cornerstone College has to do with the kinds of students admitted. Until recently, only Christians were admitted as students. While there has been increased concern to have higher academic standards in those accepted, draw from wider geographic circles, broaden the evangelical constituency, and include more international students and American minorities, the “Christian-only” policy seemed to be the only policy consistent with the school’s stated mission. The “Christian-only” policy changed, however, when the Board of Trustees voted in 1996 to open the ACE program to individuals of any or no faith. Allowing potentially non-believing students into the ACE program (a strictly commuter program), the leaders believed that the school was able to have an outreach impact into the community, while at the same time minimizing the risks of negative impact on campus. The current ACE program, therefore, has simply three admission requirements: (1) a completed application and \$25.00 application fee; (2) Official Transcripts from all colleges attended (applicant must have 60 transferable credit hours). And (3) 25 years of age and three years of work experience. All applicants are required, however, to sign an “Adult and Continuing Education Lifestyle Statement.”

Adult and Continuing Education Lifestyle Statement

The statement reads as follows:

The educational experience at Cornerstone College is firmly based on a Christian philosophy of education. This philosophy is derived from a faith commitment consistent with that expressed by the Bible, orthodox biblical Christianity and the College's doctrinal statement. Although students are not required to be in complete agreement with our faith statement, we expect that they will acknowledge and respect our Christian commitments. Cornerstone College is committed to your development as a total person for the fulfillment of God's will, focusing not only on the discovery and development of abilities and gifts, but also on growth in spiritual maturity. You are part of the college community that consists of faculty, staff, and students. In every community there are certain rules of procedure and conduct that are designed for the benefit of everyone involved. At Cornerstone College some of these are based on clear biblical imperatives, some are drawn from biblical principles, and others are part of the institutional distinctives that make us special. As a student of Adult and Continuing Education you agree to act in a manner consistent with the College's Lifestyle Statement during college activities.

Relevant Elements

"Relevant elements" of this Statement for Adult and Continuing Education students are then communicated. The ACE department clearly expects each student to, "To utilize his or her time to the best possible advantage by careful study," and "To abstain from the possession and the use of alcoholic beverages, tobacco, and illegal drugs," as well as, "To

avoid every form of immorality, including sexual behavior, lying, stealing, and cheating.” The applicant then signs an agreement which states, “I acknowledge and respect the faith commitment of Cornerstone College and agree to adhere to the school’s Lifestyle Statement while on campus or engaged in college activities.”

Pros and Cons

One high-level administrator (interviewee #1) did not see a problem with the open admissions policy of the ACE program, “It’s different. They are not living on campus. They are not in chapel. They are in class and they are gone. They are community.” According to this leader, “The college to them, co-curriculum and curriculum, is in their faculty member and their class. I feel a little differently about that.”

Another administrator (interviewee #2) said, “I don’t think we’ve had it long enough to see the negatives yet” when referring to potential dangers of the open policy. The interview continued,

Until recently, we were still running 90% Christian and it’s only, you know, in this year and the next year I think we’re gonna really begin to see the impact of that from a negative perspective. Most people aren’t aware of what we are doing, but what we say is that as an institution we teach our students the importance of evangelistic outreach, and what we are doing here is, in a very safe way actually doing just that.

See, we are not opening enrollment for the traditional student and have no plans to do that because they are part of this community. We have these adults in a very controlled situation four hours a night, one night a week, and we control the

environment. And we make them sign a statement up front before we let them in the program that, number one, they recognize we are a Christian college, and that because of that, the education will be offered from a distinctly Christian perspective and they will abide by the relevant aspects of our lifestyle statement when they are on campus, and we spell that out for them. It's different than for the traditional student, obviously, because the traditional student we have on campus.

The open ACE program was a part of a recommendation from the adult continuing education task force. Rex put together a committee to investigate it for a year and at the end of that year this committee came with recommendations, first to the faculty, then the cabinet, then to the board. There was a trustee that helped 'win the day.' We made the recommendation that we have open enrollment and, of course, there were a couple of older board members and the pastors that were saying, 'You mean that a few years from now we'll have alumni of Cornerstone College out there who are not Christian?' And we said, 'That's exactly right.' He says, 'Then we'll quit being a Christian college.' And it was Bob Anderson, African-American who is now in Washington, who stood up and said, 'Now help me here.' (I don't know if you know Bob, he's kind of this self-effacing, all golly, gee-whiz, kick the sand around kinda guy.) He says, 'ABWE, they have a hospital in Bangladesh, don't they? Yeah. Now is that a Christian hospital?' 'Oh, yes, definitely.' 'Don't they treat an awful lot of Muslim people in that Christian hospital?' 'Well, yeah, they do.' 'Well then, how can they be a Christian hospital?' And that's when the argument went belly up and under the waves.

An alumnus (interviewee #12), however, opposes the open ACE policy. This alum indicated that in the history of Christian education, schools that opened the door to nonbelievers ultimately changed their entire complexion, value system and belief system. According to this interviewee, the danger is not so much in the immediate future as it is in the distant future. "Opening the door" was therefore viewed as ultimately dangerous.

A former trustee (interviewee #20) said, "The ACE being an open program can have some effect in that this would be graduating to the school people who do not hold our position and who are not believers and that is a big issue." But he also understood the outreach argument.

Testimonials

Interestingly, I just received an institutional e-mail from the ACE Department dated October 30, 1997 which includes four recent anecdotes of individuals currently enrolled. One story is of an adult student who just became a believer as a result of her studies at Cornerstone. Another revolves around a former alcoholic who came close to suicide before his studies in the ACE program. He is now becoming a stronger individual. A third is the account of a student who just withdrew from the program because it was "too religious." A fourth account describes an individual who has renewed a faith commitment because of the tone and spiritual emphasis of the ACE instructor. According to this memo, occurrences such as these are frequent in the open admissions ACE program. The notice concludes,

This is truly a wonderful outreach opportunity. I believe there will be many more similar stories in the future. In my opinion (and that is all it is), somewhere between 10% to 40% of our ACE students [are not believers].... Continue to pray and rejoice.

Coalition

According to several interviewees, another contributing factor toward Cornerstone's transformation and turnaround was membership into the Coalition for Christian Colleges and Universities. In his typed and duplicated "President's Commentary" dated October 28, 1991, Dr. Rogers stated,

As you already know, Grand Rapids Baptist College has been accepted for membership in the **Christian College Coalition (CCC)**. This is an organization of some 80 Christian liberal arts colleges nationwide. This action was initiated earlier this year under Dr. Wilbert Welch's leadership and for this I thank him.

Our students may participate in the CCC Latin American Studies Program (in Costa Rica) or American Studies Program (in Washington, D.C.). The CCC has experienced success in recent years in attracting foundation grants for a variety of faculty development seminars and international travel opportunities. With some institutional contribution, our faculty and staff will be able to participate in these academic activities. One year ago, I went to the U.S.S.R. with a CCC team. Few other moves on our part could more quickly and effectively create a greater academic visibility for GRBC than membership in the CCC. The leading Christian colleges in the country belong to the Coalition. Note that to be considered for membership a college must be a regionally accredited four-year evangelical liberal arts institution committed to the deity of Christ and to the Bible as God's Word.

The Coalition for Christian Colleges and Universities was founded in 1976 and incorporated in 1982. It currently consists of approximately 90 four-year colleges and

universities with comprehensive programs rooted in the arts and sciences. The Coalition identifies its key functions as: professional development, student programs, leadership initiatives, public advocacy and member cooperation. Faculty development includes national and regional faculty workshops, resource tapes and sabbatical opportunities. Student programs are conducted in Washington, D.C., San Jose, Costa Rica, Los Angeles, the Middle East (Cairo), and Russia. Student services include a tuition waiver exchange program, January term student exchange, summer institute of Journalism, Harvey Fellows Program, Carl F. H. Henry Scholarship, and Cooperation with Oxford University Summer School, Au Sable Institute for Environmental Studies, Christian Center for Urban Studies, International Business Institute, Institute for Family Studies, Global Stewardship Study Program and Jerusalem University College. Special projects include collaborative assessment, a fellow's institute for new presidents and chief academic officers, global stewardship initiatives, and co-sponsorship of Urban Youth Leadership. Its public advocacy arm involves government relations, listing in Peterson's Guide: *Choose a Christian College*, internet web site (<http://www.ccu.org>), association networking and collaboration, media releases and contacts, and information clearinghouse. The coalition also offers research assistance in demographic and geodemographic research, administrator/faculty compensation survey, president's compensation survey, and enrollment trends.

Interviewee #2 (administrator) said the coalition was not a primary, but a secondary factor. "I'm not sure that's a transformational factor, primarily. Maybe it is in a secondary

sense because it was initiated by Rex. You know, it was one of the first things that Rex did when he came in and said we needed to join the coalition.”

In my interview with Dr. Rogers, he indicated that while he did push for this move upon his arrival, the groundwork had already been established by Dr. Welch during Welch’s interim presidency.

One administrator (interviewee #2) believes the membership in the coalition has “provided input and exposure to how others do Christian liberal arts education. Frankly, I think it’s helped us come to understand what Christian liberal arts education is all about.” This administrator continued to explain how meeting with this coalition and the Council of Independent Colleges (which is comprised of both Christian and non-Christian independent colleges) even influenced some organizational changes, such as the establishment of the school’s new Assessment and Institutional Research office. Interviewee #10 (administrator) also alluded to membership in the coalition as somewhat of a factor in the transformational process.

Chapter Summary

Throughout this chapter, the findings of the project’s research was presented. This data included archival reports and other written artifacts, interview summaries and transcriptions, and observations made from personal participation. I arranged the material according to its primary function according to the four frames of Bolman and Deal. A total of twenty-two factors were surfaced and investigated. In the next chapter, (Chapter 6), I will reflect on these findings. Finally, I will summarize my conclusions, address the concerns, posit a point of view, and make recommendations to the institution in the final Chapter 7.

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**THE TURNAROUND AND TRANSFORMATION OF
GRAND RAPIDS BAPTIST COLLEGE
INTO
CORNERSTONE COLLEGE**

VOLUME II

By

Gary L. Hauck

A DISSERTATION

**Submitted to
Michigan State University
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DOCTOR OF PHILOSOPHY

**Department of Educational Administration
College of Education**

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Chapter 6

ANALYSIS OF THE DATA

Introduction

The central research question of my study was, “How did Grand Rapids Baptist College transform into Cornerstone College and turn around from a dying institution to a strong, healthy and growing academic community between the years 1981-96?” In the preceding chapter, I presented the data and findings from documents, interviews and participant observation that help to answer that question. Now, I will reflect on that data and turn my attention to compilation and analysis. As earlier stated, I also asked the question, “How can the transformation process at Cornerstone College be understood through the structural, political, human resource and symbolic frames of organizational culture as per Bolman and Deal?” This question helped enable me to look at the data from various vantage points. Having used these frames to assist my observation process, my reflections will seek to take into account that rounded view.

I addressed the related question throughout the study, “What role did the new president play in this transformation process, and how can his involvement be interpreted through the four frames of Bolman and Deal?” as well as, “What other key factors may have contributed to the turnaround of Cornerstone College, and how can these be interpreted through the same four frames?” Again, while the frames of Bolman and Deal assisted me in

perceiving the data and related implications, the intent of this chapter is not to protract a defense of Bolman and Deal's theory. I simply choose to articulate the impressions of my findings as having been assisted by these frames.

Leadership as the Key Factor

While each of these factors played some role in the blended process of transformation and turnaround at Cornerstone College, I believe the evidence clearly indicates that Dr. Rogers played the key role in the initiating, implementing and blending of that process. I believe this is so because of his entrepreneurial, transformational style of leadership and his direct or indirect relationship to all of the other factors. As a leader, Dr. Rogers seems to understand the multiple facets of the organization and their cultural interplay. Because of this, he reveals a "multi-dextrous" leadership ability. The timing of his coming, the historical context of his style, and his fit with the institution and its current societal setting also contribute to his key role. The fact that all twenty interviewees cited him as key in the school's turnaround is significant evidence.

An Entrepreneurial Leader

According to Morriss-Olson "an opportunistic, entrepreneurial management stance is likely to be a more effective orientation during periods of resource scarcity than a conservative cautious focus" (p. 80). Even the minutes of his first presentation to the board in March of 1992 suggests that while Dr. Rogers entered the administrative task during a period of scarcity, his plan of attack was much more entrepreneurial than it was a cautious and conservative one. Morriss-Olson also indicated that "leaders might be well advised to base their decisions and actions at least as heavily on symbolic values and events as on

substantive ones” (p. 82). As early as November 14, 1991, Rogers wrote the document, “Values for the Vision” where he enumerated the symbolic values on which his decisions would be based. Throughout his communications Dr. Rogers referred to the symbolic values that must remain a part of the fabric of Grand Rapids Baptist College/Cornerstone College. Morriss-Olson also discovered in her research that administrators at declining schools were more concerned with resource allocation than resource generation and were inclined to be more concerned about “doing things right” while the emphases of administrators at growing institutions were just the opposite (p. 42). His own 1993 report titled, “What’s New at GRBC&S 1991-1993?” suggests that Dr. Rogers (already during the early years at Cornerstone College) was more concerned with resource generation than with allocation.

A Transformational Leader

According to the literature review of this project, Lewis (1996) listed the following characteristics of transformational style of leadership: 1. Transformational leaders build on the strengths of others that may have lain dormant. 2. Transformational leaders raise levels of awareness about the issues of consequence and ways of reaching organizational goals for their colleagues, subordinates, followers, clients, or constituents. 3. Transformational leaders enable people to transcend their own self interest for the sake of others (p. 6). Corresponding to these stated characteristics, Dr. Rex Rogers has demonstrated to interviewees that he, in fact, is a transformational leader.

Empowering Others

First, he demonstrated his own ability to build on the strengths of others by enabling and empowering faculty and staff upon his appointment and by specifically creating the office

of provost, building on the strengths of Dr. John Lillis as the one to give day-to-day academic leadership over the institution. Second, Dr. Rogers demonstrated his ability to raise the level of institutional awareness concerning the reaching of organizational goals by emphasizing new recruitment methods, new fundraising methods, new strategies, new organization, and the visibility of the newly created mission statement. Third, he demonstrated his ability to enable people to transcend their own self interests for the sake of others by enlisting and incorporating the commitment of the faculty and staff and fellow administrators in strategic planning and the capital campaign of the institution to a significant extent.

Further, Lewis (1996) in his discussion stated that the transformational leader “understands the correct and incorrect uses of power. He consistently chooses the correct uses of power and authority, and as an enabler gives power and authority to others in the organization to accomplish the necessary tasks at hand.” Administrators, staff and faculty (interviewees #1, #2, #4, #11, #13, #15 and #18) indicated that Dr. Rogers did understand the correct use of power as he implemented change, more from the bottom up than from the top down, in a desire to incorporate shared vision in the institution. He also enacted this discernment of power by telling his vice presidents to take and seize their authority and to make the decisions they need to make before waiting for a cabinet meeting, and also by enlisting the assistance of administrators and staff to use their power and authority in ways sensitive to the needs of the welfare and benefit of the human resources throughout the campus of Cornerstone College.

Lewis also indicated (1996) that “the transformational leader is one who helps the organization in ‘forming a strategy before starting long range planning and day to day

decision making (p. 33).” This was certainly evidenced in Dr. Rogers’ appointment of a strategic planning committee as early as 1991 and the identifying of 7 objectives for the 1992-93 academic year, which suggests his ability to form a strategy, not only in long-range planning, but also on a yearly basis.

Possessing Character

Lewis continued to identify traits of the transformational leader under the categories of spiritual, social, moral, mental, personality and maturity (pp. 46-50). Spiritually, it was stated by a professor (interviewee #13) that Rogers lives in a manner consistent with his beliefs and value system. A high-level staff member (interviewee #11) said that Dr. Rogers not only taught spiritual piety, but they saw that evidenced in his own lifestyle. Socially, according to Lewis, “He realizes that people need to be needed, build trusting relationships, and provide proper recognition.” Dr. Rogers spent his first six months to a year listening to the needs of people and giving, as a faculty/administrator (interviewee #4) suggested, “necessary pats on the back.” It was also Dr. Rogers own memo that noted that some individuals at the institution needed “an institutional hug.” Morally, according to Lewis, the transformational leader is “truthful, fair, sound and trustworthy.” This is demonstrated especially with Dr. Rogers’ responses to criticism and his ongoing concern to meet criticisms in a fair and equitable manner. Mentally the transformational leader has the “capacity to think, analyze, understand the big picture, and communicate clearly.” According to three administrators (interviewees #1, #2 and #4), Dr. Rogers has distinguished himself as an academician, a thinker, and one who knows how to communicate clearly his mind to others.

Personality wise, according to Lewis, transformational leaders “tend to be driven, goal oriented, and motivated to keep accomplishing.” I refer to one leader (interviewee #4) who specifically used the words of Dr. Rogers, “he is driven.” A staff member (interviewee #11), professor (interviewee #13), and administrator (interviewee #15), saw Dr. Rogers as a visionary and goal-oriented. Finally, regarding maturity, Lewis says of transformational leaders,

They know how to deal tactfully with others, avoiding interfering in others affairs, consistently accept appropriate change, do not blame others for their own mistakes, develop *esprit de corps*, can handle constructive criticism, are not overly critical of others, and can cut through trivia to help a group meet its goals (Lewis, 1996, p. 50).

The evidence of his own e-mail notes quoted in chapter 5 suggests that these are the very characteristics of Dr. Rogers.

Task-Oriented AND People-Oriented

Lewis later explains (pp. 51-59) a transformational leader is neither fully task- oriented at the expense of being people-oriented, nor fully people-oriented at the expense of being task-oriented. Instead the transformational leader is both people-oriented and task- oriented in blended balance. The transformational leader is also possessed with possibility thinking. He is a dreamer, a visionary, who dwells on what *can* be done rather than on what *can't* be done. A faculty/administrator (interviewee #4) indicated not only the balance of Dr. Rogers' ability to focus on the task and the needs of people, but also his ability to think “we can do it.”

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Lewis also suggests (pp. 85-91) that the transformational leader has the ability to adapt to given situations. Dr. Rogers gives evidence of this according to a high-level administrator (interviewee #6), and two professors (interviewees #9 and #18) who specifically referred to his ability to adapt to community contexts and political contexts, as well as religious contexts. Lewis also suggests that the visionary leader not only possesses the vision himself, but he also has the ability to plan the vision, communicate the vision and build support for the vision and maintain it (pp. 93-102). Rogers' leadership in the Cornerstone Foundation 2000 Capital Campaign demonstrates his ability to possess vision and communicate that vision to others. Finally, Lewis asserts transformational leaders are able to analyze strategy, initiate change, formulate strategic directives, implement that strategy and keep the motivation level going. Dr. Rogers is seen to have initiated significant change in governance, the merger with the Grand Rapids School of Bible and Music and in the name change. As seen by the list of accomplishments at the end of the 1993 year, (24 significant accomplishments initiated and implemented by Dr. Rogers), his ability as a leader to implement strategy is clearly seen. Several interviewees also suggest that Dr. Rogers has the ability to keep the motivation level of the institution high.

Building Trust

Perhaps the most pointed statement of Lewis in the final analysis of the transformational leader is that he builds trust, commitment and affirmation (pp. 215-244). The overwhelming evidence of this research indicates the Cornerstone community has come to believe in Dr. Rogers and has given to him it's trust, commitment and affirmation. This trust and commitment is not only in him, but also and more importantly, in the institution, the

institution's future, and what the institution stands for. In conclusion of this factor, I believe that Dr. Rogers and his transformational leadership style was the critical ingredient in the transformation and turnaround of Cornerstone College.

An Organizational Leader

Earlier in the presentation of the data, I chose to list the findings regarding the new president under the structural frame of Bolman and Deal as the *primary* frame because of the office of president in the structure of the institution.

The context of the power and authority of Dr. Rogers is certainly by virtue of the office he holds. However, Bolman and Deal make clear the need to view each organizational phenomenon through all four frames in order to get the full picture. In fact, they call for the "artful combination of the four frames" (p. 18). They continue to explain,

The frames serve as stencils. They provide the opportunity to learn and relearn from organizational experience. With multiple stencils, managers, consultants, and policymakers can make use of different frames, blending them into a coherent, pragmatic, personal theory of organizations (p. 19).

Using Structural Authority Correctly

According to Bolman and Deal, effective leaders are those who know how to correctly use their authority (pp. 111-115). By correctly using his authority for the ongoing betterment of the institution, Dr. Rogers became a strong structural ingredient in Cornerstone's transformation and turnaround. (The aspects of Dr. Roger's structural leadership were more extensively treated in Chapter 6).

Politically Astute

With this in mind, Dr. Rogers may also be viewed through the political frame. According to Bolman and Deal, this frame “views organizations as ‘alive and screaming’ political arenas” that possess their own coalitions, enduring differences, allocation of scarce resources, conflict, power and negotiations (p. 186). One administrator (interviewee #17) indicated that Dr. Rogers came to the college with an understanding of political dynamics, a desire to minimize harmful political influences and maximize sound political judgment. Rogers made effort to unite the campus family into one coalition, minimize differences, generate new resources, resolve conflict, and use power correctly. Abiding conflict has been maintained, however, with certain elements of the denomination. Evidence also suggests that in addition to using the positional authority of the office, Rogers wielded the additional authority of information and expertise, positive reinforcement, networking, use of institutional symbolism, and personal charisma (Bolman and Deal 1991, pp. 196-197). According to Bolman and Deal, politics has two faces — power as “exploitation and personal dominance,” and power as “a means of creating visions and collective goals” (p. 206). College administrators (interviewees #1, #2 and #4 among others) perceived Dr. Rogers as using power for the establishment and implementation of positive vision for the institution.

Sensitive to Human Resources

From a human resources frame, Dr. Rogers may be viewed as the key driver in the new spirit of shared vision. His very first communication to the school family in October of 1991 revealed that Dr. Rogers views the organization as there to serve human needs, recognizing that organizations and people “need each other” (Bolman and Deal, 1991, p.

121). A veteran professor (interviewee #9) strongly asserted that a “good fit” exists between Rogers and Cornerstone College, resulting in mutually “meaningful and satisfying work” where “human talent and energy” is unleashed, valued, used and appropriately rewarded with recognition, more opportunity and appropriate salary sensitivity for employees (Bolman and Deal, 1991, p. 121). A high-level staff member (interviewee #11) also indicated Rogers’ ability to perceive and respond to the human needs of the campus family (Bolman and Deal 1991, p. 124). Reports from the MARBC meeting also suggest that Rogers’ style of management was helpful in reducing interpersonal conflict (pp. 148-149), providing for participation in management and institutional decision-making (p. 154), creating enrichment (p. 157), and organizing an appropriate measure of democracy (p. 161).

A Symbolic Rallying Point

Finally, through the symbolic frame, Dr. Rogers may be seen in light of the data as a president who helped the institution better understand, define and cultivate its own culture and rituals (Bolman and Deal 1991, p. 250), organizational symbols and values (p. 256), pomp and ceremony (p. 260), metaphors (p. 266), climate (p. 267) and unfolding drama (pp. 272 ff). Evidence indicates that he accomplished these by guiding the school into its recommitment to certain institutional values, clarifying its mission, and leading in the decision of a new name that provides the school with an institution-wide metaphor — “Cornerstone.” Interestingly, according to two administrators (interviewees #4, #17) and a faculty member (interviewee #18), Dr. Rogers has, himself, become a symbol of this college’s transformation.

Based upon the sum total of these observations, my point of view is that while Cornerstone’s transformation and turnaround came about because of the several factors

discovered and investigated throughout this study, *the central predominate and integrating factor was the arrival, persona and leadership of Dr. Rex Rogers*. This observation can be clearly drawn when comparing the data of the Cornerstone study with the findings of corporate turnaround literature, transformational leadership literature, and organizational literature (especially Bolman and Deal's fourfold framework). In summary, Bolman and Deal say that multi-dextrous leaders

...who master the ability to reframe report a liberating sense of choice and power.

They are able to develop new alternatives and new ideas about what their organization needs. They become better attuned to and more able to learn from the people around them....The result is... more productive, humane organizations (p. 18).

As a leader with the ability to view his own organization through multiple frames, Dr. Rogers has been the primary catalyst of Cornerstone's recent success.

Putting It All Together — A Summary Narrative

During the decade of the 1980's, Grand Rapids Baptist College experienced all the trappings of an institution in decline. Not only did the school face the national demographic trend of fewer high school graduates and struggling educational economy, it also suffered from a decline in its denominational market and its own internal challenges: identity crisis, faculty-administration tension, weakening morale, low institutional self-image, and the challenge of selling its values to a rapidly changing society. Was it a Bible college or a liberal arts college? How can faculty get a voice in the direction of the school? When will the felt needs of personnel be understood and met? Will academe take this school seriously? What

will help students buy into a value system against which they continue to resist? Where is the school going? Who will lead the institution? Something had to happen.

A concerned board took a significant risk. Instead of hiring a pastor or evangelist from the General Association of Regular Baptist Churches, it called a young academic administrator from an interdenominational liberal arts college who had previously trained and taught in one the denomination's "approved" schools. He would not only become the school's new president — He would become the organization's new dynamic leader. He was neither a Bible college graduate nor seminary graduate. He was trained in the liberal arts from a Christian perspective, and earned a Ph.D. from a secular university.

Dr. Rex Rogers came to the institution and listened. He listened to the concerns of faculty members. He listened to the complaints of students. He listened to the musings of alumni. He listened to the ideas of administrators. He listened to the thoughts of board members. He learned the names of faculty members, administrators and staff. He provided free coffee for the personnel (a noted symbol of relational change). He said things like, "Thank you for your work," and asked, "What is *your* idea?" He began drawing conclusions.

By the end of his first six months, Dr. Rogers had a clear idea of what factors internally affected the institution's decline, and what could be done to turn things around. He began using the ideas that others had given him in addition to his own. He talked regularly to the school family by mail and e-mail to stir the school into forward motion. The mission statement of the school was evaluated and refined using team input. The purpose of the school as a Christian liberal arts college was clarified and proclaimed. A new strategic planning committee was appointed, drawing on the strengths of several gifted personnel.

Funds were raised and new donors pursued for key campus projects. In a pivotal board meeting, Rogers led the way for a wider constituency, a self-perpetuating Board of Trustees, a new governance structure for the institution, and greater ecclesiastical freedom for its personnel. (Trustees, administrators, faculty members and staff could now attend or come from conservative evangelical churches which were not “Baptist” in name.) With the clarified Christian liberal arts mission statement, broader constituency, and greater ecclesiastical freedom for school family, Rogers also resurfaced the possibility of another institutional name-change — a name-change which would also create a “new image” for the institution.

Hoping to assist a “fellow” Christian institution of higher education faced with the possibility of closure, Dr. Rogers invited the Grand Rapids School of the Bible and Music to “merge” in principle with Grand Rapids Baptist College for the sake of the alumni and what school family yet remained. The “so-called merger” occurred in the form of a marriage, with Grand Rapids Baptist College taking one more step in the broadening of its constituency to include the interdenominational Christian movement. With this final impetus, Grand Rapids Baptist College completed a long-term and wide-input name-change process, resulting in its new name as “Cornerstone College.” This name provided for the school’s wider constituency, symbolized its Biblical focus, and figuratively spoke of a fresh start in lives and in the organization.

Meanwhile, with the new governance changes, a new provost/executive vice president was appointed to lead the academics of the school and give day-to-day management over the institution’s operations. This freed Dr. Rogers to aggressively pursue more friends for the

institution and engage in more aggressive fundraising and institutional development. At the same time, the new governance pushed the power flow downward into the ranks of the institution, resulting in a domino effect of significant change. Methods of faculty recruitment, retention and development were enhanced. With the appointment of the provost and creation of the provost's council came a higher quality of the school's academic program, and a new wedding between the school's curriculum and co-curriculum in student development. A new associate provost implemented a creative discernment policy that took the legalism away from the school culture, and replaced it with Biblical guidance and individual responsibility. A new enrollment management team organized and implemented a strategy for quality student recruitment and retention.

As a result of the new level of personnel participation in dreaming the school's dream, the school launched an adult continuing education program. Trustees voted to allow the program to serve as an outreach into the community. As such, the commuter program invites adult students of any or no religious affiliation to enroll, so long as they sign a statement affirming their willingness to respect Cornerstone's faith commitments. While the outreach allows for this flexibility, the school has enthusiastically followed Dr. Rogers' leadership in its recommitment to the spiritual, moral and ethical values emphasizing authentic Christianity and a well-integrated Biblical world view. To increase its institutional accountability and mutual encouragement in these values, the school joined a coalition of some ninety other Christian colleges and universities, becoming part of a "larger voice" and field of participation in the world of Christian higher education.

Finally, new facilities, new technology and a new capital campaign have raised the quality of the organization, the image of the organization, and the temperature of organization's culture. On October 29, 1997, in a media-event on the thriving campus, local TV cameras and newspaper reporters joined the largest student body in Cornerstone's history as we watched Dr. Rogers formally unveil the plans for the new \$13 million dollar field house to be named in honor of Bernice Hansen. Symbolically, I view the turnaround of Cornerstone College as now complete. The corner has been turned.

Analysis of the Factors

When looking at the organizational phenomena of McDonald's and Harvard University, Bolman and Deal view what happened as "a mixture of history, accident and design" (Bolman and Deal, 1991, p. 51). The answer to the question, "How did this transformation happen at Cornerstone?" is the story of multiple factors providentially timed, humanly implemented, and woven into one strand. Providential timing can be seen in the appointment of someone with Rogers' personality at a time in the school's history when that was precisely the personality and style needed. One administrator (interviewee #17) commented, "Without the negative experiences that preceded Rogers, 'Rogers' would never have happened." Providential timing also served in the "merger" preceding the name change, and even in the sports events the night before the decision of the new name. (One of the three final name suggestions was "Providence" -- the exact name of a college that played against Grand Rapids Baptist College the night before the crucial trustee meeting.) Human implementation was also key in the turnaround. Necessary transformation occurred because of an academic dean in the early 90's who brought healing to the faculty, a visionary

committee who forged an ACE program, a previous president who served as interim the year before Rogers paving the way for turnaround, a strategically-minded new provost who revamped the academic domain, and the transformational, dynamic and steady leadership of a young energetic and team-minded new president in the person of Dr. Rogers.

It is crucial to note, however, that *multiple factors* comprised the strand of transformation that led to this institution's turnaround. True, these factors were providentially timed and humanly implemented and woven together. But, at the same time, each of these factors had its own unique impact on the transformation itself. Through the path of this study, I discovered that not all factors possessed equal weight in the transformation and turnaround process. I also discovered that the factor I earlier understood to be simply "new recruitment" was actually four factors: new student recruitment, student retention, new faculty recruitment, and faculty retention. I also discovered that one phenomenon I earlier understood to be a factor, "new technology," was not seen by interviewees as a factor in turnaround, but rather a "result" of turnaround. (As a participant observer, however, I am still suggesting "new technology" as a possible factor.) Two additional factors were suggested -- alumni and constituency. I have remained convinced, however, especially after talking with my research consultants, that these are related issues but not factors in the turnaround. According to the collaboration group, these might best be understood as "ongoing concerns." The concern of alumni revolves around the need to unite the different alumni bodies (Grand Rapids Baptist Bible College, Cornerstone College, Grand Rapids School of the Bible and Music, for example) into one alumni coalition. The concern

of constituency revolves around the ongoing need to relate in a positive way with a segment of the denomination that views the transformation less than favorably.

Using Bolman and Deal

Comprehending an organization like Cornerstone College is no small task. This is especially true when looking at the culture during a many-faceted transformation and turnaround. Part of the challenge of analysis and interpretation is the fact that “Organizations are ambiguous” (Bolman and Deal, 1991, p. 26). Bolman and Deal explain,

Because organizations are complex, surprising, and deceptive, they are often highly ambiguous. Figuring out what is really happening in businesses, hospitals, schools, or public agencies is difficult. Even if we do know what is happening, it is hard to know what it means or how we should interpret it (pp. 26-27).

As mentioned in earlier chapters, I have chosen to use the work of Bolman and Deal in three ways with respect to my research at Cornerstone. First, the thoughts of Bolman and Deal led me to ask certain questions regarding the organizational phenomenon at Cornerstone. Second, the four frames of Bolman and Deal helped me to view each of the contributing factors to the school’s turnaround from four different vantage points. This gave me a 360 degree, or well-rounded perspective of each factor and the potential relationship of one factor to other factors. Finally, the thinking of Bolman and Deal led me to make some determination as to the domain in which each contributing factor made its primary influence. In other words, was the primary influence of each contributing factor structural, political, sociological or symbolic?

Primarily Structural Factors

Eight of the contributing factors discovered and studied during this research seem to have had a primarily *structural* influence on Cornerstone's turnaround and transformation. However, each factor has been examined through all four frames, and each contributes to the transformation in several ways. These factors include: new president, new governance, new provost position, new mission statement, new strategic planning, new facilities, new technology, and a new Adult and Continuing Education program. I will discuss the influences and relationships of these factors under the heading, "Laying the Structure of a New Cornerstone."

Primarily Political Factors

Three of the contributing factors toward Cornerstone's transformation appear to be primarily *political* in influence, though affecting the school in other ways as well. These three are: the name change, "merger" with Grand Rapids School of the Bible and Music, and membership in the coalition. Reflections on these factors are titled, "New Alignments."

Primarily Human Resource Factors

Six factors in Cornerstone's turnaround might be primarily viewed as *human resource* related. (Although, once again, these have affected the institution in several ways and will also be viewed from all vantage points.) They are: shared vision, new recruitment methods for faculty and staff, new recruitment of students, new retention methods for students, new retention methods for faculty and staff, and donor pursuit. I have labeled these interpretations, "Cornerstone and People."

Primarily Symbolic Factors

I view four of the contributing factors as sustaining a highly *symbolic* role in Cornerstone's transformation phenomenon while at the same time influencing the organization's culture in other ways. These four factors are: new image, the discernment policy, the open-admissions policy of Cornerstone's ACE program, and the school's re-commitment to certain institutional values.

Laying the Structure of a New Cornerstone

In this subsection, I will reflect on the eight contributing factors that appear to have had a primarily *structural* influence on the transformation and turnaround of Cornerstone College.

A Transformational President

Dr. Rogers served as the "hub" on the wheel of the institution's transformation. Or, in keeping with the metaphor of the school's own new name, it was Dr. Rogers who created the structure of the new "Cornerstone." While certainly a gifted and charismatic individual, it was the structural *authority* invested in Dr. Rogers that gave him the official freedom and necessary lines of power to exercise his creativity and administrative persona. Discussing this "apex of the chain" in the structural frame, Bolman and Deal state,

Those in positions of authority are formally charged with integrating the activities of an organization and keeping them in tune with its goals. Executives, managers, and supervisors control activity by making decisions, resolving conflicts, solving problems, evaluation performances and output, and distributing rewards and penalties (pp. 58-59).

Dr. Rogers correctly understood and correctly used his structural authority for the benefit of the institution. Through relationship building, Rogers created a shared vision and breathed new life into the culture and climate of the organization. He is the one who led the “council” into a perpetual Board of Trustees, and drafted the structure of the new governance, including the new position of provost. He led the way in the clarification and proclamation of the school’s new mission statement and initiated the related strategic planning. He became the rallying point for the institution’s new shared facility with Family Bookstores, and technology center. Likewise, he gave the freedom and support necessary for the creation of Cornerstone’s new ACE program and its open admissions policy.

Though the idea of a name change predated Rogers, he concluded within his first six months as president that the issue needed to be resurfaced. He led the way in the process that finally culminated in the bright new title. Rogers initiated the “marriage” with Grand Rapids School of the Bible and Music with his phone call offering assistance to the dying school. He also took the idea and groundwork of Dr. Welch and led the school into the Coalition of Christian Colleges and Universities. As part of the new governance structure, he gave leadership to the new student enrollment services department. He became the school’s chief fundraiser. In concert with the associate provost and provost, Rogers gave support and input in the school’s new discernment policy. Dr. Rogers became the virtual architect of the school’s new image, while building on the foundation of its unchanging values.

Adjusting the Power Flow

New governance of the school has modified the very heart of the school’s structure. Bolman and Deal make the following “assumption of structural perspective.” They state,

“Organizational problems typically originate from inappropriate structures or inadequate systems and can be resolved through restructuring or developing new systems” (p. 48). This was somewhat expressed in their earlier discussion on institutional ambiguity when they addressed the organizational problem, “*We are not sure who is supposed to do what. Roles are unclear, there is disagreement about who is responsible for what, and things keep shifting as players come and go*” (p. 27).

Cornerstone’s new system of management has strategically defined leadership roles with clarity and have “freed-up” a significant amount of the president’s time, enabling him to engage more aggressively in the generation of revenue. The new lines of authority and responsibility have streamlined the day-to-day operation of the institution.

While Dr. Rogers turned over much of the academic governance to the new provost, the blend of Rogers’ persona with the new structure provides the “feel of leadership” which makes for a successful organization. Clearly, Cornerstone College made a proactive choice to restructure its governance to fit a new set of institutional circumstances without relinquishing presidential leadership.

New governance also suggests a set of new political implications. One important ingredient of this process is “networking.” As a politically-sensitive leader, Dr. Rogers appears to understand the interrelationships between necessary cooperation and communication with the right forms of formal relationship. Rogers demonstrated this by taking into account already-existing networks. Recognizing the relationship that already occurred between Lillis and the faculty, Rogers was willing to create the provost/executive vice president role rather than pulling Lillis away from the faculty as simply executive vice

president. This network paved the way for rich enhancement, development and diversification of the school's academic programs.

With the new governance at Cornerstone, a major shift downward occurred in the flow of power. More human resources on campus are being utilized in the accomplishment of the school's mission. Subordinates are being empowered. One striking example is the shift of power from the cabinet to the newly formed provost's council which taps into the giftedness of the school's infrastructure. For this reason, the new governance itself has become a symbol of the school's transformation. It has given proof of the school's desire to practice its own value system of esteeming one another.

The change of complexion from a council of church representatives to a self-perpetuating board of trustees was another significant structural change. This also bears political overtones. John H. Leith writes in *Crisis in the Church — The Plight of Theological Education*,

Boards and constituencies are closely related. Boards should come out of the constituency and should be composed of those persons with the highest documentable qualifications to give leadership to theological education.... In recent years, seminaries have lost contact with their constituencies.... Some seminaries whose boards were once appointed by church governing bodies now have self-perpetuating boards (Leith, 1997, pp. 88-93).

At least one alumnus (interviewee #12) would share Leith's concern in Cornerstone's regard. On the other hand, a current trustee who is also a Baptist pastor (interviewee #8) sees the board change congruent with the planned change in institutional constituency. This same

pastor also recognized that while Cornerstone *has* a seminary, it is a multi-faceted institution. However, the trustee recognizes the shift as symbolic for the organization.

An Operational Keystone

The new provost position not only provides for more effective operation of the institution in general (through the provost/executive vice president role) and greater freedom for the president to serve as chief development officer, it also provides for increased quality of the school's academic program. Dr. John Lillis, serving as the new provost/executive vice president, used his lines of authority and communication to enhance coordination between academic divisions and academic support departments. Through this new position, he provided a kind of academic leadership that focuses on the academic development of the institution. Dr. Lillis, himself, possesses the transformational leadership style, and works in harmony with the transformational leadership of Dr. Rogers.

The new provost position may primarily be seen as structural insofar as the office is a strategic component of the new governance. Politically, the new provost position may be viewed as a new alliance and a new means of necessary networking. Also, the new provost position may be seen as facilitative of a more participatory form of management, giving other human resources more opportunity to influence decisions. The findings of this study indicate that the provost's office clearly moved the academic decision-making process "down and out." At the same time, the mere shift to a provost's position has become symbolic of that shift of power downward.

The Institutional “Blueprint”

Cornerstone’s new mission statement has clarified the school’s reason for existence, has changed to adapt to the current needs, and has given Cornerstone College some degree of distinctiveness. It has virtually become the school’s new philosophical “blueprint.” While discussing the need for structural soundness, Bolman and Deal characterize the institution without clear mission as saying, “*We are not sure what we want. We have multiple goals that are either unclear or conflicting or both*” (p. 27). A clear mission has helped the institution to become more structurally sound.

Viewing the new mission from the other frames, the school took a politically brave step in forging a statement that would *not* automatically be welcomed by some in its religious constituency. It seems to have a more powerful appeal to potential students. It also seems to have the potential for appeal to a broader constituency. The new mission statement may be viewed as clearly distinguishing Cornerstone as a liberal arts college, but also specifying its distinctive commitment to Christian values. Dr. Rogers took leadership in not only clarifying the school’s mission, but in seeking a strong institutional consensus and commitment to that mission.

Building on the Cornerstone

Strategic planning has become an integral activity of Cornerstone College. “From a structural perspective,” write Bolman and Deal, “organizations are created almost exclusively to accomplish goals” (p. 73). At the heart of this goal-oriented process is institutional strategy. “Strategic decisions are oriented to the future and are concerned with the long-term health of the organization” (Bolman and Deal, 1991, p. 72). The strategic planning activity

of Cornerstone College demonstrates creativity, aggressiveness, market-sensitivity, and an “in-touchness” with the times. It includes both a short-term and long-range vision based on the application of its mission. Board minutes and also the most recent president’s report give evidence that all aspects of the institution’s development are wedded to the fresh commitment of strategic proactive planning.

Politically, the administration has had to win the support of the board of trustees, and then “sell” the ideas to the larger constituency. The objectives of Cornerstone’s strategic planning employed the creative thinking, shared vision, human abilities and resources of individuals and implementers both inside and outside the institution. Strategic planning at Cornerstone has become symbolic of the institution’s new commitment to become proactive rather than reactive.

Brick and Mortar

New facilities at Cornerstone College played a role in the school’s forward momentum of transformation and turnaround. Some see a relationship between the facilities themselves, and the new image and prestige of the institution. (Bolman and Deal see structural facilities as part of an organization’s “internal environment” [pp. 69-72].) Cornerstone’s new building required negotiations with civil authorities and with its project partner, Family Bookstores. It provides a public relations tool to the community through the Family Bookstore and Cafe, and a public relations tool to future students by becoming an attraction to the school. Human resources were employed from trustee level, administrative level, faculty level and staff level, to implement the construction and use of the new facilities, not to mention the donors who

provided the financial resources. These new facilities serve as a fresh recruitment tool to attract potential students and provide a “physical symbol” on the busy street of East Beltline Road to represent Cornerstone’s transformation and turnaround to the community and all who pass by.

Cornerstone and Cyberspace

Only two interviewees suggested the school’s new technology as somewhat related to Cornerstone’s turnaround and transformation. For one, it was a result of transformation and potential factor in turnaround while for the other, it was seen as a result of both. On the other hand, new technology was cited in the turnaround literature used in the review. Guy (1989) referred to turnaround “leadership” who “uses up-to-date technology” in the “upside” of the “phoenix syndrome” (p. 82). She even listed technology as one of four main domains that are a part of the revitalization process (“organizational, human, environmental and technological” p. 98). As a participant observer and student of the turnaround literature, I still believe this may have had some influence in the increasing enrollment and general well-being of the institution. Evidence cited in Chapter 5 indicates it provided for stronger communications and more effective delivery of education, not to mention its contribution to the new image of the institution as a whole. Bolman and Deal focus on “Information Technology” as a part of their discussion on the *structural* frame. They assert,

During the past decade, modern computers revolutionized the amount of information available to an organization as well as the time it takes to move information from place to place. Information once available only to top-level or middle managers is now easily accessible and widely shared across all levels (p. 74).

With the new technological advances at Cornerstone, all levels of the institution have equal access to today's information networks and are in immediate communication with each other. This has become a key facilitator of the shared vision process.

Targeting the Local Market

When Cornerstone decided to add an Adult and Continuing Education program to its Academic Curriculum, it restructured itself in an effort to meet external environmental changes. According to Bolman and Deal, this is one of five key factors in motivating organizational restructuring (p. 98). For the college, the external environmental factor was the growing interest in education by adults, and the fast growing adult education market.

Although this was only mentioned by two interviewees as contributing to the college's turnaround, data shows how the ACE program has significantly impacted enrollment, provided a new link with the community, expanded the school's curriculum, and opened a new market. Cornerstone's ACE program has clearly opened a market independent of the high school graduating pool, expanded the academic program and degree offerings of the school, targeted an "in-state recruitment pool" and provided academic diversity.

The ACE program, itself, demonstrates Cornerstone's desire to build a new coalition with the community by offering adult education to anyone in the "local market." Adjunct faculty and community resources are also employed. The new ACE program is symbolic of Cornerstone's new commitment to outreach and innovation.

New Alignments

In this subsection, I will reflect on the three primarily *political* factors that contributed to Cornerstone's transformation and turnaround.

A More-Inclusive Name

Next to the coming and leadership of Dr. Rogers as president, the name change was the most frequently referred to factor of Cornerstone's transformation and turnaround cited by the interviewees. Even there, a relationship exists. Though some evidence is contradictory (statements made by interviewee #2 that Dr. Rogers initiated the name change, and statements by interviewee #6 that another name change had already been discussed prior to Rogers' presidency) the findings do make it clear that it was Dr. Rogers who brought the issue to the floor and gave leadership over the process. Though Dr. Rogers gave leadership in the name-change, many individuals were involved in the process. One high-level staff member (interviewee #15) suggested that the name has had a positive effect on enrollment of new students and even faculty recruitment. The new name is itself a metaphor and symbol of what the institution sees itself to be and wants to become. I found it interesting to hear an administrator (interviewee #2) refer to the increased sales of clothes and goods bearing the school's name. Students and faculty are proud of the new name and what it symbolizes. The merger between Grand Rapids Baptist College (a Baptist school) and Grand Rapids School of the Bible and Music (an interdenominational school) served as a "reason" and "catalyst" for the name change.

I believe the evidence discloses several shifts in coalition due to the name change. First, in a positive way, the new name politically included the students and alumni of Grand Rapids School of the Bible and Music in a new coalition with the students and alumni of Grand Rapids Baptist College. By creating a new and more generic name, both bodies could feel like they were becoming part of something new, and something that truly included them.

Also in a positive way, the name change gave a greater and stronger coalition with a broader market of students and faculty, and a better “fit” with its societal context. In an age of pluralism, a sectarian label can be more of a detriment than an asset. With such dynamics involved, Bolman and Deal look upon “Organizations As Political Actors” (p. 233). They note, “All the factors that generate politics within organizations also exist in the relationships of organizations to one another and to the larger environment. Organizations have their own interests and compete with other contenders for a variety of scarce resources.” Cameron (1984) notes, “Organizational adaptation refers to modifications and alterations in the organization or its components in order to adjust to changes in the external environment.... the emphasis is ... on responding to ... lack of fit that arises between the organization and its environment” (p. 123).

At the same time, evidence suggested negative political overtones associated with the school’s change of name. In at least two ways, the new name broke coalitions that either existed, existed with already some sense of tension, or at least appeared to exist. These two broken coalitions refer to (1) that element of the school’s denominational constituency that felt strongly about the use of the word “Baptist” in the name, and (2) that element of the school’s alumni that felt strongly about the use of the word “Baptist” in the name. These two groups were negatively impacted by the name change. Some churches stopped supporting the school at this juncture of the turnaround, and some alumni also disengaged from the institution because of the name change. Data also suggested, however, that the positive political impact far outweighed the negative political impact. (For example, one constituency

church officially dropped support, but at the same time, more of its college age members actually applied to the institution than at previous times.)

Institutional Marriage

I have concluded in the course of gathering and evaluating information and perspectives that the “merger” between Grand Rapids School of the Bible and Music and Grand Rapids Baptist College was *not*, in and of itself, a significant factor in the transformation and turnaround of Cornerstone College. Only three interviewees referred to the merger in the context of the turnaround. One other referred to it, but not as a factor in any sense. Two of the three interviewees that did speak of it with reference to turnaround did not view it as a true merger. An administrator (interviewee #2) said, “It wasn’t really a merger....[it was simply a] selected acquisition of assets. What really happened was that Grand Rapids School of the Bible and Music went under. They closed.” In agreement with this perspective, an alumnus (interviewee #12) also stated, “Some would question whether it was a merger, because there was no question that Grand Rapids School of the Bible and Music was well on its way out of existence.”

All three of these interviewees did see some impact as *results* of the so-called merger. The administrator (interviewee #2) saw some negative impact with the acquisition of the aviation program. According to this interviewee, through acquiring this program, Cornerstone lost some \$300,000 over a four-year period. This led to the discontinuation of the aviation program and sale of the airport in Lowell, which resulted in negative political response both on campus and in the Lowell community.

According to the alumnus (interviewee #12), the so-called merger with GRSBM as a non-denominational school now became an “open door to non-denominationalism” for Cornerstone. The interviewee viewed this as a negative, for this person’s desire is for the college to maintain its Baptist distinction. At the same time, a professor (interviewee 16) saw the only real benefit of the “merger” insofar as “it provided an opportunity for the name change with a minimum of pain. A good excuse.” This person continued to clarify, “And I’m saying that in a positive sense.” The GRSBM alumnus interviewed did not see any good coming out of the so-called merger.

Structurally, the merger was not truly a merger, but rather a selective acquisition. I like the word used by the institutions when they formally united in ceremony. They called it a “marriage.” The most significant factor was not the acquisition of two instructors and under 50 students, but rather the acquisition of 3,509 alumni. (Combining with the alumni figure of 8,984 Grand Rapids Baptist College alumni to date, this brings the total alumni association to 12,493.) While this appeared at first to be a significant pool from which to draw potential ACE students, the evidence of this study indicates not many GRSBM alumni have taken advantage of the degree completion program. Symbolically, the so-called “merger” did accomplish two objectives, according to the data. It helped the college turn the corner from servicing primarily Baptist students, to servicing Christian students across denominational lines. Further, it helped provide an acceptable reason for the school’s new name change, which did have a significant impact on the school’s turnaround (this can also be viewed as political).

Politically, it affected the same coalitions noted in the name-change analysis. (Bolman and Deal view organizations politically as coalitions [pp. 190-192].) In a negative way, as stated above, the acquisition and later discontinuation of the aviation program also caused some political tension for the institution. Both the program discontinuation and sale of the airport were viewed as necessary selective cut-backs on the part of the administration. However, students on campus responded negatively to the administration when the aviation program was discontinued. This precipitated a letter of explanation and defense from the provost's office to the student body. Further, officials from the Lowell community also responded negatively to the school's decision to close the airport. Despite statements of the administration that ample notice was given to the City of Lowell, an interviewed city-official involved in airport operations maintains that the communication from Cornerstone College was both scant and late. (Notice was given in November 1996 for a closure in August of 1997.)

While I conclude that the so-called "merger" was still somewhat influential in the school's turnaround, I would conclude on the basis of data that the main contribution was symbolic in nature (widening the circles and giving a reason for the name change). These two things could still have been accomplished without the merger. I also conclude that this step was still the right thing for the school to do, inasmuch as it provides a home for 3,509 alumni, and assisted GRSBM in the settling of its assets and liabilities. I also understand this to be a factor cited in the turnaround literature (Guy, 1989, pp. 82ff).

Joining a Bigger Team

The fact that Cornerstone College is now a member of the Coalition for Christian Colleges and Universities was cited by two interviewees as a factor in the school's transformation and turnaround. For one administrator (interviewee #2), it would be viewed however as a "secondary" factor rather than a primary one. (It was viewed as significant because it was initiated by Dr. Rogers.) The administrator also stated that the coalition "provided input and exposure to how others do Christian liberal arts education." This one continued, "Frankly, I think its helped us come to understand what Christian liberal arts education is all about." Another school leader (interviewee #10) also had the same perspective.

The coalition has influenced some structural changes at Cornerstone as a result of information and interaction. Also, the coalition has opened the door to a large network of human resources from which the college can draw new ideas, professional development, student opportunities and mutual human accountability and encouragement. Membership in the coalition was just one more way to symbolize Cornerstone's desire to break out of a Baptist-only "corner" in its ministry as an institution. I believe, however, it is still best viewed as a primarily political move because of Bolman and Deal's understanding of coalition as a primarily political phenomenon (pp. 190-192). This does have political overtones for the school in both a positive way (for those who see Cornerstone's alliance with non-Baptist schools as an asset) and a negative way (for those who see Cornerstone's alliance with non-Baptist schools as a liability). As an overall assessment, I believe that Cornerstone's credibility and available resources have become enhanced in this alignment without

necessitating institutional compromise. Each school in the coalition is encouraged to maintain its own theological distinctiveness with excellence.

Cornerstone and People

In this section, I will reflect on the six contributing factors to Cornerstone's transformation and turnaround that appear to be primarily related to *human resources*. I believe the factors of shared vision, new recruitment methods for faculty and staff, new recruitment of students, new retention methods for students, new retention methods for faculty and staff and new donor pursuit are primarily related to human resources because of Bolman and Deal's fundamental theory undergirding their human resources frame:

1. Organizations exist to serve human needs (rather than the reverse).
2. Organizations and people need each other. (Organizations need ideas, energy, and talent; people need careers, salaries, and work opportunities.)
3. When the fit between the individual and the organization is poor, one or both will suffer; individuals will be exploited, or will seek to exploit the organizations, or both.
4. A good fit between individual and organization benefits both: human beings find meaningful and satisfying work, and organizations get the human talent and energy that they need (p. 121).

The six transformation factors at Cornerstone that relate directly to human resources display a focus on human needs, interdependence, and the desire to foster a mutually-satisfying "good fit" between faculty/staff and administration, student and school, supporting constituency and institution.

Networked, Supportive and Visionary

Both document evidence and interview evidence strongly suggests that the “shared vision” philosophy and practice of the new administration had a profound impact in the transformation and turnaround of Cornerstone College. This was the third highest factor referred to by those interviewed. With the new administration, members of the faculty and staff as well as other administrators and students were listened to, valued, rewarded and appropriately used in the development of the vision for the institution-at-large. I conclude that even the new governance changes are a result of and an attempt to enlist shared vision. With the use of the shared vision approach, the new administration eradicated the “we-they” and “good-old boys” ethos on campus, and forged a new all-inclusive campus-wide coalition. Symbolically, this ethos of shared vision united “two walls” much like a “cornerstone” unites two walls. The development and success of the school is now seen to be in the hands of everyone, not just a few institutional elitists. The new administration has looked to the abilities, gifts, ideas, perspectives, dreams and aspirations of all its human resources as key in the development of the institution. Interviewees spoke of being “unleashed,” “valued,” “free to be creative” and “used to achieve shared institutional goals.”

Raising the Bar

Using the metaphor of the athlete, Dr. Rogers likes to use the word picture of “raising the bar” when referring to the drive to heighten quality. A concerted quality drive to “raise the bar” has existed in the acquiring and treatment of faculty. Evidence indicates that Cornerstone College has engaged in a more aggressive national search for new faculty and staff members, and has made it possible to offer more competitive salaries and benefits. Five

interviewees listed this as a significant factor in the turnaround of the institution, for it has provided the institution with a higher quality of faculty and staff resulting in a higher level of academic instruction and related services.

The inclusion of more highly qualified faculty members has provided higher levels of competency in departmental and divisional leadership, reducing the stress and workload of deans and other administrators. At the same time, the strengthened infrastructure of the institution is making wider and wiser use of available human resources. Symbolically, the heightened standards of faculty recruitment contribute to the school's new image, and support the school's already-established value system in pursuit of excellence in Christian higher education.

The Herald Call

Reports and interview evidence firmly indicates Cornerstone College has established and begun to implement a new strategy for student recruitment (see Appendix A). This not only pertains to a broader and more aggressively targeted market, but the entire restructuring of "Student Enrollment Management Services," carefully-delegated market objectives, and professional development for those involved in student recruitment and related areas. Four interviewees cited this strategy as key in Cornerstone's enrollment turnaround.

The new "Enrollment Management Services Department" has been created by reconfiguring and adding positions into a new network of the institution. A new recruitment philosophy targets a wider market than just Baptists (again viewed both positively and negatively in the denomination). Symbolically, the new philosophy is viewing recruitment as something more than bringing in bodies as students. According to interviewee #1

(administrator), the new philosophy is “also interested in the composition of the student body.” This new recruitment thrust not only views the potential student resources, it also views the recruitment team as a network which includes those individuals who deal with financial aid, student retention, student services, campus life and academics.

Holding Fast

With the establishment of the new “Enrollment Management Services Department” has come the appointment of a “Director of Retention” and a new focus on student retention. The new focus has empowered the retention committee and targeted campus life issues to make the total school experience more user-friendly. Three interviewees cited this as a significant factor in the institution’s transformation and turnaround.

This new position and network have become possible because of and within a newly established department of the school’s governance system. Its mission can be viewed as a strengthening of the student’s coalition with the institution. Symbolically, it is part of the institution’s revived value system of caring for the individual and serving as an individual’s “cornerstone.” The department is implementing a strategy to retain student resources by incorporating staff and faculty resources. Programs like ROCK and the new student development strategies engaged the combined human resources of the total campus family to meet the objective of greater student retention.

Keep On Keeping On

Four interviewees referred to current faculty and staff retention as key in Cornerstone’s transformation and turnaround. According to these interviewees, current remuneration, rewards, perks and treatment have contributed much to the positive climate and

campus culture that make faculty and staff want to stay at the college. I view this factor as a decrease in institutional shifting, and an outcome of the positive roles of the president, new provost and new governance with reference to faculty and staff. I also see this as the administration's wise strategy to keep the faculty and staff in coalition with the administration. Symbolically, as with student retention, this factor can be viewed as a demonstration of the institution's new focus on the individual and care for personal needs. Here, the college hopes to serve as the employee's "cornerstone." Certainly through a human resources frame, the retention of faculty and staff demonstrates the spirit of shared vision and shared value. I see this as not only impacting student retention, but based on the data of my study, significantly impacting the retention of faculty and staff as well.

Silver and Gold

According to both document and interview findings, Cornerstone has engaged in aggressive fundraising activity during its recent era of turnaround. Four interviewees cited this as a significant factor in the school's current success. This included the increased use of the president's time and energies in fundraising activity, the use of capital campaigns, and a new strategy for fundraising that includes several personnel in particular and the larger school family in general.

This has involved the new governance paradigm, which placed the burden of day-to-day management off the president and on the new provost/executive vice president, thus giving the president more time and freedom for fundraising and the cultivation of new prospective donors. It has required the building of new coalitions with the community, community leaders and other potential donors. This has become demonstrated most recently

in the engagement of Mrs. Bernice Hansen as a significant donor toward the new multi-million dollar field house which will bear her name. Mrs. Hansen, along with the De Vos and Van Andel families has played a key role in the development of the Amway Corporation, and the related economy of West Michigan. Her new friendship with Cornerstone College is of inestimable value. Symbolically, Cornerstone's new donor pursuit strategy has involved the winning of friends before the winning of donors, and the clarification of values in how the monies are used that are being raised. It is a new strategy for networking human resources who have the ability to assist the school in fulfilling its mission through the giving of financial resources. Evidence also suggests that the new capital campaign is methodically incorporating the entire campus family — trustees, administrators, faculty, staff and students — in the objective of fundraising.

Cornerstone's Symbols

In this subsection, I will reflect on the four primarily *symbolic* factors that influenced the transformation and turnaround of Cornerstone College. According to Bolman and Deal, "Many organizational events and processes are important more for what they express than for what they produce" (p. 244). Cornerstone's new image, drastically different discernment policy, unconventional open-ACE policy and re-commitment to certain institutional values are highly important because of what they *express* about the school and the direction it is taking. Bolman and Deal also assert, "The symbolic frame centers on the concepts of meaning, belief and faith." The four factors discussed in this section disclose the current belief and value system of Cornerstone College as it has transformed from a self-perceived traditional, legalistic and sectarian institution.

The Golden Eagle

Cornerstone's new mascot of "The Golden Eagle" represents the "soaring" of Isaiah's metaphor in Isaiah 40:31. The mascot symbolizes Cornerstone's total new image. Twenty-five percent of the interviewees talked about the new image of the college as playing a significant role in the school's transformation and turnaround. This new image has been created by the school's new campus look (taking down the crosses and putting up contemporary and attractive signs), a new look for the school's publications, the creation of a more contemporary and user-friendly campus atmosphere, a redefining of institutional values, and the presence of new facilities, new technology and a new name. Even clippings of newspaper articles suggest the community once confused the college with the local Baptist academy (high school) located across the street. These articles indicate that until recently, much of the community still thought the institution was a Bible institute or Bible college. With the new image, Cornerstone College has established its true current identity as a Christian liberal arts college seeking to reach today's generation.

As I view Cornerstone's new image, I recognize the role of the new president in paving the way, the new governance system that has streamlined the institution's effectiveness, the new mission statement, new facilities and new technology. Based on the collective material cited in Chapter 5, I believe the name change served as the critical ingredient of the new image. I view the new image as reflected in shared vision and a new sensitivity to people (a "people matter" philosophy). Primarily, the new image is a strong statement that Cornerstone College is not the legalistic and sectarian institution that some once thought it to be. In essence, Cornerstone's new image epitomizes the school it has

chosen to become — a first class Christian liberal arts institution which prepares its graduates for a rapidly changing world.

Responsible Liberty

Six interviewees cited the school's new discernment policy as a significant factor in both the transformation and turnaround of the institution. Two other interviewees viewed the discernment policy as a negative. The discernment policy does away with blanket rules regarding movie-going, card-playing, music and dress characteristic of Baptist convictions. Instead, the new policy puts the responsibility of wise choice in the hands of the student. Though this may seem to be a relatively insignificant factor, it is seen by some of these interviewees to be substantially significant because: (1) students have been raised in a world of movie-going, personal freedom, musical variety and variety of fashions; and (2) students will be better developed if they receive guidance in these matters rather than simply binding rules and regulations. The two other interviewees looked on the policy as a weakening of the school's moral fibre, and a factor in negative transformation and turnaround. (In other words, in this regard, the school is changing into something undesirable.) For proponents of the discernment policy, the move away from legalism in these matters has helped provide a more positive campus ethos.

The discernment policy must be understood as a new part of the student handbook. Evidence indicates while Dr. Rogers initiated it, the development of the policy incorporated a variety of input from administrators, faculty members, staff members and students. Significant time was spent in the forging and refinement of the policy contents. Politically, the policy can be viewed as an emotionally-charged issue which has created pro and con

coalitions. Interviews and correspondence demonstrate there are some in the denomination, some among the alumni, and some among the campus family who disapprove of the policy as a weakening of the institution's convictional base. Evidence also suggests on the other hand, however, the majority of the campus family and a large number of the school's growing constituency agree with the spirit and contents of the policy. Regardless of one's viewpoint, the discernment policy has become a strong symbol of Cornerstone's transformation into a school which seeks to be culturally sensitive while at the same time inculcating values from within the individual, versus imposing a value system on the basis of coercion.

A New Open Door

Four interviewees cited the "open admissions policy" of the ACE program as influential in the institution's transformation and turnaround. (I found this striking since only two interviewees listed the ACE program itself as a factor of turnaround.) The "open admissions policy" allows non-Christians to become students in Cornerstone's Adult Continuing Education program. All four of the interviewees indicated how this could increase the institution's outreach into the community and impact Cornerstone's enrollment. Two of the four, however, shared concerns. An alumnus (interviewee #12) indicated he was fearful of the long-range effects this would have on the institution. Expressing a similar concern, a former trustee (interviewee #20) stated, "The ACE being an open program can have some effect in that this would be graduating from the school people who do not hold our position and who are not believers and that is a big issue." According to the respondents, this did become a political issue on the floor of the Board of Trustees. An administrator (interviewee #2) gave the account that during the debate, one of the trustees said, "ABWE [Association

of Baptists for World Evangelism] — They have a hospital in Bangladesh, don't they ...? Yeah. Now, is that a Christian hospital? Oh, yes, definitely. Don't they treat an awful lot of Muslim people in that, uh, Christian hospital? Well, yeah, they do. Well, then, how can they be a Christian hospital?" According to this administrator, "that's when the argument went belly up and under the waves." Document artifacts do make it clear that every student accepted into the program must sign a statement indicating a willingness to "acknowledge and respect the faith commitment of Cornerstone College and agree to adhere to the school's Lifestyle Statement while on campus or engaged in college activities." Testimonials cited in Chapter 5 also indicate the program is having a spiritual impact on those enrolled.

While the idea of an ACE open admissions policy was birthed in a staff committee, Dr. Rogers gave leadership to the development and promotion of the policy. The policy clearly opens the door for a whole new market of potential student resources. Chiefly, the open policy is a symbol of Cornerstone's willingness to take new risks for the sake of vision, outreach, and institutional development. It is clearly a symbol of a new era of freedom for the institution.

A Changeless Book

While Cornerstone clearly adapted some prior convictions regarding the discernment policy and open admissions policy of the ACE program, the administration took clear steps to reaffirm and reiterate certain institutional values thought to be at the heart and core of its existence. Document artifacts identify some of those values as Christian commitment, quality, distinctiveness, local church participation, an informed and thoughtful faith, participation in the spiritual disciplines, a compassionate proclamation of the gospel, authentic love (as

evidenced by reconciliation, kindness and accountability), spiritual mentoring, and biblical discernment in moral and ethical decision-making. A high number of interviewees (eight -- the fourth highest number) cited the institution's fresh commitment to values as a significant factor in the school's transformation and turnaround. Several interviewees expressed their belief that the school's emphasis on authentic Christian values is unparalleled in its history. There was a general consensus among the interviewees that the current emphasis is superior to a legalistic approach to Christian values. Two interviewees believed, however, that the current set of institutional values was cause for concern. Both of these stated some element of fear that the school was or could be departing from its doctrinal position, and from biblical standards associated with the Baptist faith.

I see Cornerstone's values clarification as symbolic of its desired shift away from legalism, and symbolic of its desire to pursue authentic Christianity. Many human resources took part in the forging of this value system, and the betterment of its human resources is the desired goal. I conclude that the new president, as a transformational leader, has been the driver and voice for the fresh proclamation of Cornerstone's values.

Conclusion

While each of these factors played some role in the blended process of transformation and turnaround at Cornerstone College, I believe the evidence clearly indicates that Dr. Rogers played the key role in the initiating, implementing and blending of that process. I believe this is so because of his entrepreneurial, transformational style of leadership and his direct or indirect relationship to all of the other factors. As a leader, Dr. Rogers seems to understand the multiple facets of the organization and their cultural interplay. Because of this,

he reveals a “multi-dextrous” leadership ability. The timing of his coming, the historical context of his style, and his fit with the institution and its current societal setting also contribute to his key role. The fact that all twenty interviewees cited him as key in the school’s turnaround is significant evidence.

Chapter 7

FINDINGS AND CONCLUSIONS

The researcher's purpose in this dissertation has been to explore, describe and explain the transformation and turnaround of Cornerstone College. More specifically, the purpose was to investigate the contributing factors leading to the turnaround of the institution. The investigation included archival research, interviews and participant observation. Special attention was given to the understanding of the contributing factors of this turnaround through the lenses of structural, political, human resources and symbolic reference points as per Bolman and Deal (1991). This work of Bolman and Deal was used in three specific ways: (1.) To foster questions which could and should be asked regarding the transformation and turnaround of the organization; (2.) To view each identified contributing factor from a "360 degree" or well-rounded vantage point; and (3.) To assist in the understanding of how a contributing factor *primarily* influenced transformation and turnaround. (This is based on my assumption that while any organizational phenomenon may be viewed through four frames, each phenomenon bears a more direct relationship to one of the four domains. This assumption appears to be shared by Bolman and Deal, pp. 9-38). Another focus of the study was the role of leadership as a significant contributing factor, and whether or not the style of leadership resembled in any way the concepts of transformational leadership as delineated in the literature.

The previous chapters presented a description of the problem, a review of the related literature and research, an explanation of methodology, and a presentation and analysis of the data generated in the study. This chapter reviews the original research questions and their conclusions. Next, the general findings are summarized. Further, the concepts and recurring themes discovered in the literature search concerning corporate turnaround and transformational leadership are summarized. The findings of this study are then compared and discussed in relation to those predominant themes. Reflections on this study are offered and a perspective is rendered. Finally, the findings and limitations of the study are used to generate recommendations for other institutions and suggestions for further research.

Review of Research Questions

In Chapter 1 of this dissertation, the central research question and two related research questions were delineated. These questions will now be reviewed, with a summary of the conclusions of this research. The central question was as follows: *How did Cornerstone College go through a transformation from a dying institution to a strong, healthy and growing academic community between the years 1981-1996?*

The data showed national and state demographics and economies had a negative impact on the health and growth of the institution at the beginning of this time period. Internal factors contributed to the decline with the retirement of a long-term president and the appointment of a president who was gifted, but not well-suited for this particular role at this particular time. With the resignation of that president and the healing interim period led by its former president, the way was paved for a new president with a new style of leadership and set of credentials. Rather than being a pastor, the new president was an academician. His

philosophy of leadership included a commitment to shared vision, empowerment, communication, participation, and significant change where and when necessary. Data showed this new president became the new wind behind the institutional transformation and turnaround. Under the leadership of the new president, other contributing factors were identified: a new governance system, new provost position, new mission statement, strategic planning, new facilities, new technology, new Adult and Continuing Education (ACE) program, institutional name change, merger, coalition, shared vision, new recruitment methods for students, administrators, faculty and staff, new retention methods for students, administrators, faculty and staff, new donor pursuit, new institutional image, new discernment policy, “open” ACE policy and re-commitment to certain institutional values. These findings clearly demonstrated that rather going through a mere turnaround, the institution had actually experienced a major transformation.

1. *What insights are provided into the transformation process at Cornerstone College by viewing it through the structural, political, human resources and symbolic frames of organizational culture as per Bolman and Deal?*

Each of the contributing factors influenced the school and its transformation process structurally, politically, in a human resources way and symbolically. Further, each contributing factor appeared to have its primary influence in one of these domains. Eight contributing factors appear to have influenced the institution’s transformation process in a primarily *structural* way. These included the new president, new governance, new provost position, new mission statement, strategic planning, new facilities, new technology and new ACE program. Three contributing factors appear to have primarily affected the school in

some *political* way. These factors were a change in name (from “Grand Rapids Baptist College” to “Cornerstone College”), “merger” with another local institution of higher learning (The Grand Rapids School of the Bible and Music) and membership in the Coalition of Christian Colleges and Universities. Six contributing factors seem to have primarily influenced the school’s turnaround with reference to *human resources*. These include: shared vision, new recruitment methods for faculty and staff, new recruitment of students, new retention methods for students, new retention methods for faculty and staff, and new donor pursuit. Four contributing factors give evidence of having influenced the school’s transformation in a primarily *symbolic* way. These are: the school’s new image, the drafting of a “discernment policy,” an “open” ACE admissions policy, and a re-commitment to certain institutional values. Another related question was:

2. *What role did the new president play in this transformation process, and what insights are provided by viewing it through the four frames of Bolman and Deal?*

The new president took an active role in need assessment, strategy building, and change implementation. Data also showed that the board of trustees favored and supported this leadership. Structurally, it was the new president who initiated the re-configuration of the board, and the governance of the institution with his creation and appointment of the Provost’s office. He also became the catalyst in the reforging of the school’s new mission statement. Politically, it was also the president who led the process of the new name change for the institution (using school family participation), and the “merger” with Grand Rapids School of the Bible and Music. Regarding human resources, the new president also took leadership in changing the social climate on campus with respect to the sense of value for

faculty, staff and students, shared responsibility, and privilege in “visioning and developing” and broadening the school’s constituency. Finally, it was also the new president who was attentive to symbols when he initiated the new school image and symbolic discernment policy in addition to re-emphasizing certain institutional values. In fact, the research showed that the new president was clearly using these various frames of perspective, whether he was consciously aware of it or not.

General Findings

As was mentioned in Chapter 1, the first way Bolman and Deal were used in this study was in the raising of questions that could and should be asked of Cornerstone College as an organizational culture which just experienced transformation and turnaround. These questions were asked of interviewees, and also kept in mind while studying institutional documents and making participatory observations. Here are the questions and their summarized corresponding answers.

Structural Questions. *What was the organizational culture like before turnaround, what is the organizational culture like since the turnaround began, and how was this restructured? What people groups were involved in these three stages?*

The organizational culture at Grand Rapids Baptist College *before* turnaround had a negative tone. Morale was low. The school was suffering from an institutional inferiority complex. With the appointment of Dr. Welch’s successor, there seemed to be a significant distance between the administration and the faculty. Internal conflicts between administrators heightened the sense that things were out of control. There seemed also to be a lack of

direction, lack of communication, and general lack of trust. The school hungered for a sense of vision and purpose. Ironically, ties with the denominational constituency seemed to be relatively high during this period. This was because of the school's highly conservative stance during that era, and the fact that the president was building strong bridges with the denominational constituency through his preaching ministry. The main people groups of the organizational culture included a conservative constituency pleased with the administration, an in-house contemporary campus family frustrated with the current style of the administration, and the people of or supportive of the administration feeling caught between two worlds. The restructuring began with the resignation of the previous president, the wisely conducted interim period under Dr. Welch, and the board's decision to hire a more entrepreneurial president.

Human Resources Questions. *What was the interpersonal climate like before and since the Cornerstone turnaround? Have human resources on campus been viewed differently since the turnaround began? How? What are the evidences of any perceived change in perspective? Are people managed differently since the turnaround began?*

The on-campus situation prior to turnaround created a climate of tension, suspicion, and decline. More concisely, it appeared a strong "we-they" mentality persisted in several directions, but all focused on the administration. The arrival and style of Dr. Rogers engendered a surprisingly quick turnaround in climate. Dr. Rogers, for example, immediately decided to replace the faculty pay-for-coffee machine with free coffee, learn the names of faculty or staff members, and open immediate lines of communication. Concern was taken

in the raising of faculty salaries, giving recognition to faculty and staff who achieved, and re-establishing hope and vision for the institution. People were listened to, and their contributions were valued and used. In less than one year, the organizational culture and climate of the institution changed dramatically. Since the turnaround, the culture and climate are dynamic and positive largely because of the distinctly different way of managing people as fellow-builders. There is a currently a sense of things being under control, moving in a specific direction, developing well with the times, and fulfilling a definite mission. There is an atmosphere of trust, open communication, value, and restored pride. Human resources are more carefully recruited, valued, empowered, used, and rewarded. Vision-building and implementation is shared. Even selection of administrative posts are made through team search efforts with much collaboration.

Political Questions. *What political struggles occurred during Cornerstone's transformation? Were there shifts in power? Were there significant conflicts that needed to be resolved? Did existing coalitions change? How do newer coalitions compare to former ones? What political role did the president play during Cornerstone's turnaround? What tools were used by the leadership in the school's arena?*

During the closing period of the previous administration, struggles occurred between the president and a former academic dean, the president and a former executive council chairman, and between the administration and faculty in general. The administrative alignment was with the conservative element of the school's denominational constituency. With the interim period, a healing process led the way for shifts in power and new coalitions.

When Dr. Rogers assumed the presidency, he aligned himself with the less traditional element of the school's constituency and with the faculty. The central conflict that needed to be resolved was the re-establishing of trust in the administration from the faculty and staff. President Rogers took the political role of "bridge builder" in an effort to establish a new coalition between the administration and the faculty in particular. In the school's own arena, the new leader used tools of relationship, communication, affirmation and a listening ear in an effort to bring turnaround. In the process, however, the new administration took a step away from the more traditional and conservative element of the denominational constituency.

Symbolic Questions. *Have the symbols of Cornerstone changed? Has the "drama" of the institution changed with reference to its major role? How does the activity of the institution since the turnaround compare with what it used to be? How is the transformation of Cornerstone College viewed within its own faith system? What metaphors best describe what it was prior to turnaround and since turnaround?*

Perhaps the most powerful symbol of change during this turnaround era was the name itself. The name change from "Grand Rapids Baptist College" to "Cornerstone College" symbolized its new emphasis on its not-so-new mission as a Christian liberal arts college versus a denominational Bible college. With its broader constituency, national visibility, heightened academic credibility, and re-stated mission, the "drama" of the institution has taken it from a primarily "GARBC institution" to a moderately conservative liberal arts college of the Christian faith. Along with the activity of recruiting students and employees from a slightly broader evangelical arena, the school has also changed from a self-perceived

traditional and legalistic institution to a more contemporary and “grace-oriented” institution. While this has not been well-received by the more conservative element of the General Association of Regular Baptist Churches, it has been met with favor by the association’s more moderate element, and a larger body of conservative evangelicalism. Interviewees suggested that the best metaphors to describe the institution before and since turnaround are: “sick and dying body” to “healthy, alive and growing body.”

Reflections on the Literature

Reflections on the literature of organizational culture have already been incorporated in Chapter 6. It is now time to also reflect on the other related bodies of literature used as a basis for this study in light of the findings of this research.

Summary of Reflections on Turnaround Literature

Certain key themes are consistently prevalent in the literature on turnaround in the corporate world, educational agencies or religious institutions. As a general principle, it seems evident that a declining institution must recognize its decline, identify the causes of decline, and be willing to deal with decline in an aggressive manner. Further, in order to initiate turnaround, the organization must become willing to make tough decisions of adaptation and change, help the organization to come to some shared vision or consensus in such matters, and then implement those steps in strategic fashion. Analysis of the turnaround literature suggests nine themes as key ingredients in the phenomenon of organizational turnaround:

- **A recognition of the need for change**
- ***A response to the need for change***

- **An establishment of “change-goals”**
- **A determination of the best “change-techniques”**
- **A complete opening of communication channels**
- **An infusing into the organization of a “can do” mentality**
- **An updated use of current technology**
- **A fostering of institutional “adaptability”**
- **An institutional restructuring and/or merger**

Viewing Cornerstone College Through Turnaround Literature

In the investigation of Cornerstone College’s turnaround, it has been essential to view the college as a corporate organization, educational agency and religious institution. It has therefore been important to understand its process in light of the observations and theories of current turnaround research and information. In light of the nine prevalent observations presented in turnaround literature, nine *related* questions were asked of Cornerstone College. Here are those questions and corresponding answers:

(1.) *Was there an obvious recognition of the need for change?* The answer to this is a documentable yes. This recognition was made by trustees, administrators and faculty. As several interviewees indicated, many realized that the school would have eventually gone out of business without significant changes being made.

(2.) *Was there a specific and determined response to the need for change?* Again, this research has found much evidence to support the affirmative. As the needs became clarified through open evaluation, specific and determined responses were initiated on both board and administrative levels.

(3.) *Were “change goals” established?* The overwhelming discovery of this study was that “change goals” were both established and achieved.

(4.) *Were “change targets and techniques” determined?* Again, evidence suggests they were in fact determined, and done so with much collaboration and shared process. The vast majority of “contributing factors” to Cornerstone’s transformation process might be identified as “change-techniques.”

(5.) *Was there a renewed opening of the channels of communication and information?* A number of interviewees have indicated the affirmative. A voluminous number of communicative artifacts added to this research data base also attest to this “renewed opening” during the turnaround years.

(6.) *Was the organizational culture infused with a “can do” mentality?* Again, many interviewees have emphatically and enthusiastically attested to the affirmative.

(7.) *Was technology on campus brought up-to-date?* With the addition of the new technical facilities in the new addition of Faber Hall, Cornerstone gives evidence of now having one of the most up-to-date technologies of any of the GARBC approved institutions.

(8.) *Was significant adaptability evidenced throughout the institution?* Yes. As was explained by many of the interviewees, the faculty and administrators of the school were so desirous for change, that very little resistance occurred during the turnaround years. If anything, some would have even been open to more sudden change in some domains.

(9.) *Was there any major reorganization or merger?* The answer is yes to both. As documented, there was a major reorganization of the board of trustees and administrative governance system, and there was also the “merger” with Grand Rapids School of the Bible

and Music (though it might be more accurate to call it an “assimilation,” as has been indicated). The assimilation, however, did double the institution’s alumni family, and provide a potentially more interested pool of continuing education students. Some students and faculty were also gained in the “marriage” of the two schools, and the “merger” did help the school achieve its targets of a broader constituency and provide some additional rationale for the desired name change.

Viewing the experience of Cornerstone College in light of turnaround literature, I conclude that Cornerstone’s institutional resurgence is similar to and consistent with the turnaround phenomena in other organizations of the corporate, ecclesiastical and educational worlds.

A Summary of the Literature on Transformational Leadership

Looking across the body of literature on transformational leadership, certain themes also become predominant here. These twelve principles seem to summarize the characteristics of transformational leaders on the wide spectrum. As a rule, the transformational leader:

- **Raises the institution’s level of goal-consciousness**
- **Understands the correct use of power**
- **Gives evidence of sound character**
- **Reaffirms the institution’s values**
- **Analyzes strategy**
- **Initiates change**
- **Formulates strategic directives**

- **Deals with conflict successfully**
- **Implements determined strategies**
- **Communicates frequently and effectively**
- **Evaluates**
- **Maintains a high level of ongoing motivation**

Viewing Cornerstone College Through Transformational Leadership Literature

In view of the literature on transformational leadership and the twelve prevailing characteristics given in the identification of such a leader, twelve related questions were asked of the Cornerstone College leadership during its period of transformation. Here are those questions and corresponding answers:

(1.) Did the Cornerstone leadership consciously seek to raise the level of awareness throughout the institution concerning the setting of goals and the ways that goals are reached? The answer to this is a strong affirmative. Those interviewed indicated that Dr. Rogers in particular did much to put vision back into the institution by the setting of high goals and the informed implementation of the necessary steps to achieve those goals.

(2.) Did the leadership understand the correct and incorrect use of power and authority? The interviewees attested to the fact that Dr. Rogers re-won the confidence and trust of the faculty, staff and fellow administrators by correctly using authority. It is obvious to the interviewees that Dr. Rogers has not used his authority for his own selfish purposes, or to coerce. He has used his authority to enable others to succeed, has demonstrated his commitment to the welfare of the campus family and school's ministry, has had a listening and understanding ear, and has humbly promoted and recognized those around him.

(3.) *Did the leadership evidence soundness emotionally, intellectually, morally, socially and spiritually?* According to the interviewees, the current leadership took the first 12 - 18 months to listen, ask questions, assess, and provide healing. Emotional soundness was evidenced by openness, non-defensiveness, and the ability to reserve judgment on the change-needs until all the necessary input was received and carefully weighed. Intellectual soundness was evidenced by an academic perspective on the “running of the institution” versus a pastoral perspective. Moral soundness was evidenced by a strong and consistent example of personal integrity, and commitment to the historical moral values of the institution. Social soundness was demonstrated with newer levels of sensitivity, a more obvious commitment to equity and the ability to communicate and resolve conflict in a highly commendable fashion. Spiritual soundness was evidenced with a dismantling of institutional legalism, and a fresh commitment to genuine spiritual formation.

(4.) *Did the leadership seek to maintain and reaffirm the value system of the organization?* According to the majority of the interviewees, the answer is affirmative. Some of these even felt the current commitment is stronger and more genuine than ever. Others, however, saw a potential departure from the values of personal separation, ecclesiastical separation, ministry emphasis, missions emphasis and Bible emphasis.

(5.) *Was the leadership able to analyze strategy?* From the interviewees’ perspective, this was done exceedingly well. Every interviewee remarked in one way or another about the current leadership’s skill at assessing the genuine needs, determining specific objectives to address those needs, selecting and implementing the appropriate methodology in reaching those objectives, reorganizing accordingly, selecting the right

personnel to accomplish those strategies, empowering with the necessary authority and freedom, then evaluating carefully.

(6.) *Did the leadership initiate change?* Most definitely. Most all of the significant changes in the transformation which led to turnaround were initiated by the leadership, including the name change, merger, board reconstitution, constituency shift, governance change and growth strategies.

(7.) *Did the leadership formulate strategic directives?* Yes. Even though these strategic directives were processed through the board of trustees, they were formulated by the on-campus leadership. The leadership, however, was careful to significantly include the faculty and staff in the process of formulation in recognition of the need for shared vision.

(8.) *Did the leadership deal successfully with conflict?* Interestingly, the leadership did face conflict with the constituency, some internal forces, and the community. Evidence suggests that in each of these cases, the leadership was open, gracious, dialogical, in pursuit of wisdom, and able to make definite decisions which were necessary, though not always popular. It was stated more than once that the current president has the ability to listen to all sides of a situation, seek wise counsel, then make a judgment he believes is in the best interest of the institution and stick with it. He is not over-responsive to criticism, but takes appropriate criticisms under advisement.

(9.) *Did the leadership implement the determined strategy?* Most definitely. Almost every interviewee indicated that had it not been for the successful changes implemented under the new leadership, the school would either be non-existent today or at least near-extinct.

(10.) *Did the leadership communicate effectively to board, faculty, staff, students and constituency?* Although it seems to be diminishing a bit now, most of the interviewees observed that communication was one of the obvious strengths of the new leadership. Communiques to board, faculty and staff were exceedingly frequent by means of e-mail, bulletins, and meetings. Students were also given regular communiques in daily chapel times, and student publications. If there was a significant weakness, it was in communication with the constituency, especially if that word is used to refer to the General Association of Regular Baptist Churches. One professor feared, however, that even if there had been more communication with the stricter elements of the constituency, the changes would have been deemed as “too quick” or inappropriate. While that may be true, more communication with these segments of the constituency may have proved helpful.

(11.) *Did the leadership evaluate?* Evaluation was made at frequent intervals along the way, and is documented with cabinet minutes, Provost council minutes and board minutes.

(12.) *Did the leadership maintain a high level of ongoing motivation?* The answer again is an emphatic yes. From the vantage point of one interviewee, the school no sooner dedicated the new tech center and bookstore building than it launched plans for its largest capital campaign to date! The campaign is for a new multi-purpose field house and arena. As someone noted, “The president lets no dust gather beneath his feet.” In light of these observations, it can be stated that the new leadership at Cornerstone College certainly corresponds in style to what the literature refers to as “transformational leadership.”

In light of current research and information presented in the literature of transformational leadership, I conclude that the style of the new administration at the

Cornerstone College bears characteristics similar to and consistent with identifiable transformational leaders throughout the organizational world.

My Point of View

Based upon the data received during this research and the stated interpretation, it is the conclusion of the present researcher that both transformation and turnaround did, in fact, occur at Cornerstone College between the years 1981 through 1996. Identifiable factors contributed to this phenomenon which were and are internal to the organization. These individual factors bear predominantly structural, political, human resource or symbolic influence while at the same time relating to every sphere. These factors included both premeditated and circumstantial influences, though the vast majority of them were premeditated. A “transformational style of leadership” was *and is* evident on the part of the new president (and provost). Not all members of the institution’s “denominational” constituency view the transformation and turnaround with favor. Some members of the institution and its constituency view the transformation and turnaround processes in a positive way while at the same time viewing certain factors in a negative way. (Some of these are reviewed.) The majority of the members of the institution itself seem to be significantly more positive with the turnaround/transformation than not, and therefore optimistic concerning the institution’s future. Also, many of the contributing factors in Cornerstone’s turnaround and transformation were equal or similar to the contributing factors in the turnaround and transformation of organizations in the corporate, ecclesiastical and educational worlds in general.

Drawing from the literature of all three domains (turnaround, transformational leadership and organizational culture), I have concluded that while Cornerstone's transformation and turnaround employed multiple factors, there has been *one central and predominant* factor. When I look on the one hand at the findings in the literature, and on the other hand at my findings in the research data, I believe the *central and predominant* factor in Cornerstone's transformation and turnaround was the arrival, persona and style of Dr. Rex Rogers. In this section, I will summarize the thoughts of those literature bodies and items of the present research data that have led me to this point of view.

In the context of discovering new turnaround literature near the end of my dissertation process, the most current piece of research and the most directly related to the present study was Melissa Morriss-Olson's investigation of turnaround in Christian Colleges within the Coalition of Christian Colleges and Universities. The findings of my study are most consistent with hers. While she gives a broad picture of many schools, I have sought to give a detailed description of only one institution.

In her research titled *Survey Strategies for Christian Colleges and Universities*, Morriss-Olson lists a summary of successful college management research findings labeled, "Factors influencing institutional resiliency and decline" (1997, p. 50). High in the list of factors influencing resiliency is "bold, entrepreneurial, visionary presidential leadership style" (Morriss-Olson, 1997 cites: St. John, 1991; Peck, 1994; Hamlin and Hungerford, 1988; Mingle and Norris, 1981). The evidence of documents, interviews and personal participant observation strongly suggests the resilient nature of Cornerstone College since 1991 is primarily a reflection of the visionary leadership of Dr. Rex Rogers.

In Ellen Chaffee's Journal of Higher Education article, "Successful Strategic Management in Small Private Colleges" (1984) she proposes that academic institutions which experienced successful turnaround functioned simultaneously in the contexts of two seemingly opposing ideas. Those two ideas are: (1) "the organization is an entity with its own goals and coherent, goal-directed actions," and (2) "the organization is a network of participants who use their association to pursue their individual goals" (Chaffee, 1984, 55, n.2:212). According to Chaffee, the model of strategic management founded on the first premise "involves attuning the organization to changes in market demands and reorienting the organization as needed in order to maintain or increase the flow of resources from the market to the organization" (Chaffee, 1984, p. 213). On the other hand, the second model involves "skillful use of all forms of communication and of the symbols used to portray the collective reality of participants -- in short, the management of meaning" (Chaffee, 1984, p. 213). In her research, Chaffee investigated two sets of colleges that experienced significant decline during the mid-70's. Both sets took advantage of environmental opportunities, but "the less resilient group was guided only by such opportunities" (Chaffee, 1984), p. 213). The more resilient group (the group that experienced significant turnaround) also "invested heavily in conceptual and communication systems that guided and interpreted any organizational change" (p. 213). In the mind of the present writer, the first of these models views an organization structurally and politically, but not through a human resources or symbolic frame. On the other hand, the second model does view the institution through a human and symbolic frame. In keeping with Chaffee's observations, it seems evident in light of the Cornerstone research that Dr. Rogers combined these two models and led the institution

through transformation to a significant turnaround as a result.

Anna Neumann examines in her article, "Making Mistakes -- Error and Learning in the College Presidency," the self-reported errors of college and university presidents, and then analyzes them from the perspective of organizational learning (Journal of Higher Education, 1990, 61,4:386-407). Neumann classifies the kinds of mistakes made into four clusters: errors of omission, errors of commission, errors of process, and errors of action. She identifies the problem that dominates the first cluster as "the president's difficulty in building or maintaining a good working relationship with someone important to the president's office" (p. 391). In the second cluster, presidents falsely concluded that what worked well in a prior context would also work well at the present institution (392). The third cluster identified errors of process where the presidents had the right idea, but went about the process in the wrong way (392). In the final cluster, presidents became swept up in the entrepreneurial momentum of new resources when they should have exercised some restraint (393). Viewing Dr. Rogers' presidential leadership of Cornerstone College in light of Neumann's article, I have concluded that what led to his good success to this point in time was his ability to avoid these kinds of mistakes. Rather than falling into errors of omission, Rogers maintained good working relationships. While learning from his own prior administrative posts, Rogers also viewed Cornerstone as a unique institution, and refused to simply borrow good working ideas from the past. Rogers also seemed to give as much care to process as to the objective itself, and also demonstrated some restraint in aggressiveness while at the same time remaining entrepreneurial.

I do not want to suggest, however, that Dr. Rogers is an institutional hero. By his own admission, other key factors came into play such as timing, environments, and the significant counsel and help of others. The issue of timing alone played a key role in Cornerstone's transformation. Also, the convergence of the specific contributing factors intensified their impact. No factor surfaced in isolation from the others. Perhaps the most critical aspect of Dr. Rogers' transformational leadership besides his use of the four frames was that he empowered others. Because of this, the story of Cornerstone's leadership impact is a "team" story.

Suggestions and Recommendations to Cornerstone College

Without a doubt, the current leadership of Cornerstone College is to be highly commended for successfully initiating, implementing and accomplishing the institutional transformation and turnaround evidenced during the recent era. The Cornerstone story is a *positive* one.

Some things, however, could still be improved. Several interviewees from within the institution as well as from without indicated some concerns which will be noted. In the discussion that follows, it will be my purpose to identify some denominational concerns, developmental concerns, and spiritual concerns. In each of these domains, I will offer specific recommendations to the current administration.

Denominational Concerns

First, while "denominational" ties and communication were good during the most recent preceding administrations, there is now a perceived breakdown in today's relationship

between Cornerstone College and the General Association of Regular Baptist Churches and the Michigan Association of Regular Baptist Churches.

Voiced “Constituency” Issues

The college is perceived to have taken a “step away” from its “denominational” constituency by (1.) Changing its name with the exclusion of the word “Baptist”, though it is still retained in its official title, “Cornerstone Baptist Educational Ministries”; (2.) Opening its board of trustees to non-Baptists, though they are still required to be Bible-believing Christians; (3.) Permitting faculty and students to attend non-Baptist churches; (4.) Admitting non-Christians into the ACE program, though this is viewed as an outreach ministry; (5.) Promoting individuals and events over the institution’s two owned and operated radio stations that are not endorsed by the “denominational” association; (6.) Changing its campus life policies in ways that break from traditional Baptist mores; and (7.) Showing minimal support of and participation with the regular Baptist associations, although the current president spoke at the 1994 annual conference of the General Association of Regular Baptist Churches, and recently shared the platform with the National Representative at the January 1997 plenary meeting of the Grand Rapids Association of Regular Baptist Churches while presenting the work of the institution.

Key Observation

As indicated in the last section of Chapter 5, Dr. Rogers reaffirmed his commitment to Cornerstone’s institutional values in a joint faculty/staff meeting conducted on September 22, 1997. During this meeting, he restated his commitments to biblical Christianity, theological conservatism, Baptist doctrine and distinctives, Christian world-view

understanding, evangelism and missions, intentional spiritual formation, committed Christian personnel, church-centered ministry related education, comprehensive educational and institutional integrity. It is my belief that Dr. Rogers earnestly desires to maintain these commitments.

Researcher's Recommendations

In light of that belief, as the researcher of this study as well as an active participant in these “denominational” associations, I would like to recommend the following: (a.) In its institutional broadening, Cornerstone makes every appropriate effort to maintain ties and give support to the regular Baptist movement in addition to the other circles of its growing constituency; (b.) Communications be enhanced with these constituencies that carefully explain in a positive way the rationale behind the recent changes; (c.) Faculty and staff be encouraged to include the GARBC in its promotion of Biblical Christianity; (d.) Students be informed of the regular Baptist movement in positive ways as part of their larger Christian orientation to potential future church relationships; (e.) The school’s educational, research and ministry resources continue to be offered to the enhancement and growth of the regular Baptist movement along with the other appropriate movements; (f.) Administrators, faculty and staff be encouraged to be benign toward the movement and participate when and where possible; and (g.) The president be present as the observer at Council of Eighteen meetings, and continue to be visibly present at frequent associational meetings and gatherings as deemed possible.

These concerns primarily pertain to the school’s relationship with its denominational constituency. Some interviewees from within the institution also voiced concerns about the

institutional development of the school.

Developmental Concerns

During the interviewing process, some expressed concerns regarding the future of the current administration, the future of the school, and other institutional issues.

Voiced Institutional Issues

As far as the institutional development is concerned, interviewees raised the following issues: (1.) Some are fearful that the momentum will slow down, especially when the current capital campaign is completed and the construction of the new field house is finished. (2.) Some are concerned that with the successful accomplishment of the school's turnaround, the current president will resign and take his transformational skills somewhere else where they are needed. (3.) Some believe that while strong communication marked the early years of the present administration, communication is slowing down. (4.) Some believe that with the school having changed names so many times (and with the inclusion of the GRSBM alumni), the alumni family is fragmented and without its own alumni culture, and this will continue to "haunt" the school somewhat unless there is a concerted effort to produce a positive alumni identity. (5.) Some are concerned about the lack of older individuals serving on the president's cabinet, provost's council and the board. One observed with some concern that all of the top administrators are in their forties. (6.) Some are concerned that the role of the sciences has taken a secondary place to the perceived higher importance of the arts, humanities and athletics.

Researcher's Recommendations

In light of these concerns, I recommend the following: Regarding the institutional development concerns, I recommend in the strategic planning process, a steady flow of institutional goals continually be established, communicated, targeted and achieved. Second, I recommend the president communicate with some degree of appropriate regularity, the kinds of signals indicating his intention to stay with the institution for the long haul. Third, I recommend that the president continue his communication with the campus family at least at the same level with which he began his tenure, if not more so in some cases and some regards. This high level of communication is an institutional satisfier, and has been key in the well-being of the institution's positive climate and cultural turnaround. Fourth, a high priority of the institution should be the creation of an alumni family identity and culture that unifies all the eras, both schools and all divisions. Such an accomplishment should even offer possible benefits in alumni support, giving, networking, and student recruitment. Fifth, individuals of some advanced age should also be aggressively recruited for positions of administrative leadership. These would certainly need to be individuals who are supportive of the school's current philosophy and well matched with the institution's climate and goals. Sixth, the institution would do well to raise the visibility of its support of the sciences, especially in the increased funding of needed facilities, equipment and resources.

Spiritual Concerns

When asked about the institution's spiritual climate, several interviewees voiced concerns over the school's values and perceived value system. These issues were, therefore, generally included in the discussion in Chapter 5 on Cornerstone's recommitment to certain

institutional values. Here, they will be clearly itemized and addressed with specificity.

Voiced “Values” Issues

In regards to the school’s value system, interviewees surfaced seven concerns. According to some, (1.) The school appears to lack the strong missionary emphasis it was once characterized by. It is thought by some of these that this may be a result of the “reformed” flavor of the world-view institute (that is to say an emphasis on an Old Testament model of life and ministry versus a New Testament one, more consistent with an amillennial eschatology.) It should be noted, however, that during the past year, those involved in the world-view institute have been aggressively involved in the advancement of the missionary curriculum, especially on the graduate level. (2.) Some in the school appear to be open and receptive to the thinking of post-modernity and deconstructionism. There also appears to be openness to less than literal viewpoints of creationism as taught in Genesis. (3.) Although there is ongoing communication about the school’s tenacity with its historic doctrinal position, there are some concerned that the statement of faith will be broadened. It is perceived there are current faculty members who do not subscribe to the entire doctrinal statement. It is also perceived that many students do not subscribe to the statement of faith. There is also the fear that the doctrinal statement will soon be rewritten to exclude certain items that are not held in common by evangelical Christians. In the words of one faculty member, “Where will it stop? How far are we going to broaden?”

(4.) There are concerns about where some faculty members attend church. According to some interviewees, there are faculty members who attend churches that “are not of like faith.” (5.) Some interviewees are concerned with the music on campus—especially the music

used by the student body in worship. Those who are concerned are not bothered by the inclusion of contemporary Christian music, just concerned about the seeming exclusion of anything traditional.

(6.) Several are concerned with the implementation of the new discernment policy, though they are not opposed to the policy itself. There is a strong consensus that the policy is a good one. According to some, however, there are three critical concerns: (a.) While much was said to students and faculty about the policy just after its approval, it appears to some that little is being said about the policy today. When one administrator was asked about this alleged decline in emphasis, the answer was given that these issues are covered in Cornerstone Foundations 101 (an orientation course for new students). According to the inquiring faculty member (interviewee #4), however, when he asked the instructor how much time was spent on the policy in 101, the answer was given, “not much.” This one faculty member has wondered if the policy, therefore, was just a tool used to “get rid of the old rules.” (b.) It is the opinion of some faculty members (interviewees #4 and #18) that many students have interpreted the spirit of the discernment policy to mean that one can watch or read whatever one wants, so long as they do so “with discernment” rather than meaning that discernment should guide one in deciding what is appropriate or inappropriate to take in. (c.) There is concern that the lack of regulation communicates the message that Cornerstone no longer holds the Baptist value that pornography is unacceptable. (7.) The final concern offered by interviewees involves the concept of morality on campus. It has been noted by one veteran professor (interviewee #18) that the current emphasis is on “spiritual formation” rather than on “spiritual and moral formation.” Some professors (interviewees #4 and #18)

are concerned with the absence of a dress code, the use of some kinds of media by students as well as some faculty and staff, the kinds of music and literature used in the dorms, and the “secular appearance” of a Christian institution. It is feared such influences will simply foster other forms of inappropriate or immoral behavior by members of the campus family.

Researcher's Recommendations

Again, based on Dr. Rogers' repeated communiques and most recent faculty/staff briefing of September 22, 1997 affirming his commitment to the institution's values (discussed more thoroughly in Chapter 5), I believe that Dr. Rogers is committed to school-wide integrity in these matters. I, therefore, recommend the following: (a.) The school raise the visibility of the world-wide missionary enterprise and the need for personnel recruitment in international ministries; (b.) Both the pros and cons of post-modernity and deconstructionism be openly discussed as pertains to the Christian faith in congenial academic settings; (c.) Future rewrites of the school's statement of faith engage the highest degree of shared participation possible from within the faculty and administrative team, and that the school exercise great caution in not altering its basic historic position; (d.) Some line be more clearly drawn or articulated in the definition of “like faith” when describing the standards of faculty church membership; (e.) The principle of balance be sought and maintained in the training of Christian worship; (f.) The discernment policy maintain a high level of visibility and application in the lives of the Cornerstone family; (g.) A stronger emphasis on moral formation and accountability be coupled with the institution's excellent instruction and emphasis on spiritual formation.

It is my belief as the researcher of this project, that if the above recommendations be carried out or at least given a higher degree of visibility along with the phenomenal contributing factors that have made Cornerstone College what it is today, the internal strength and integrity of the school would even be further enhanced and carry an even greater promise of a long-term era of institutional health and growth as a truly Christian liberal arts institution. At the same time, I also believe that the current administration and trustee board are to be highly commended for effectively transforming Grand Rapids Baptist College into the healthy, strong and growing institution of today's Cornerstone College.

Suggestions for Further Study

Based on this research, I offer the following recommendations for further study. First, this study was limited to the undergraduate component of Grand Rapids Baptist College, now known as Cornerstone. It would be helpful to know the concomitant story of Grand Rapids Baptist Seminary during this time frame, since the seminary is a major school division of Cornerstone Baptist Educational Ministries.

Second, it would also be interesting to do a study of Grand Rapids School of the Bible and Music, and discover the factors that led to its closure. Would it have been possible to "save that institution" had some of the same measures been taken that occurred at Cornerstone College?

Third, how do other colleges in the General Association of Regular Baptist Churches compare to Cornerstone in their organizational experiences? Also, how is Cornerstone College viewed by these sister institutions?

Finally, what other alternative ways can a research study be conducted of institutional turnaround than the method used in this dissertation?

Recommendations to Other Institutions

In light of the Cornerstone story, the following recommendations are offered to academic institutions who may be currently experiencing stagnation or significant decline:

1. Develop a transformational style of leadership. If there are current vacancies in top level administration, seek to fill those posts with leaders who demonstrate transformational skills and vision.
2. Align with other similar institutions. Seek out a coalition of "sister" schools which share your mission and vision. Actively participate in mutual idea-sharing, evaluation, resource-sharing and cooperative efforts of development and outreach.
3. Appoint a highly select board of competent and interested trustees who are genuinely committed to the institution's success. Empower the board to become self-perpetuating if it is not already. Seek a diverse board composite.
4. Discern if there is some appropriate way to broaden your constituency. If so, find strategic ways to provide for and target the larger market.
5. Take a fresh look at your institutional mission statement. Does it need to be updated, revised, adjusted, streamlined or broadened? Use the cooperative input of shared vision to redraft the statement, and then proclaim it with crispness and regularity.
6. Is there another floundering school similar to yours in the same general geographic area? Is a merger or "marriage" possible that would benefit you both in the pooling of resources? If so, draft a workable plan and timetable for such a merger to occur.

7. Tap into related markets in your own geographical area such as the adult education market. Are there programs or delivery systems of education your institution could provide that could conceivably increase your enrollment significantly?

8. Consider an institutional name change. What identity do you wish to have? What image do you hope to create? What symbolic values need to be included in the name? Again, use the cooperative effort of shared vision to discover the best name.

9. Create a strategic plan for the overall institution in light of its mission and objectives. Include a master campus design that reflects vision and good hope. Use good principles of long-range planning. Communicate the plan to the institutional family and constituency.

10. Update student life policies and expectations. Seek to be in touch with the needs of the current generation and society. Make bold revisions if necessary, while remaining true to your institutional value system. Articulate what you are doing and why you are doing it. Seek to implement new policies consistently.

11. Evaluate the effectiveness of your current institutional governance system. Is it the most effective structure for your institution today? Go back to the drawing board. What changes in governance could/would significantly improve the effectiveness of the organization? Are there new offices of leadership that could be created to more effectively meet the institution's objectives?

12. Has your school gone from a simple recruitment plan to an enrollment management philosophy? Do you have adequate staffing and funding for a total enrollment management? Have those in enrollment management been adequately trained? Is retention

a key consideration in the enrollment management?

13. Is your institution making use of modern educational and communicational technology? What more could/should be done? What provisions could be made for administrators, staff members, faculty members and students? Is there a plan for assimilating more and newer technology into your institution's operation?

14. Draft an aggressive fund-raising strategy. Pursue new friends and donors for the institution. Consider the feasibility of a capital campaign. Decide on a tangible "focal piece" for the potential campaign, such as needed technology, facilities renovation, new facilities, or faculty endowments.

15. Image your institution in a fresh way. How do you want to appear to the community? Constituency? Potential markets? Institutional family? Integrate the new image in every aspect related to your institution – publicity, material, facilities, communications, etc. Generate a new enthusiasm for your schools uniqueness and distinctiveness.

It is hoped that the research of this study and its findings can be of practical help to colleges in general and Christian colleges in particular which are in need of resurgence and revitalization. To the educational *leader* who may engage in such a study and/or try to encourage institutional transformation, may I at least commend the multiframing perspective of Bolman and Deal:

Multiframe thinking is challenging and, at times, counterintuitive. To see the same organization *simultaneously* as machine, family, jungle, and theater requires the capacity to think in different ways at the same time about the same thing....

...Such leaders and managers will be playful theorists who can see

organizations through a complex prism. They will be negotiators able to design elastic strategies that simultaneously shape events and adapt to changing circumstances. They will understand the importance of knowing and caring for themselves and those with whom they work. They will, in short, be architects, catalysts, advocates, prophets, and poets (Bolman and Deal, 1991, pp. 450–451).

APPENDICES

APPENDIX A

INTERVIEW PROTOCOL, FORM AND LETTERS

INTERVIEW PROTOCOL

The interview procedure will be semi-structured. This represents the kind of questions that will be asked.

First section: *The Story*

“In your own words, please tell the story of Grand Rapids Baptist College/ Cornerstone College (from the period of 1981 to 1997).”

Second section: *The Pieces*

“Do you perceive that a type of transformation or turnaround occurred at the institution? If so,…”

Cultural/Structural Factors:

1. What was the Cornerstone organizational culture and climate like before the turnaround?
2. What was it like during and after the turnaround?
3. How was this culture reforged?
4. What do you see as key structural factors involved in the transformation process?

Cultural/Human Resource Factors:

4. What people groups were identifiable in the “culture” before the transformation?
5. What people groups were identifiable during the main processes of transformation?
6. What people groups and teams have been identifiable since the transformation?
7. What has the interpersonal climate been like before, during, and since these changes?

8. How have human resources been viewed before, during and since the turnaround process began?
 - On campus?
 - Faculty?
 - Staff?
 - Students?
 - Trustees?
 - Off campus?
 - Constituency
 - Donors
 - Prospective students
 - Community
 - Alumni
9. How did the leaders of the school lead before, during and since the transformation?
10. What have been the characteristics of leadership during the transformation process?

Cultural/Political Factors:

11. What political struggles occurred during Cornerstone's transformation?
12. Were there shifts in power?
13. Did existing coalitions change?
14. Are there new coalitions?
15. What political role did the president play during the turnaround process?
16. What political tools were used in the school's arena?
17. What is the significance of the new provost's role?

Cultural/Symbolic Factors:

18. Have the symbols of Cornerstone changed? How? What are the results?
19. Has the major role of Cornerstone College changed? If so, how?

20. How does the activity of Cornerstone College compare to what it use to be?
21. What metaphors best describe the institution before, during and since the turnaround?
22. How is the transformation of Cornerstone College viewed within its own faith system?
23. What do you believe is the most significant factor involved in Cornerstone's transformation? Why?
24. Has the value system of Cornerstone changed?
25. How would you describe the current "vision" of Cornerstone College?

Third Section: *The Personal Participation*

1. What has been your role?
2. Describe the contributions of your department?

***The Turnaround and Transformation of
Grand Rapids Baptist College
into
Cornerstone College***

Consent Form

I understand that the study in which I am agreeing to participate concerns my perceptions of the changes that have taken place at Grand Rapids Baptist College/Cornerstone College from the 1981-82 academic year through the 1996-97 academic year.

I further understand that I have a choice concerning whether my responses will be held to be confidential. If I choose for my responses to be confidential, I understand that no comments will be attributed to me by name and that no details will be provided in any verbal or written reports that could identify me. If I do not choose for my participation and responses to be confidential, I agree to be identified by name in any written or verbal reports.

I also recognize that my participation is voluntary and that I can withdraw my participation at any time or decline to answer any questions.

Please check one statement:

_____ I choose to have my responses treated as confidential. I do not wish to be identified directly or indirectly in any verbal or written reports from this study.

_____ I do not choose to have my responses treated as confidential. I am willing to be identified by name in reports from this study.

Audio-taping: (Please indicate your preference with a check.)

_____ I give consent that the interview can be audio-taped. At any time I may ask that the tape recorder be stopped.

_____ I do not give consent that the interview be audio-taped.

Name: _____ Signed: _____

Researcher: (for PhD dissertation at Michigan State University) Date: _____

Gary L. Hauck
3838 Fuller NE
Grand Rapids, MI 49505

Grand Rapids Baptist Seminary
1001 East Beltline, NE
ghauck@cornerstone.edu

Dear ,

For my dissertation research at Michigan State University, I am studying the changes that have taken place at Grand Rapids Baptist College/Cornerstone College from 1981 to the 1996-97 academic year. My study involves the use of documents, participant observation, and extensive interviewing. In an effort to assist me toward some degree of objectivity in my research, I am enlisting the help of a collaborative focus group to help me assess both the procedures and my reflections at frequent intervals throughout the process.

I am requesting the opportunity to interview you as a non-member of that focus group. The interview will last approximately one hour, and will follow the basic protocol enclosed with this letter. What I am interested in is your personal perceptions of the changes that have occurred at Cornerstone College. You have the choice regarding the matter of anonymity and confidentiality, as well as the potential audio-taping of your interview. I am keenly interested in your perspectives and would be happy to answer any further questions concerning my purposes in this study or the procedures involved. Enclosed you will also find a consent form for you to complete and forward directly to me.

Thanks so much for your consideration in this matter.

Sincerely,

Gary L. Hauck
Associate Professor and Chairman,
Division of Ministry Studies

Dear _____,

For my dissertation research at Michigan State University, I am studying the changes that have taken place at Grand Rapids Baptist College/Cornerstone College from 1981 to the 1996-97 academic year. My study involves the use of documents, participant observation, and extensive interviewing. In an effort to assist me toward some degree of objectivity in my research, I am enlisting the help of a collaborative focus group to help me assess both the procedures and my reflections at frequent intervals throughout the process.

I am requesting the opportunity to incorporate you and your perspectives as a part of that focus group. In that the intent is to include a variety of alternative viewpoints within the group as a check and balance for the assessment of my study, I am desirous of your honest input. This being the case you have the choice of anonymity or confidentiality and the choice as far as any audio-taping is concerned. I am keenly interested in your perspectives and would be happy to answer any further questions concerning my purposes in this study or the procedures involved. Enclosed, you will find a consent form for you to complete and forward directly to me.

As far as time commitments are involved, I would be interested in meeting with you from time to time as your schedule permits. These meetings may not need to last more than 15-30 minutes. This is not a limitation, however, if there are matters you would wish to pursue more fully or more frequently.

Thanks so much for your consideration in this matter.

Sincerely,

Gary L. Hauck
Associate Professor and Chairman,
Division of Ministry Studies

Dear ,

I would like to take this opportunity to thank you for your investment of time in helping me with the field research process of my study of Cornerstone College.

Your interview and/or helpful collaboration has/have given significant insights necessary for the success of this study.

You will be pleased to know that over twenty interviews have been incorporated in this research, and that several have participated meaningfully in the collaboration team.

Especially in light of the business of your schedule, I am truly grateful for your whole-hearted participation. If you wish, I would be happy to send you a dissertation abstract upon final approval of the project. You may also be interested to know that I will be placing a copy of the finished study in the Cornerstone College Archives should you desire a more thorough reading.

Once again, thank you for your gracious help.

Sincerely,

Gary L. Hauck

APPENDIX B

NEW GOVERNANCE DESCRIPTIONS

CORPORATE AUTHORITY AND CONTROL

[An excerpt from the Cornerstone Faculty/Staff Handbook]

Board of Trustees

The governing body of the institution is an individual, self-perpetuating board consisting of up to 34 Trustees who are appointed by the Board. The Board of Trustees is responsible for selecting, supporting, and evaluating the president; overseeing the financial health and stability of the institution and approving the annual budget; assuring that all administrative and faculty appointments will be served by persons of high spiritual, personal, and academic standards; promoting the highest caliber of academic and spiritual life on campus; representing and defending the institution and its purposes; and establishing policies supportive of the institution's stated purpose. No salaried employee of the corporation shall be eligible for election to the Board.

Mission

The mission of the Board of Trustees of Cornerstone College is to insure to its constituency that the basic stated goals and purposes of the institution are being addressed and met. To this end, the Board of Trustees has the following general duties:

1. Select a president, support him in the fulfillment of his responsibilities, and evaluate him in the light of how well the purposes of the institution are being achieved.
2. Promote and oversee the financial health and stability of the institution and approve the annual budget.

3. Maintain the prerequisite for approval of all administrative and faculty appointments to confirm that the institution will be served by persons of high spiritual, personal and academic standards.
4. Promote and encourage the highest caliber of academic and spiritual life on campus.
5. Represent, interpret, and defend the school and its purposes to its constituency and the general public.
6. Establish policies supportive of the school's stated purpose.

Powers

The Board of Trustees has the power and responsibility to manage the property and business of the corporation and to carry out any other functions which are permitted by the Articles of Incorporation or the bylaws, except insofar as such powers may be limited by law. These powers include but are not limited to the following:

1. Appoint or remove the president, other officers and administrative officials or faculty of the College and Seminary; however, the power to appoint or remove administrative officials or faculty (not including administrative division heads) may, in the discretion of the Board, be delegated to the President of the College and Seminary.
2. Approve degrees in academic courses and honorary degrees as recommended.
3. Establish and review the educational programs of the College and Seminary.
4. Establish annually the budget of the College and Seminary which shall be submitted to it upon recommendation of the Business Affairs Committee.

5. Authorize the construction of new buildings and major renovations of existing buildings.
6. Authorize the sale and purchase of land, buildings or major equipment for the use of the College and Seminary.
7. Institute and promote major fund-raising efforts of the College and Seminary.
8. Authorize any changes in tuition and fees within the College and Seminary.
9. Authorize officers or agents of the College and Seminary to accept gifts for the College and Seminary.
10. Authorize the incurring of debt by the College and Seminary and securing thereof by mortgage and pledge of real and personal property, tangible and intangible.

Administration

President's Cabinet

The president's cabinet consists of seven members: president, provost/executive vice president, associate provost/vice president of student development; vice president and dean of the seminary, academic vice president (proposed), vice president for business affairs, vice president for advancement, and vice president for broadcasting, with the president serving as chairman.

The cabinet is concerned with the proper administration of the internal affairs of the institution and operates within the general policies laid down by the Board of Trustees. The cabinet serves three broad basic functions:

1. It is an advisory committee on administrative matters.
2. It serves a policy-making function for matters of broad institutional policy which are not prescribed by the Board of Trustees or the president.
3. It serves a communicative function whereby the members of the cabinet inform one another of administrative decisions which have been made at a level below the cabinet level and where the various administrators may seek counsel from the cabinet before making such decisions.
4. The cabinet is also responsible for reviewing all fund expenditures of each of the major units of the institution.

The President

The president is the chief executive officer of the college and seminary. He is appointed by and is responsible to the Board of Trustees. All other academic and administrative officers of the institution are appointed by the Board upon the president's recommendation and are responsible to him either directly or through another officer. The president defines the duties of these officers unless they are prescribed by Board action.

The president has authority from the Board of Trustees (subject to its directives) and overall responsibility to the Board for:

1. Fostering widespread acceptance of the institution's objectives on the part of all its internal and external constituencies.
2. Planning, administering, and developing the total college and seminary programs and all of their subsidiary activities.

3. Providing for programs of instruction, research and service that carry out the stated institutional objectives.

4. Providing educational programs designed to meet the needs of the student body within the parameters of the mission of the college and seminary.

5. Providing and administering plans to finance the current fiscal needs and capital requirements of the institution; preparing annual and long-term budgets from data supplied by the various divisions and allotting the funds to each unit of the institution.

6. Building policies, systems, and procedures, and a sound structure through which to administer all major elements of the institution's program.

In addition, the president has the authority to establish committees as necessary to the administration of the institution and is an ex-officio member of the college and seminary faculties and of all committees. He also serves as the official communicative link between the two faculties and the Board as well as between the student body and the Board.

Provost and Executive Vice President

The provost and executive vice president is the chief operations officer and chief academic officer for the institution. He is appointed by and responsible to the president. All other administrative and academic officers of the institution are responsible to the president through this office. He serves on the president's cabinet and would chair the cabinet in the president's absence. As executive vice president his duties include:

1. To provide operational oversight for all college, seminary, and broadcasting operations.

2. To assist the president in providing leadership and administrative guidance for all college, seminary, and broadcasting operations.
3. To assist the president in leading the cabinet through the annual budgeting process.
4. To work with the president in developing and implementing the institution's strategic plan.
5. To administer student and parent appeals and other related complaints and concerns.
6. To assist the president in speaking responsibilities as requested. As provost his duties include:
 - a. To insure the integration of the curriculum and co-curriculum primarily through his leadership of the provost's council.
 - b. To advise the president in matters of college policy, particularly in academic issues.
 - c. To take leadership in academic planning and in the continuous evaluation and assessment of all aspects of the academic programs of the college and seminary; to study all materials that affect educational program of the college and seminary; to give such advice, counsel, and support as will contribute to improved instruction on all areas.

- d. To seek to maintain amity, unity of purpose and cooperation among the divisions of the institution; to be, ex officio, a member of all college and seminary faculty committees.
 - e. To be responsible to the president for the development and administering of the academic budget for the college.
 - f. To represent the institution at meetings of educational associations.
7. To direct the preparation of the academic catalogs and the official academic calendar in cooperation with the academic deans and other administrative officers as well as approve all materials that involve academic activities of the institution where they appear in the catalog, promotional literature, and other school publications.
8. To supervise the academic counseling of all students, including the administration of all freshman testing programs, selection of major and minor fields, and the appointment of advisors to assist students during their programs.
9. To provide primary administrative leadership in the development and operation of the library, through the head librarian.
10. To provide administrative oversight for the assessment and evaluation of academic programs, through the director of assessment and institutional research.
11. To provide administrative oversight for the dean of academic services.
12. To provide administrative oversight for the director of information services.
13. To supervise the work of the director of internships.
14. To chair regular meetings of the joint college faculty or its designated representative body.

Provost's Council

The provost's council consists of nine members: provost; associate provost; the academic deans of the seminary, school of arts and sciences, and the school of professional studies; dean of students; dean of campus ministries; director of enrollment services; and the dean of academic services. Other cabinet officers will be invited to sit with the council as their particular expertise is required. The provost's council is primarily concerned with administering the curricular and co-curricular programs of the institution. The council serves the following basic functions:

1. To administer and implement the strategic plan and annual budget for the institution.
2. To produce and implement policy relevant to the day-to-day operation of the institution.
3. To consider and act upon personnel or financial requests which are not included in the institution's published budget or other parts of the operational plan.
4. To consider and make recommendations to the president's cabinet salary structures for personnel involved in the curricular and co-curricular areas of the institution.

College Academic Deans

The college is divided into two schools. Each school is administered by an academic dean who is responsible for the general oversight and coordination of the students, faculty, and curriculum associated with the related academic programs. Specific duties of the academic dean include:

1. To serve as a member of the provost 's council.
2. To advise the provost in matters of college policy, particularly in academic issues, and to work with him in faculty personnel problems, including the recruitment of personnel.
3. To notify faculty of their course assignments, orient new teachers to their academic responsibilities and resources, to supervise and coordinate teaching assignments and instruction to all divisions of the institution.
4. To serve as chair of the school's educational policy committee; to formulate educational policies to be presented to the provost and to the faculty for consideration; to supervise the administration of the policies of the faculty in academic areas.
5. To regularly evaluate faculty, considering factors such as information regarding abilities and performance as a teacher, participation in other activities of the institution, professional research and publication, membership and participation in professional organization, participation and activities in the community and in the local church.
6. To take leadership in academic planning and in the continuous evaluation of the curriculum; to study all matters that affect the educational program of the college and to give such advice, counsel and support as will contribute to improved instruction in all areas.
7. To recommend to the provost proposed changes of faculty personnel, faculty salaries, teaching loads and academic rank and tenure; to collect and preserve data regarding faculty.
8. To seek to maintain amity, unity of purpose and cooperation among the divisions of the school; to be ex officio, a member of all school faculty committees.

9. To be responsible to the provost for the development and administering of the academic budget for the school.
10. To represent the institution at meetings of educational associations.
11. To oversee the preparation of relevant school material for college catalog, promotional literature and other institutional publications.
12. To maintain a file of syllabi of all courses.
13. To evaluate and make recommendations to the provost concerning requests for sabbaticals, educational leaves, and leaves of absence.
14. To approve student academic loads above 18 hours.
15. To serve as a point of appeal, pursuant to established policy, for both faculty and students regarding classroom issues such as cheating, plagiarism, student misconduct, attendance policies, grading, sexual harassment, gender, ethnic or racial prejudice, etc.
16. To provide leadership in providing faculty development opportunities.
17. To chair regular meetings of the school's faculty.

Associate Provost and Vice President for Student Development

The associate provost and vice president for student development is the administrative officer of the college responsible to the provost for the establishment and maintenance of a cultural, social, and spiritual environment designed to supplement programs for study and to encourage the full personal development of the individual student. Acting for and reporting to the provost, the duties of the associate provost and vice president for student development include:

1. To serve as a member of the president's cabinet.
2. To serve as a member of the provost's council.
3. To advise the president and provost in matters of college policy,
particularly in student development, and to counsel with him concerning student problems.
4. To supervise student activities.
5. To plan, provide, and supervise housing, health services, and counseling
services for students, Christian service activities, the athletic program, and to provide
leadership for personnel directly responsible for those activities.
6. To supervise the chaplain, who plans and administers chapel services.
7. To supervise the career/placement office which assists students in finding
employment during their course of study and placement following graduation.
8. To serve as major adviser on budget preparation for the area of student
development and to prepare appropriate reports as requested.
9. To provide student discipline, including the review of policies for discipline
and recommendations in the area of student discipline.
10. To provide supervision of the admissions office procedures, recruiting,
enrollment and financial aid, and to serve on the admissions committee.

Vice President for Business

The vice president for business is the administrative officer responsible for business matters, auxiliary enterprises and properties of the college. The vice president for business is responsible to the executive vice president. The specific responsibilities of the office include:

1. To serve as a member of the president's cabinet.
2. To serve as an "ad hoc" member of the provost's council.
3. To develop operational procedures, establish accounting and reporting records, and coordinate day-to-day business operations.
4. To coordinate budget development with other cabinet officers and to be responsible for budget control after an operating budget has been approved by the president's cabinet and the Board of Trustees.
5. To act as chief personnel officer in hiring of staff, other than faculty and administrators, and to establish and maintain personnel services including the keeping of personnel records for all employees.
6. To formulate, in cooperation with the vice president for student development, policies and procedures governing financial relations with students and with the operation of auxiliary enterprises; to manage the various aspects of auxiliary enterprises.
7. To formulate policies and procedures and provide for the collection, custody, investment, disbursement, accounting, and auditing of all monies of the institution including negotiation of loans and other financing and to maintain a system of financial and related statistical reporting.
8. To be responsible for the successful operation and the maintenance of the physical plant.
9. To develop procedures in the procurement of necessary goods and to be responsible for retaining the greatest utility from these goods.

10. To provide necessary services for the institution such as duplication, mail and messenger services.

11. To prepare an annual report of the financial status of the institution.

Vice President for Advancement

The vice president for advancement heads the department of institutional advancement which is a division of Cornerstone College administration which is responsible for campus development, and institutional funding. The vice president of advancement is responsible to the executive vice president. The responsibilities of the vice president of advancement include:

1. To serve as a member of the president's cabinet.
2. To formulate advancement objectives working in cooperation with the president and the president's cabinet.
3. To generate financial support by means of:
 - a. direct mail programs.
 - b. planned giving.
 - c. foundation support.
 - d. capital funding drives.
 - e. current funding programs.
 - f. special financial support programs.
 - g. volunteer groups.
4. To maintain the procedures and record keeping for all fund raising activities.
5. To develop and supervise procedures for alumni programs and publications.

Vice President of Broadcasting

The vice president for broadcasting is the administrative officer for the broadcast department of Cornerstone College. The vice president is responsible to the executive vice president. The responsibilities of the vice president for broadcasting include:

1. To serve as a member of the president's cabinet.
2. To advise the president in matters of broadcast policy, programming and development.
3. To maintain the broadcast entities within the guidelines of the rules, regulations and standards of the Federal Communications Commission.
4. To supervise the development and marketing of production department audio products of Cornerstone College.
5. To supervise the creation of radio programs for ministry and public relations, utilizing the faculty and staff of Cornerstone College.
6. To advise, create and manage the budgets for WCSG/WYAI, the Children's Sonshine Network and Cornerstone College productions.
7. To supervise the hiring, development and utilization of the broadcast department staff.
8. To advise and manage all phases of Children's Sonshine Network in the following:
 - a. national affiliation development.
 - b. national program producer relationships.
 - c. locally produced programs for national release on CSN.

- d. commercial adventures for CSN products, characters and affiliate support services.

9. To supervise and maintain the fund-raising efforts and activities of the broadcast department through the annual Sharathons, underwriting program, on-air appeals and foundation grant requests in concert with the advancement office.

10. To maintain a WCSG/WAYK broadcast schedule that is pertinent to the prescribed local target audience.

11. To establish, maintain and advise on local and national relationships, as they pertain to broadcast, with entities in the religious, public service and commercial spectrum.

12. To supervise and advise on local WCSG/WAYK community events that provide ministry, image enhancement, and relationship building for the college, seminary, and radio station.

13. To provide proper stewardship and development strategies for the maintenance and growth of the technical plant and facilities of the broadcast department (WCSG/WAYK, CSN, and Productions).

Other Administrative Positions

Director of Assessment and Institutional Research

The assessment and institutional research office is responsible for academic record keeping, class scheduling, registration and academic institutional research. This office is directly responsible to the provost. The director's duties include the following major responsibilities:

1. To supervise creation of reports to external agencies and government.
2. To represent the college and seminary at meetings of education associations.
3. To serve on education policy committees.
4. To supervise the preparation and posting of class schedules, classroom assignments, and examination schedules.
5. To supervise pre-registration and registration procedures.
6. To supervise and ascertain the academic progress of students and to issue reports to students, parents and faculty.
7. To maintain and supervise the maintenance of academic records of all kinds; to enter on permanent records notices of scholarship and honor awards; to supply transcripts of students' records.
8. To check the credentials of all candidates for graduation and for the various honors connected with academic success; to supervise the ordering of diplomas and academic apparel for commencement week.
9. To help other related offices in the supervision of graduation exercises.
10. To initially assign and supervise the work of office personnel.
11. To supervise the evaluation of credits of transfer students.
12. To provide the dean of academic services and the provost with reports on faculty load, faculty grading, grade distributions, and other desired data.
13. To develop and maintain the assessment and institutional research committee.
14. To develop and maintain a coordinated plan of assessment and institutional research for Cornerstone College.

Head Librarian

The librarian is the administrative officer responsible for the development and administration of the library and is responsible to the provost of the college. The librarian has faculty status in the college. The duties of the librarian include:

1. To serve on the library committee of the faculty.
2. To integrate resources of the library with the instructional program and objectives of the college and seminary.
3. To build and maintain a functional collection of instructional books and reference material.
4. To instruct the students and faculty in the effective use of library resources.
5. To inform the faculty regularly of the new additions to the collections pertinent to their respective fields.
6. To supervise the operation and care of the library plant.
7. To prepare the general library budget and with the library committee of the faculty, allocate the book budget to the various divisions.
8. To recommend to the college and seminary vice presidents new appointments and changes in salary and rank of the library staff, including assistant librarians and secretarial/clerical staff.
9. To assign and supervise the work of the library staff.
10. To determine hours and to supervise student use of the library.
11. To keep a record of accessions and circulation.
12. To publicize the resources of the library to faculty and students.

Director of Internships

The director of internships supervises the college internship program established by the faculty in 1992, whereby every major requires an internship experience. The director of internship has faculty status and rank and is responsible to the provost but works closely with the director of the career/placement office. The responsibilities of the director of internships include:

1. To assist students in locating appropriate internships, to help students with the application and registration process, to conduct pre- and mid-internship workshops, and to process work-learning agreements.
2. To produce appropriate promotional literature for dissemination to various audiences.
3. To identify and develop desirable internship opportunities on a continuing basis from a variety of employers.
4. To coordinate the internship program with the career/placement office in developing positive relationships with potential employers with an eye to placement of graduates.
5. To visit each intern twice within the environs of Grand Rapids to ascertain the suitability of the internship and determine whether objectives are being met.
6. To evaluate each intern on the basis of the written materials, the on-site visit, and the assessment of the internship supervisor.
7. To create an advisory group to review the internship program and make appropriate changes.

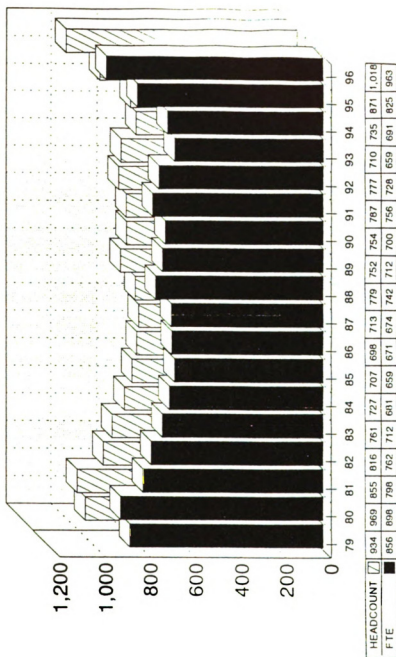
8. To work with each academic division to assess the types of internship desired and to secure joint ownership of the internship experience.

Dean of Academic Services

Director of Information Services

APPENDIX C
RECRUITMENT AND RETENTION DATA

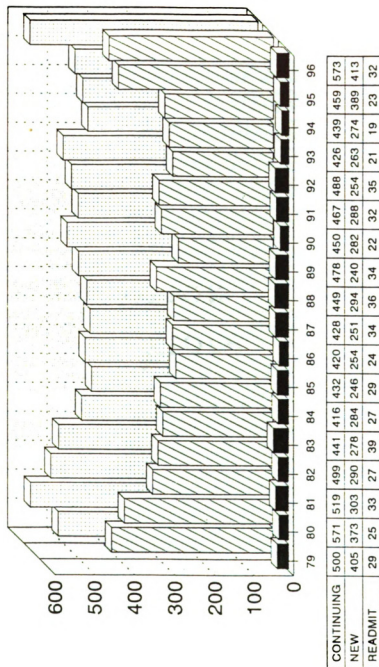
CORNERSTONE COLLEGE FALL HEADCOUNT AND FTE 1979 - 1996



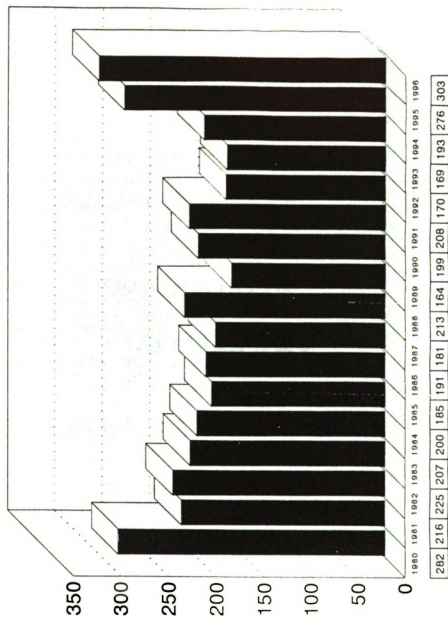
FTE = FULL TIME EQUIVALENT

CORNERSTONE COLLEGE ENROLLMENT SUMMARY 1979 - 1996

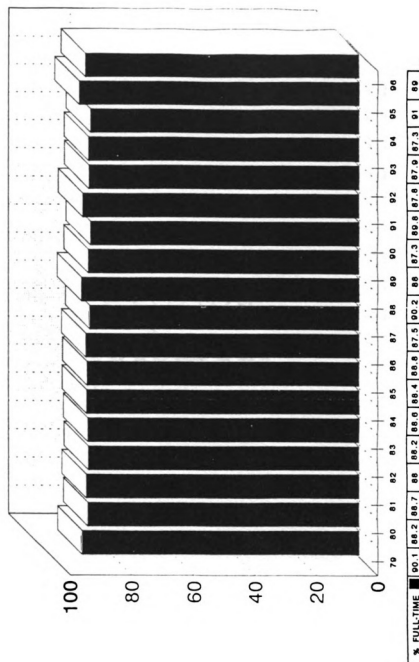
☒ READMIT
 ☒ NEW
 ☐ CONTINUING



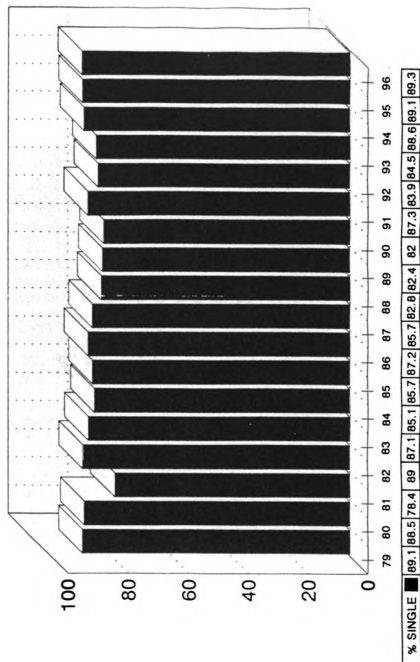
CORNERSTONE COLLEGE
NEW BEGINNING FRESHMAN ENROLLMENT 1980-1996



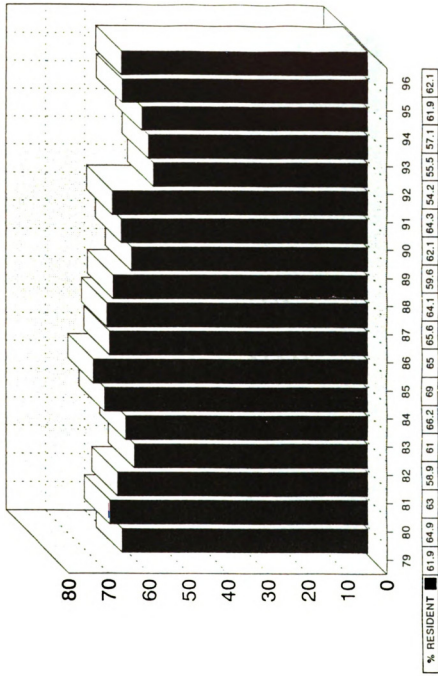
FULL-TIME PERCENT OF FALL HEADCOUNT 1979 - 1996



SINGLE STUDENT PERCENT OF FALL HEADCOUNT 1979 - 1996

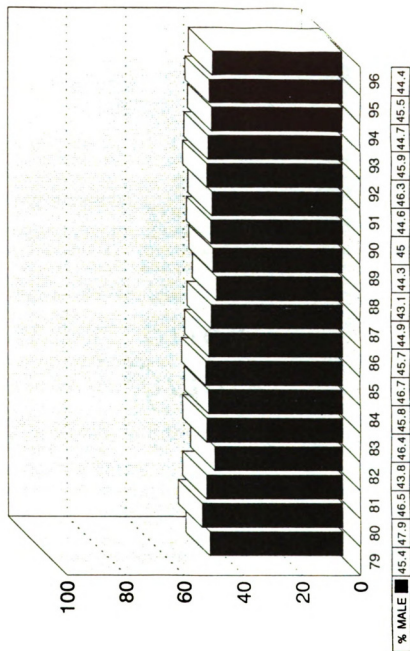


CORNERSTONE COLLEGE
RESIDENT STUDENT PERCENT OF FALL HEADCOUNT FALL, 1979 - FALL, 1996



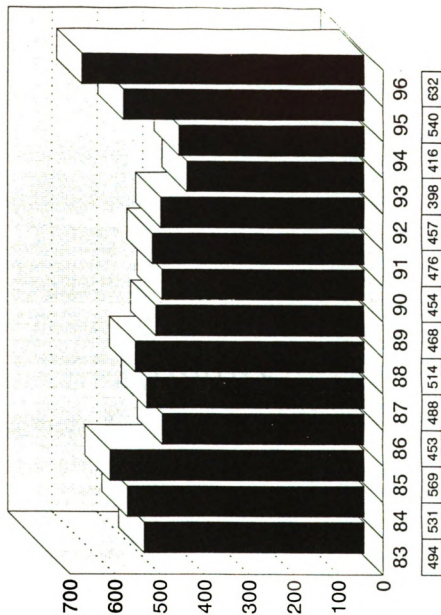
MALE PERCENT OF HEADCOUNT

FALL, 1979 - FALL, 1996



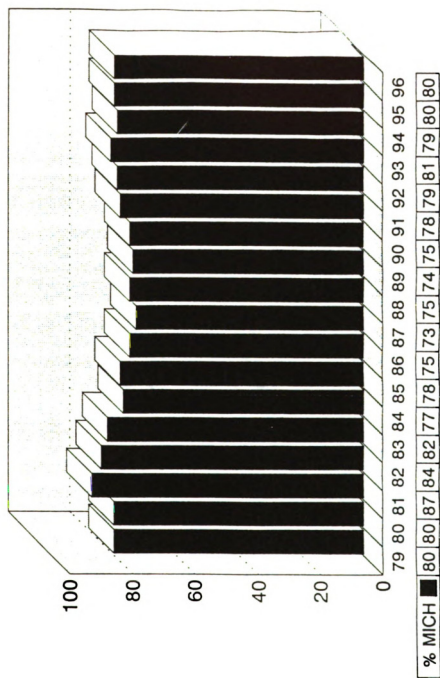
CORNERSTONE COLLEGE NUMBER OF RESIDENT STUDENTS

FALL, 1983 TO FALL, 1996



STUDENTS FROM MICHIGAN, PERCENT OF FALL HEADCOUNT

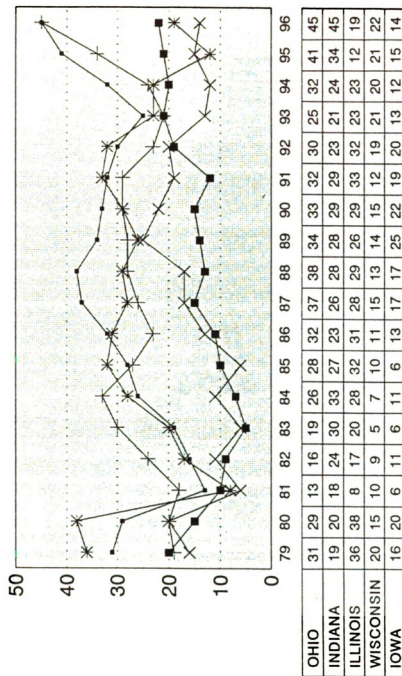
FALL, 1979 - FALL, 1996



NUMBER OF STUDENTS FROM OTHER MIDWESTERN STATES

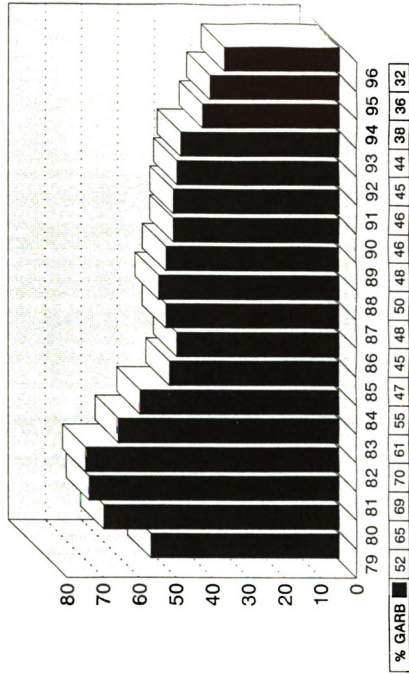
FALL, 1979 - FALL, 1996

— OHIO + INDIANA * ILLINOIS ■ WISCONSIN ✕ IOWA



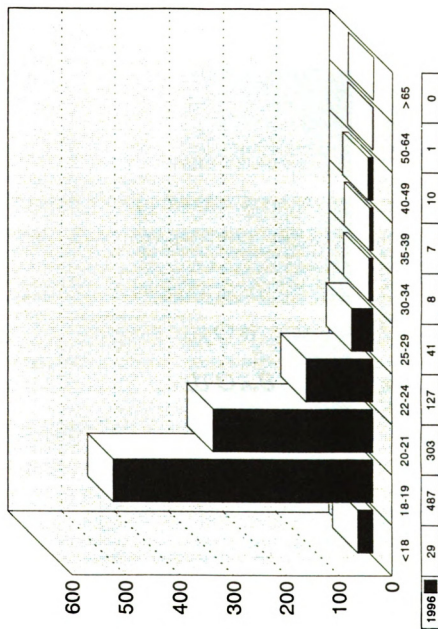
GARB PERCENT OF HEADCOUNT

FALL, 1979 - FALL, 1996



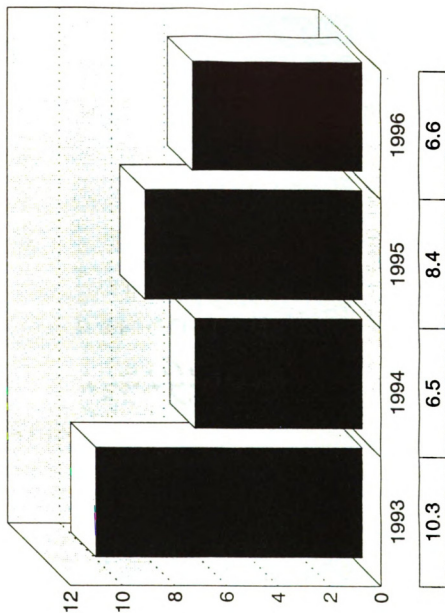
CORNERSTONE COLLEGE STUDENT AGE DISTRIBUTION

FALL, 1996

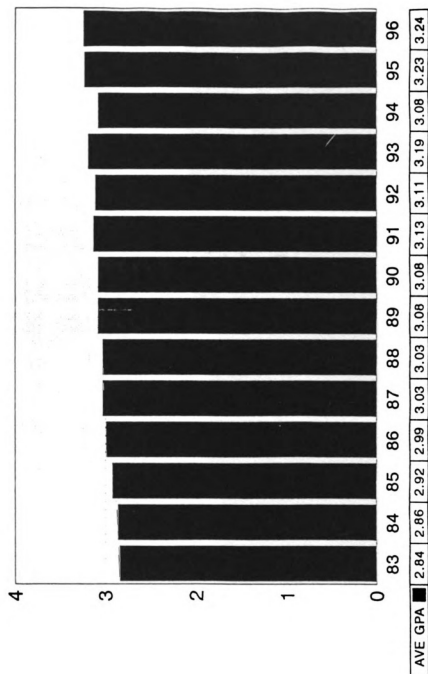


CORNERSTONE COLLEGE PERCENT OF NON-TRADITIONAL STUDENTS

NON-TRADITIONAL EQUALS PERCENT OF STUDENTS OVER AGE 25

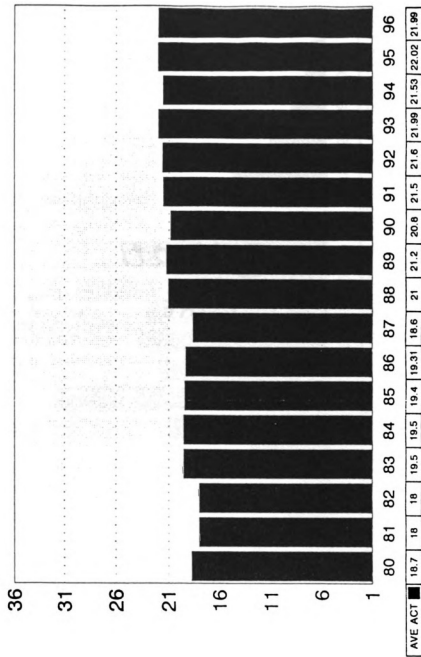


CORNERSTONE COLLEGE
AVERAGE GRADE POINT AVERAGE OF FALL SEMESTER NEW BEGINNING FRESHMEN



ALL GPAS CONVERTED TO 4.00 SCALE

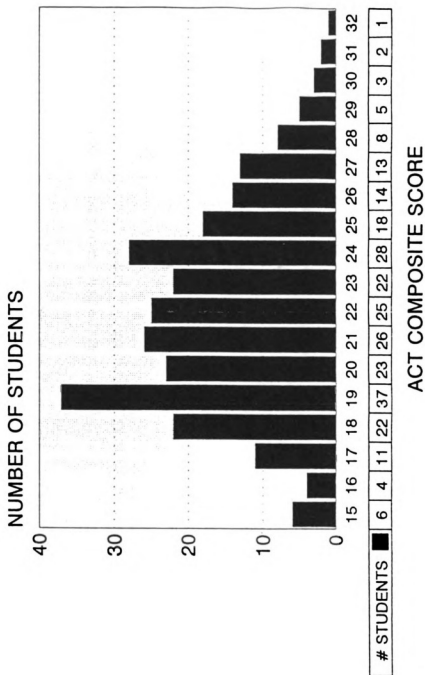
CORNERSTONE COLLEGE
AVERAGE ACT SCORE FOR FALL SEMESTER NEW BEGINNING FRESHMAN



1988 BEGINS ENHANCED ACT

CORNERSTONE COLLEGE

ACT COMPOSITE SCORE DISTRIBUTION FOR 1996 FALL SEMESTER NEW BEGINNING FRESHMEN



ACT SCALE 1 - 36

FALL 1996

ANALYSIS OF ADMISSIONS ADVERTISING

Description	Cost	Inquiries	Cost/Inquiry	Applicants	Cost/Applicant	Enrollees	Cost/Enrollee
Campus Life College Guide 2/3 Page, 4 Color & free Card Deck	\$3,539.54	917	\$3.86	22	\$160.89	11	\$321.78
Christian College Handbook (Berry) Full page, 4 Color	\$4,104.00	618	\$6.64	17	\$241.41	12	\$342.00
Midwest Choice Magazine (Fall) Full page, 4 Color	\$3,995.00	158	\$25.28	6	\$665.83	2	\$1,997.50
Midwest Choice Magazine (Spring) Full page, 4 Color	\$3,995.00	446	\$8.96	3	\$1,331.67	1	\$3,995.00
List Purchases (NRCCUA)	\$3,041.56	63	\$48.28	5	\$608.31	3	\$1,013.85
Totals	\$18,675.10	2202	\$8.48	53	\$352.36	29	\$643.97

New Student Profile

Fall 1996

Revised 12/12/96

New Student Classifications

- 419 new students (headcount) enrolled
 - 303 Freshmen
 - 9 students enrolled in the early enrollment program
 - 110 Transfers
 - 5 students enrolled in the consortium program with Grace Bible College

- Application Analysis

Freshmen

- 561 Freshmen applied
- 54% Yield rate

Transfers

- 193 Transfers applied
- 57% Yield rate

Average Financial Aid of Freshman Class

- The average Freshman receives \$3,500 in grants/scholarships and borrows \$2,400 in student loans.
- The following are specific averages for financial aid programs:
 - \$1,550 average institutional aid (73% receive this aid)
 - \$625 average Pell grant (35% receive this aid)
 - \$1,490 average MI tuition grant (70% receive this aid)
 - \$2,385 average student loan (80% receive this aid)
 - \$100 average outside scholarship (12% receive this aid)

Geography

- 82.6% of new students are from Michigan
 - 51.8% of these MI students are from the local 493, 494, and 495 zip code ranges (42.8% of all new students)
 - 70% of these students are from within approximately one hour of campus. (57.7% of all new students)
 - Major areas outside of Grand Rapids:
 - 9.1% are from the Kalamazoo area (7.6% of all new students)
 - 8.8% are from the Lansing area (7.3% of all new students)
 - 8.8% are from the Flint and Tri-Cities area (7.3% of all new students)
 - 11.0% are from the Metropolitan Detroit area (9.1% of all new students)
 - 7.9% are from northern lower MI and the UP (6.5% of all new students)
 - 59.3% of students who applied from MI chose to attend Cornerstone
- 13.9% of new students are from WI, IA, IL, IN, OH, PA, and NY
 - WI 1.3%
 - IA 1.8%
 - IL 1.5%
 - IN 3.3%
 - OH 3.8%
 - PA 1.3%
 - NY 1.0%
 - 36.7% of students who applied from these states chose to attend Cornerstone
- 3.5% of new students are from other states and foreign countries
 - 1% of new students are from another country in origin (Albania, Brazil, Canada, and Trinidad)

Educational Background

- New students enrolled from the following educational backgrounds:

Overall Totals

- 4.3% are home-schooled
- 37.1% are from Christian high schools
- 58.6% are from Public high schools

Michigan

- 5.2% are home-schooled
- 33.5% are from Christian high schools
- 61.0% are from Public high schools

Out-of-State

- 3.9% are home-schooled
- 50.6% are from Christian high schools
- 45.5% are from Public high schools

- Academic Achievement

- 21.99 average ACT score (Mean is 22)
- 3.24 average High School GPA

Educational Choice of Study

- The following majors were declared by entering new students:

1.	Teacher Education	135	35%
2.	Business Related	68	16%
3.	Undecided	58	13%
4.	Music Related	31	7%
5.	Bible Related	30	7% (10 are youth ministry)
6.	Psychology	16	4%
7.	Pre-professional sciences	15	3.5%
8.	Social Work	13	3%
9.	Communication Arts	12	3%
10.	Physical Education	9	2%

Church Background

- Students primarily come from some type of a Baptist Church (55%)
- 27% of new students come from a GARBC church
- Students primarily enroll from one of the following denominations:

1.	Baptist - GARBC	105	27%
2.	Non-denominational	47	12%
3.	Baptist - Independent	34	9%
4.	Baptist - Other	30	8%
5.	IFCA	25	7%
6.	Reformed/CRC	22	6%
7.	Bible Church	13	3%
8.	Assembly of God	8	2%
9.	Community	8	2%
10.	Baptist - American	7	2%

Ethnic Identity of New Students

- The following are ethnic breakdowns for new students
 - 96.4% Caucasian/White (414)
 - 0.7% African American (3)
 - 0.2% American Indian (1)
 - 1.4% Asian American (6)
 - 1.0% Latin American/Hispanic (4)
 - 0.2% Multi-racial (1)

Transfer Students

- Students who transfer to Cornerstone College came from one of the following schools:

1.	Grand Rapids Community College	30
2.	Grand Valley State University	9
3.	Grace Bible College	8
4.	Davenport College	7
5.	Calvin College	5
6.	Cedarville College	5
7.	Kalamazoo Valley Community Coll.	5
8.	Muskegon Community College	5
9.	Pensacola Christian College	4

First Source of Contact for New Students

- New students enrolled at Cornerstone after their initial contact from one of the following:

1.	ACT score	58	14%
2.	Phone-In	39	10%
3.	Current Student Referral	21	5%
4.	Breakpoint	17	4%
5.	Response Card	16	4%
6.	Personal Visit	14	3%
7.	State Teen Bible Conf.	13	3%
8.	Church/Pastor List	11	3%
9.	Prospective Student Referral	10	2%
10.	Unsolicited Referral	8	2%

- Students enrolled from the following their initial contact from one of the four major reference codes:

1.	Referrals (C)	106	26%
2.	Unsolicited Referrals (A)	85	21%
3.	Test Scores (B)	60	15%
4.	On-campus visits (D)	44	11%

Applicants Choosing to Cancel

- Applicants who choose to cancel their application provide the following reasons for their decision:

1.	Cost	74	20%
2.	God's will/feelings	68	18%
3.	Liked other college	52	14%
4.	Location/distance	47	12%
5.	Academic program	43	11%
6.	Family/personal	36	9%
7.	Unknown	25	6%
8.	Other	19	5%
9.	No contact	18	4%
10.	Size	2	1%

- Applicants who choose to attend another college most often attend the following:

1.	Unknown community college	35
2.	Cedarville College	18
3.	Calvin College	12
4.	Spring Arbor College	10
5.	Grand Rapids Community College	9
6.	Moody Bible Institute	8
7.	Grace College	7

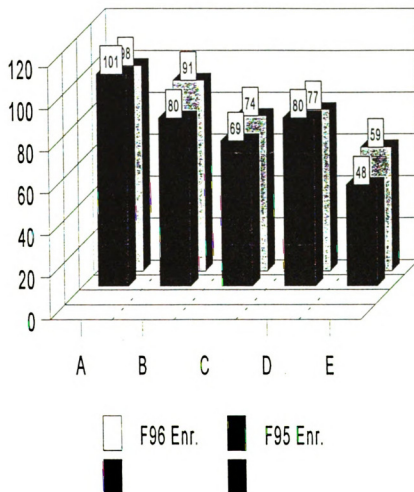
	Indiana Wesleyan University	7
8.	Taylor University	6
9.	Grand Valley State University	5
	Baptist Bible College	5
	Pensacola Christian College	5
10.	Liberty University	4
	Bethel College (MN)	4

**Freshmen Class Rank
Fall 1996**

- 75% of new Freshmen had reported class ranks on their final high school transcript
- **Average class rank is 65.4%** (with 100% being the first student in his/her graduating class)
- The following is a profile breakdown of where our students ranked in their class:
 - **73%** of first time freshmen were in the **top 50%** of their high school class
 - **39%** of first-time freshmen were in the **top 25%** of their high school class
 - **15%** of first-time freshmen were in the **top 10%** of their high school class
- We had **7 known valedictorians** enroll in our freshmen class

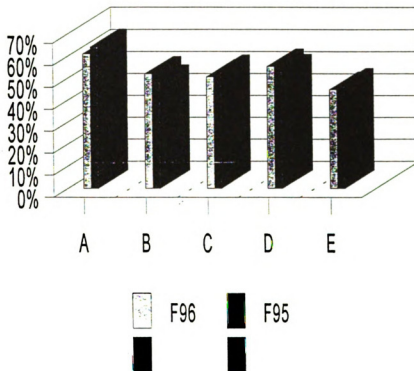
F95 & F96 ENROLLEES

By Admissions Territory



F96 & F95 Conversion Rates

By Admissions Territory



F96	61.1%	52%	50.7%	55.4%	45%
F95	64.3%	48.2%	52.7%	53%	46.6%

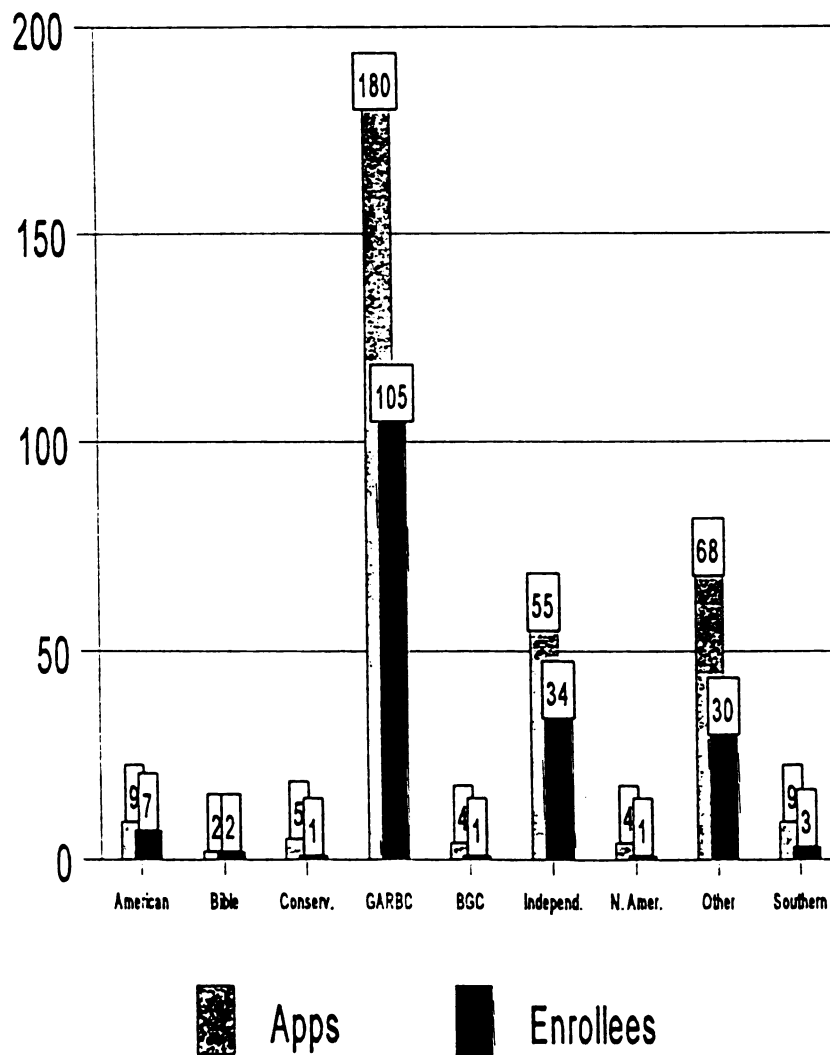
CHURCH DENOMINATIONS FOR NEW STUDENTS

FALL 1996

Denomination	Applicants	Enrollees	Cancels	Yield %	% of Total
Unknown	79	24	55	30.38%	6.27%
Apostolic	3	1	2	33.33%	0.26%
Assembly of God	14	8	6	57.14%	2.09%
Baptist - American	9	7	2	77.78%	1.83%
Baptist - Bible	2	2	0	100.00%	0.52%
Baptist - Conservative	5	1	4	20.00%	0.26%
Baptist - GARBC	180	105	75	58.33%	27.42%
Baptist - General Conference	4	1	3	25.00%	0.26%
Baptist - Independent	55	34	21	61.82%	8.88%
Baptist - North American	4	1	3	25.00%	0.26%
Baptist - Other	68	30	38	44.12%	7.83%
Baptist - Southern	9	3	6	33.33%	0.78%
Bible Church	29	13	16	44.83%	3.39%
Brethren	6	3	3	50.00%	0.78%
United Brethren	2	1	1	50.00%	0.26%
Catholic	3	2	1	66.67%	0.52%
Church of Christ	2	2	0	100.00%	0.52%
Christian	3	1	2	33.33%	0.26%
Christian & Missionary Alliance	2	0	2	0.00%	0.00%
Christian Reformed	18	10	8	55.56%	2.61%
Community	14	8	6	57.14%	2.09%
Congregational	1	1	0	100.00%	0.26%
Covenant	1	0	1	0.00%	0.00%
Decline	10	5	5	50.00%	1.31%
Evangelical	4	2	2	50.00%	0.52%
Evangelical Covenant	5	2	3	40.00%	0.52%
Evangelical Free Church	15	5	10	33.33%	1.31%
Gospel	6	4	2	66.67%	1.04%
IFCA	41	25	16	60.98%	6.53%
Lutheran	5	2	3	40.00%	0.52%
Mennonite	5	1	4	20.00%	0.26%
Methodist	13	6	7	46.15%	1.57%
Missionary	4	2	2	50.00%	0.52%
Free Methodist	1	0	1	0.00%	0.00%
United Methodist	2	1	1	50.00%	0.26%
Nazarene	1	1	0	100.00%	0.26%
Non-denominational	84	47	37	55.95%	12.27%
Other	1	0	1	0.00%	0.00%
Pentecostal	8	4	4	50.00%	1.04%
Presbyterian	4	2	2	50.00%	0.52%
Reformed	26	12	14	46.15%	3.13%
Wesleyan	10	4	6	40.00%	1.04%
Total	758	383	375	50.53%	

Baptist Churches for New Students

Fall 1996

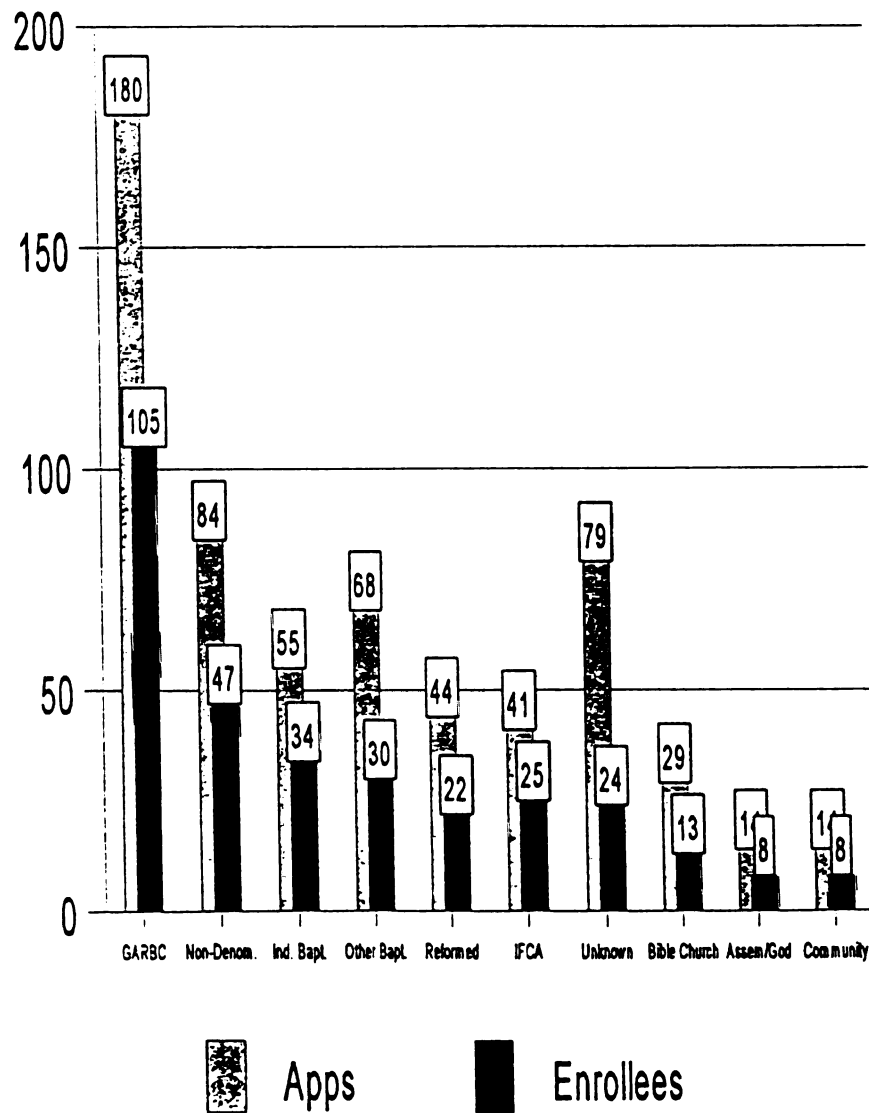


Analysis of Baptist Churches for New Students - Fall 1996

Denomination	Applicants	Enrollees	Cancel	Yield %	% Bapt.	% of Total
Baptist - American	9	7	2	77.78%	3.80%	1.83%
Baptist - Bible	2	2	0	100.00%	1.09%	0.52%
Baptist - Conservative	5	1	4	20.00%	0.54%	0.26%
Baptist - GARBC	180	105	75	58.33%	57.07%	27.42%
Baptist - General Conference	4	1	3	25.00%	0.54%	0.26%
Baptist - Independent	55	34	21	61.82%	18.48%	8.88%
Baptist - North American	4	1	3	25.00%	0.54%	0.26%
Baptist - Other	68	30	38	44.12%	16.30%	7.83%
Baptist - Southern	9	3	6	33.33%	1.63%	0.78%
Baptist Subtotal (including GARB)	336	184	152	54.76%		
Baptist Subtotal (without GARB)	156	79	77	50.64%		

Largest Feeder Churches for New Students

Fall 1996



Largest Feeder Church Denominations by Enrollees Fall 1996

Denomination	Applicants	Enrollees	Cancel	Yield %	% of Total
Baptist - GARBC	180	105	75	58.33%	27.42%
Non-denominational	84	47	37	55.95%	12.27%
Baptist - Independent	55	34	21	61.82%	8.88%
Baptist - Other	68	30	38	44.12%	7.83%
IFCA	41	25	16	60.98%	6.53%
Reformed/Christian Reformed	44	22	22	50.00%	5.74%
Unknown	79	24	55	30.38%	6.27%
Bible Church	29	13	16	44.83%	3.39%
Assembly of God	14	8	6	57.14%	2.09%
Community	14	8	6	57.14%	2.09%

APPENDIX D
CAPITAL CAMPAIGN FEASIBILITY STUDY

FOUNDATION 2000: BUILDING ON THE CORNERSTONE

The format of the consultation sessions usually included introductory remarks by the host and presentation of the case statement manual by President Rex M. Rogers or College Advancement Staff. In each meeting, leaders were furnished with a copy of the manual and encouraged to respond to the presentation with observations and questions. Many excellent responses were received, and an interchange of ideas frequently emerged. It was noted that some of those present would be contacted for a confidential interview by a member of our firm introductory remarks by the host and presentation of the case statement manual by President Rex M. Rogers or College Advancement Staff. In each meeting, leaders were furnished with a copy of the manual and encouraged to respond to the presentation with observations and questions. Many excellent responses were received, and an interchange of ideas frequently emerged. It was noted that some of those present would be contacted for a confidential interview by a member of our firm as part of the feasibility study.

Following the consultation meetings, we conducted 53 personal interviews. These persons were carefully selected by the College and primarily included key persons who attended area meetings. The list of persons interviewed following the consultation meetings and individual presentations is found on the tan sheets in this report. A few remaining interviews could be conducted in the next several weeks.

In most of the interview sessions, our staff members utilized the FOUNDATION 2000: BUILDING ON THE CORNERSTONE three-year needs program summary in the case manual which outlines operating needs of \$2.45 million, major capital projects for \$13.6 million and endowment needs of \$4 million, for a total goal of \$20.05 million. A copy of this summary is shown on the blue sheet in this report. To assist us in our evaluation of the financial potential of the College, our staff members completed a confidential analysis of each interview rating the attitudes toward the College; its administration and staff; its operating, capital, and endowment needs; the climate to raise \$20.05 million; the appropriate timing for launching the major funding program; and whether these persons will give and work to meet program objectives.

Analysis Of Interviews

In analyzing the attitudes of recognized leaders and potential key supporters, it is essential that we look at how they view the College, the administration and staff, the needs, the dollar objectives, campaign timing and their willingness to give and work.

Before we continue with the analysis, we would like to note that many positive comments were made during our interviews regarding both the manual and the excellent presentations made by President Rogers and his Staff. Several leaders commented favorably about the feasibility study process and applauded the method the College is using in assessing its financial potential.

In summary fashion, our findings from these interviews are:

The College. There is a growing feeling of confidence throughout the constituency about the college, its focused direction, its educational programs, its leadership, its fiscal

soundness, and its service to youth as a conservative Christian institution of higher education with unchanging biblical principles. On this latter point, there is a sincere and widespread belief that Cornerstone is unique in that it is a College which intentionally lifts up the Christian spiritual dimension to students in both its academic and student-life programs.

This general feeling of good will begins right in the West Michigan community. Local area leaders recognize Cornerstone College as a valuable religious, educational, cultural and economic resource.

Town-gown relations are at an all-time high. Students are "generally" viewed as being a responsible, dedicated group. Several businessmen commented that they have hired College students on a part-time basis and that they make excellent employees. It was noted by many that they appreciate the College opening appropriate facilities for community use.

All in all, community leaders view the College as a vital asset and are excited about its prospects for the future. They seem willing to give and work for its betterment.

Alumni interviewed expressed a deep sense of gratitude and growing commitment to the College. Many noted that Cornerstone has had a positive influence in their overall development. Several alumni noted that they were very well prepared as they entered graduate school and that they were able to compete favorably with their peers who had attended larger institutions. Many alumni expressed a feeling that the College has had, and continues to have, a strong and dedicated faculty. One graduate commented, "Every time I come back there is a warm, friendly environment on campus -- it seems like coming home." Another alumnus commented, "Without the caring people who gave me a reasonable second chance to continue my education, I would not be the productive citizen I am today. I am

grateful for that, and I want to help the College." One concern expressed by parents and alumni was that even more emphasis should be placed on career counseling and placement. All these sentiments were mirrored by a large number of the persons we interviewed.

There is a positive feeling about the fact that the President has helped people understand that Cornerstone is a unique Christian College. His roles as Christian leader and spokesperson for Christian morals were recognized and applauded. Positive comments were made about the moral and ethical values which consistently permeate the College program. Overall, there is a renewed faith in the future of Cornerstone.

The principal concerns about the College expressed by those we interviewed centered around the need to develop and sustain a strong student enrollment effort, remain close in conservative Christian principles, and continue to beautify the campus.

The Administration. The President has been acknowledged by all of those we interviewed as an outstanding leader. Many applauded the direction the College is taking, especially in the area of good management and long-range strategic planning. There is also a feeling that Cornerstone is doing an excellent job with the money it has available and that it is reflected in the balanced budgets of the College. The President's dedication to the task of further improving Cornerstone is greatly respected. There is wide feeling that Dr. Rogers' leadership has turned the College around and that Cornerstone has become a competitive, private higher-education option to West Michigan residents.

There were some very positive statements made about the college and Dr. Rogers. The following quotes from key leaders summarize their feelings:

"Cornerstone has leadership, and the President has a vision for the College!"

"He meets people well, and I am amazed by his travel schedule."

"He is an enthusiastic person, and his enthusiasm is catching."

"He is very approachable and getting more down-to-earth."

"He has a real interest in the students."

"It is an incredible accomplishment that he has balanced the budget in these times of growth. People will respond to his leadership in this fund drive."

"I am impressed with his Christian positions and his unswerving commitment to conservative biblical principles as being central to the College's mission."

"We have much more confidence in the College now."

It is apparent from our interviews that most key persons look to President Rogers to provide leadership in the forthcoming campaign. A major concern expressed by those we interviewed was the President's hectic schedule. One key supporter indicated,

The good news is that Dr. Rogers has cultivated us so well that he has become our friend and pastor. The bad news is that he, and possibly Brian Jackson, are the only ones at the College doing this. Cornerstone must take advantage of Dr. Rogers' leadership skills and visibility in the Christian community to jump-start this campaign.

The heightened interest of several leaders from widely scattered areas led them to suggest that the College could improve its communications with key constituents. The general feeling expressed here was that these leaders would like to be kept better informed about happenings on the campus related to religious life, student life, faculty involvement, admissions status and current general information about College development. Some

suggested even more use of the College's sterling radio station, and/or a simple "Kiplinger-style" newsletter from the President's office was recommended by a few people.

The Staff. There is a recognition that the President has surrounded himself with a good management team. This is reflected in good budget planning, improved educational programs and faculty, growing financial support, better marketing, and long-range planning. It was noted by many that Executive Vice President/Provost John Lillis has provided extraordinary internal leadership, thus enabling Dr. Rogers to focus more on the College's external publics.

Brian J. Jackson, Vice President for Advancement, has proven himself as an able Development Officer and was given high commendations for his work ethic and relationship-building skills, and the increased visibility and acceptance of the College among alumni and friends. In his short tenure, Randy Bronkema, Director of Alumni Relations, has gained the respect of many of the alumni. Overall, the top-level staff is viewed as qualified, intelligent, dedicated and sincere, and represents the College well.

As a matter of fact, very high marks have been given the Advancement Staff for the organization of materials in the case statement manual. As noted earlier, numerous comments were made by interviewees about the excellent manner of presenting this material by President Rogers and others. Many said it was the finest presentation they had heard. In fact, one prominent Michigan businessman commented that he was so pleased and proud of the case statement that "I showed it to many of my colleagues as an excellent example of marketing."

While the College Advancement Staff was properly saluted for its work, the comments of some persons indicate some legitimate suggestions for future activities. The following

remarks are representative:

"This feasibility study meeting was the first major college gathering ever in my area."

"The fund raising staff should spend more time in the field. That is the way you get to know people and expand the number of donors."

"Dr. Rogers needs help from fund raisers, Board Members and volunteers to find more major donors."

"The visibility of the College is growing, but we still need an aggressive marketing and public relations program."

"We as alumni are future major donors. We need to expand our Alumni Relations program to get us involved."

As your consultants, we concur with these remarks and recognize that part of the problem is insufficient staffing in the Advancement Office. We recommend that the appropriate College procedures and policies be followed in considering staff additions in fund and friend raising over the next few years.

The Needs. The need for operating support over a three year period, totaling \$2.45 million, was universally accepted. There is general acceptance that the College needs a modern Sports and Fitness Center with the proposed Conference Center included. Of the 53 persons surveyed, 53 or 100% acknowledged this need. There was an outpouring of comments about the inadequacy of the current gymnasium. Further, many commented that it was never designed to meet the multi-faceted recreational needs of today's students, both men and women. Others noted that to remain competitive in the student marketplace, the

College should provide modern up-to-date recreational and athletic facilities. By and large, they felt the College needs this center -- that the students will benefit as well as the community. In summary, many leaders noted that such a facility would undoubtedly further the College's mission, help enrollment, be a positive influence in maintaining high student morale, increase the stature of the College, and make many new friends and donors in the community.

With respect to the \$4 million endowment need, the consensus is that a strong endowment gives security and stability to the College -- that it is the financial backbone of the institution. Many leaders applauded the emphasis on building the endowment. It is acknowledged that gifts from families through careful estate planning would be the principal avenue to build the endowment. Many people were surprised to discover the inadequacy of the Cornerstone endowment level compared with other similar colleges and recommended increased emphasis on endowment growth. Several people interviewed indicated that they are interested in committing their funds to endowment through estate-plan charitable giving.

Toward Raising \$20.05 Million. The majority attitude is that the goal of \$20.05 million for capital, operating and endowment needs accurately reflects College needs and is attainable. Of the 53 persons surveyed, 35 or 66% approved of the goal; 16 or 30% indicated that it was attainable but really ambitious; and only 2 or 4% were uncertain.

A concern expressed was the ability of the College to secure the necessary six- and seven-figure gifts to achieve the proposed goal. With respect to the campaign several knowledgeable leaders made these kind of comments:

- a. Cornerstone College must be in a campaign.
- b. Upgrading giving levels is the challenge the College faces, but it must be accomplished.
- c. It is essential that Members of the Board of Trustees take a leadership position in giving and working.
- d. Seeking new sources of gifts will be important; i.e., broadening the base of support, especially among alumni, select foundations and corporations having an interest in higher education in Michigan and the Midwest.
- e. Interpreting taxwise giving methods to larger donors will be essential.
- f. Planned giving activities must be accelerated.
- g. If the College stands still, it will lose ground.
- h. Alumni should be challenged to give more.
- i. The needs of Cornerstone College are obvious, and it is essential to meet them, and with the Lord's help we will.

Large Donor Potential. It is apparent that there are several prospects with major gift potential for Cornerstone College. A number of promising possibilities in the five-, six- and seven-figure ranges have emerged as a result of the interviews conducted. In addition, the College has developed a list of many prospects believed to have substantial gift potential based on their interest and exploratory conversations with Dr. Rogers.

Giving and Working. Here, 53 of the 53 persons surveyed indicated that they and/or their firms would make a financial commitment to the proposed program. This represents 100% of those interviewed, obviously well over our base of 75% required participation for

a successful effort.

In the area of working, 45 of the 53 persons interviewed, or 85%, indicated they would be willing to serve on a volunteer committee and/or endorse the proposed program. This is also high and well over our requirement of 70% participation. Both of the responses for giving and working are a strong indication of the eventual success of the proposed program.

A Professional Opinion And Recommendations

In our opinion, Cornerstone College is in a favorable position to move ahead with the Sports and Fitness Center as the centerpiece for its major funding program with a goal of \$20.05 million (\$16.05 million in cash and \$4 million deferred) for capital, operating and endowment support over a three-year period.

Our evaluation of your potential is based on these factors:

- a. To raise the \$16.05 million cash in capital and operating support, the Scale of Giving would need to be approximated as shown on the green sheet in this report. We believe that the 9 gifts of \$500,000 or more are available. In fact, donors have already committed \$5.55 million of the \$8.5 million total required in this category. At least six to ten other bonafide prospects remain at these gift levels. We believe the campaign could surpass the \$8.5 million required in these gift categories.
- b. Furthermore, we also believe that the other levels of gifts required in the scale can be obtained, including the 850 gifts of \$1,000 to \$250,000 and the many under \$1,000. Over \$300,000 has already been pledged from donors

at those levels, and we see a minimum of at least \$2 million emanating from sources discovered during the feasibility study process alone.

- c. In analyzing your annual gift support, we arrive at a net general gift income of approximately \$400,000 from alumni and friends – factoring out major gifts and church giving. Our experience has shown that a multiplier of 10 to 15 applied to net annual gift income will provide a base amount that can be raised over three years from the constituency in a well-organized and adequately staffed fund raising program for a small, Christian college. Sometimes the multiplier is over 15. We conclude that Cornerstone College can raise at least \$4 million to \$6 million in cash or its equivalent over a three-year period from this general gift constituency.
- d. Finally, we believe that a number of foundation grants are possible for the proposed major capital project. It is our experience that some major gifts usually emerge once the program is under way. Therefore, we have come to the conclusion that Cornerstone College can raise the \$16.05 million in cash for its current needs provided the College's operating budgets remain balanced and enrollment stability continues over the next three years. Thus, we can currently see the following possible outcome for cash commitments:

Major Gift Potential

(Leadership Gifts Phase) \$10,000,000 - 13,000,000

Gifts From Alumni & Friends \$ 4,000,000 - 6,000,000

Foundations and other Grants \$ 1,500,000 - 1,500,000

Possible Nationwide Cash**Results Including Pledges (1997-2000)**

Cornerstone College has untapped potential from alumni and friends, especially in commitments which are a combination of cash and deferred gifts. They seem eager to become involved and to help the College meet its objectives. Furthermore, with the inclusion of more personal solicitations and by enhancing the planned giving program with the Heritage Society and estate planning seminars, we believe that future endowment commitments could be even further increased and exceed the \$4 million goal.

We believe that the College has the capacity to enlist a broad base of volunteer leadership for this effort. This starts with the Board of Trustees, a leadership team of a General Chair(s), Honorary Chairs, a Campaign Steering Committee, National Leadership Committee Members, and National Alumni Committee Members. By involving a wide spectrum of leadership in the campaign process, the College would increase the chances of a major success in this and future fund raising efforts. It is vital that a large group of concerned and committed volunteers assume a significant portion of responsibility in an undertaking of the magnitude you are considering. Furthermore, this campaign should not be viewed as the exclusive project and responsibility of the President and the Advancement Staff. By involving this breadth of leadership in the effort, the results will be magnified. It is our recommendation that the College use the next 10 to 12 months to enlist and educate the volunteer corps of leadership necessary for a major funding effort. These steps are outlined on the organizational chart and accompanying documents in this report. Also, the remaining part of 1997 and the first quarter of 1998 should be utilized to secure advance gift

commitments from the Board of Trustees, the various National Committees, and other key prospects. In effect, the rest of 1997 and the first 3 to 4 months of 1998 would be used to develop a nationwide network of top leaders with whom to work in maximizing their interest and giving to FOUNDATION 2000: BUILDING ON THE CORNERSTONE and thus determine our margin of victory in the campaign. The public launch would not take place until the Spring of 1998.

It is our further recommendation that to maximize some giving in the five-, six-, and seven-figure ranges a pledge period of up to five years be available to select donors. The following steps should be implemented to bring the message of Cornerstone and its needs to its entire constituency across the nation:

1. The President and select Trustees enlist an outstanding consortium of leaders of high prominence in the College constituency to serve as General Chair(s), Honorary Chairs and Campaign Steering Committee Members. These persons provide national and/or regional identification and help make selective contacts on behalf of the College. Refer to The Role of the General Chair(s), The Role of the Campaign Steering Committee and The Role of the Honorary Chairs in this report.
2. Meet with the General Chair(s) and the Steering Committee in early Fall 1997 or sooner to discuss advance gift strategy and campaign timing.
3. The President, Steering Committee members and senior Advancement Staff enlist a National Leadership Committee of outstanding alumni and friends to provide overall campaign leadership and endorsement. Refer to The Role of the National Leadership Committee in this report.

4. The President and the Advancement Staff enlist a National Alumni Committee of prominent alumni who are keenly interested in the College, to provide regional and national leadership among alumni. See The Role of the National Alumni Committee in this report.

5. Hold National Leadership Conferences for National Committee Members and other key individuals in Fall 1997 and Early 1998 to update them on the status of the College and its proposed funding program. Indicate how members of this group may help the College achieve its objectives.

6. Seek advance gifts from Board members, Steering Committee Members, and many members of the National Committees during May through December 1997.

7. Conduct an on-campus faculty/staff solicitation in the Fall of 1997 to demonstrate the interest of those closest to the College.

8. Hold a National Alumni Committee Event and Workshop for FOUNDATION 2000: BUILDING ON THE CORNERSTONE in Fall 1997 to focus attention on the College, its areas of service and its needs. Invite key leaders from this College constituency and persons concerned with maintaining the strength and viability of private, Christian higher education in our nation. Invite one or more outstanding, nationally recognized persons to address the conference. Announce sizable advance gifts and the goal at the occasion.

9. Hold a public Launching Event for FOUNDATION 2000: BUILDING ON THE CORNERSTONE in Spring 1998 to focus attention on the College, its areas of service and its needs. Invite key leaders from the College constituency and persons concerned with maintaining the strength and viability of Christian higher education in our region, state and nation. Invite one or more outstanding, nationally recognized persons to address the

conference. Announce sizable advance gifts and the goal at the occasion.

10. Carefully follow the Organizational Chart as outlined in this report.

11. Emphasize the Heritage Society and appoint a Staff Member to develop a comprehensive marketing plan for endowment growth that considers working closely with agents of wealth, developing specific seminars on various aspects of estate planning and initiating an alumni class bequest program.

12. Update an endowment gifting plan and complete a policy for counting deferred gifts.

13. Engage professional counsel to assist the Board, Steering Committee, President and Advancement Staff in the implementation of all steps in this multi-faceted campaign. We recommend a consultation service that would provide the equivalent of up to two to three days of our time per month on campus and at other locations for a fourteen-month period working with the President, the entire Advancement Staff and key volunteers.

APPENDIX E

AN OVERVIEW OF CORNERSTONE COLLEGE

AN OVERVIEW OF CORNERSTONE COLLEGE

[Text from the 1996-97 promotional piece]

“Students today see the value of learning in an environment that will challenge them to think Christianly—no matter what their field of study.” Rex M. Rogers, President

Your college choice will determine many important things about your future. College is where life-long friendships are developed; it's where spiritual conviction matures; it's where career goals are set and met. It's one of the most significant choices you will ever make.

Cornerstone College is committed to Christian values and academic excellence. “Our mission statement is ‘to apply unchanging biblical principles in a rapidly changing world.’ We take this mission statement very seriously. As students look at all the institutions of higher education, I hope they see that Cornerstone is different because of our commitment to this mission,” says Dr. Rex M. Rogers, President.

Cornerstone has never experienced the type of growth and expansion that it has seen recently. New facilities are being added and renovations are occurring regularly. The college has developed a master plan for the campus through the year 2020. A classroom and bookstore building, featuring a new Family Bookstore, was completed in 1996, and other new buildings are being planned including residence halls, an athletic field house and a communications building. Numerous renovation projects have taken place at Cornerstone to accommodate a record growth of students. Technology is a focus. The campus was re-wired with fiber optic lines to prepare Cornerstone for the future. Also, the latest educational

equipment is in use in the classrooms. The college has added challenging academic programs and dedicated Christian professors to train students for their chosen vocations. And more students than ever are choosing to attend Cornerstone College! The total enrollment is now over 1,000 students. This is an all-time high for Cornerstone College.

“Students today see the value of learning in an environment that will challenge them to think Christianly--no matter what their field of study,” continues Dr. Rogers.

They will receive a quality of education here. They will also be active in making a difference in their community and church. They will have opportunities both on-campus and in the work force to develop the gifts and talents that God has given them. And there will be activities available that will cultivate deep friendships to last a lifetime.

If you are looking for a college that is growing, is committed to authentic and biblical Christianity, and is preparing students with well-rounded educational experiences, keep reading!

With an enrollment of over 1,000 students, Cornerstone College is one of the fastest growing Christian colleges of arts, sciences, and professional studies in the nation. We are also one of the most affordable, providing value for your investment.

A new building on campus features a Family Bookstore, classrooms with the latest educational technology, and the Cornerstone Cafe where students can meet, drink gourmet coffee or enjoy the sunshine in the atrium.

Worldview

“The integration of faith and learning remains the distinctive task of the Christian

liberal arts college.” Arthur Holmes

Everyone has his or her own viewpoint from which he sees his surroundings. With the emergence of “Generation X” we see the results of lives lived without an absolute and consistent standard for truth. Truth and morality become relative to each individual. Yet we have also seen how this generation is searching for a true standard by which to live.

Cornerstone strongly believes that there is only one Truth and one Standard by which all other worldviews are measured—that is a biblical worldview. Whether in the science lab, on the performing stage, in the literature classroom or on the athletic field, all learning at Cornerstone is integrated with a biblical worldview.

As a Christian college of arts, sciences, and professional studies, every student at Cornerstone College is required to take general education classes—no matter what his or her major. Some of these general education classes include English, literature, mathematics, science, fine arts and physical education, as well as Bible and philosophy courses. Cornerstone feels strongly that a well-rounded educational experience is important in developing a complete and well-thought Christian viewpoint.

A person’s worldview permeates every aspect of life. It is Cornerstone’s desire that the burning truth of Christ’s faithfulness will spill from students’ lives into every endeavor they undertake—today as students, tomorrow as Christian leaders.

Dr. Richard Stewart has demonstrated the integration of his faith with his teaching of music. He has dedicated much of the past 30 years to conducting and teaching Christian music through the Cornerstone College Chorale and the Evangelical Choral Society.

He spent four years in the writing of “Kyrie/Psalm 102.” This original work for

choir and full orchestra was debuted in 1995. Dr. Stewart is loved not only for his commitment to excellence in music but also for his desire to influence his students.

God's mandate to us is to do what we do with excellence! It's time for Christians to take a leadership role so that the fine arts don't become decadent. My goal is for students to discover the need for Christians with high artistic standards in the creative arts and to reflect Christian values and ideals in all that they do—musically or personally. Dr. Richard Stewart, Professor of Music.

While the Internet will shape our future, God's Word will always be our standard for truth and application. As in all other areas of life, a student must learn to approach the World Wide Web with a Christian worldview.

Because of our smaller size, students can experience personal mentoring from our outstanding faculty members (17:1 student/faculty ratio).

Cornerstone has over 50 different academic programs. Here is a list of what is offered:

Bachelor of Arts Degree

Accounting
Ancient Languages
Biology
Biology Education, Secondary
Business
 Computer Information Systems
 Management
 Marketing
Business Administration
Communications Arts
Early Childhood Education
Elementary/Secondary Education
English

English Education
English/Writing
History
History Education
Interdisciplinary Studies
Language Arts Education
Mathematics
Mathematics Education, Secondary
Music
Music Education (K-12)
Physical Education
Physical Education (K-12)
Pre-Dental
Pre-Law
Pre-Medical
Pre-Veterinary
Psychology
Religion
Religion/Pre-Seminary
Science Studies Education
Social Science Education
Social Work
Sociology
Speech Education, Secondary
Sports Management
Youth/Psychology

Bachelor of Music Degree

Church Music
Music Education (K-12)
Music Performance
Music Theory/Composition

Bachelor of Religious Education Degree

Bible
Christian Education
Church Business Management
Greek
Missionary Aviation - Flight
Missionary Aviation - Maintenance
Missionary Aviation - Flight & Maintenance

Missions
 Music and Youth
 Pastoral Studies
 Recreation and Camping
 Youth Ministry

Associate in Applied Sciences Degree

Broadcast Media
 Aviation Flight
 Aviation Maintenance

Associate in Religious Education Degree

Bible

One Year Bible Certificate

Compassion

“Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion. . .” Colossians 3:12 NIV

When you think about college, you may envision late night study sessions, writing term papers, or sitting in classes. Make no mistake, this happens at Cornerstone! But being a Cornerstone student does not just commit you to making academic progress. It means that you will reach out to those around you with the love of Jesus Christ and deepen not only your own faith but their faith as well.

Cornerstone College offers many opportunities for students to be involved in sharing Christ’s love. This can include spending time with an inner-city teen at the new Joy Youth Center, passing out balloons at the Spring Splash kid’s carnival, or performing a skit at a church with one of the traveling ministry teams.

Students look for creative ways to minister to those around them. The men in VanOsdel Hall recently “adopted” a Bosnian family who relocated to the Grand Rapids area and helped them get acclimated to America. Another student-led project involves the renovation of a Grand Rapids inner-city facility on Madison Street that will be turned into a medical clinic. It also will house homeless families and provide opportunity for Cornerstone interns to minister.

Love and concern for one another is found on-campus. Many students meet for prayer, Bible study and encouragement. Professors take prayer requests before beginning class. Because of our commitment to living out Christianity in a real way, compassion is a characteristic that is found in the Cornerstone College community.

Love is not an emotion; it is an act of the will—one that Jacinda Hovey has discovered gives Christian purpose to her life. She has worked with Spring Splash, a community children’s outreach sponsored by the Student Government Association. She has traveled to Kenya with a Cornerstone cross-cultural ministry team. And she has been member of the Breakpoint ministry team which travels to youth groups across the Midwest on weekends sharing the Gospel through skits, games and volleyball. While keeping a full schedule, Jacinda has found the time she sets aside for ministry to be time well spent.

I’ve always considered my involvements to be an opportunity to quietly give of myself to others. As I show some of Christ’s love to them, I’ve discovered that his love is reflected back to me, and I am encouraged to continue reaching out the next time I get a chance. It’s very rewarding. Jacinda Hovey ‘98 Shelby, MI

Perugia, Italy is Grand Rapids’ sister city, and the Cornerstone Chorale has been

honored a number of times to represent Grand Rapids, Cornerstone College and Jesus Christ in this historic setting. Chorale members treasure their memories of singing both in tiny churches and huge cathedrals.

Real-life education is important at Cornerstone. For aviation students and staff, a trip to Honduras to assist missionary pilots in the inspection and repair of their equipment was an unforgettable experience. They were excited also by an opportunity to be involved in ministry in remote villages where several individuals came to Christ.

Spring splash is an annual kid's carnival outreach to children in the Grand Rapids community. Led by the Student Government Association (SGA), this event attracts 1,000 children and parents to the campus each year.

Cornerstone students are involved in a variety of ministries. Here are examples of some of the ministry opportunities available:

Campus Ministry

Breakpoint ministry team
 Chapel worship team
 Residence Hall Council
 Resident Assistant
 Spring Splash kids carnival
 Student chapel committee
 Student Government Association (SGA)
 World outreach committee
 Zeta Omega Eta (Pro-Life group).

Church Ministry

AWANA leader
 Drama team
 Nursery volunteer
 Short-term missions trip
 Sunday School teacher

Vacation Bible School leader
Worship team
Youth group sponsor

Community Ministry

Cyberspace (Internet) evangelism
Homeless Youth Mentoring Services
JOY Youth Center
Kent County Juvenile Facility
Mel Trotter Mission
Michigan Special Olympics
Pregnancy Resource Center
Sight Seer Ministries
Youth for Christ

Cross-Ethnic Ministry

Big Brother/Sister program
Community education volunteer
Cross-cultural ministry team (CCM)
Inner-city outreaches
International Aid
Madison Street Project
Prison Fellowship
Youth Haven Ranch

Character

“The test of a man’s religious life and character is not what he does in the exceptional moments of life, but what he does in the ordinary times.” Oswald Chambers

Cornerstone College is committed to providing avenues for character development. Every discipline includes opportunities to deepen this development whether through musical performance, dramatic production or residence life.

All facets of college life are designed to encourage critical thinking--in the workplace and in personal character. A college discernment policy openly addresses issues of decision-

making from a Christian perspective.

Athletics is one area where students are given opportunities to make character-building choices. Athletic Director, Bob Fortosis views athletics as a way to develop mental toughness and discipline that affects every area of a person's character.

I believe that the role of athletics is to train young people to be clear thinkers. The rigor and stress of intense competition strips away facades and exposes the true self. Who you are under stress is who you are. Competition teaches young men and women that often what they think is their best really is not. Valuable qualities like self-sacrifice, team-work, composure under pressure and mental toughness are central to the purpose and role of athletics in building Christian character.

Whether or not you ever set foot on an athletic field or court, your character will be strengthened and refined as a Cornerstone student. Character growth today determines decision-making tomorrow.

Cameron and Danae Currie may not look much alike, but they share many similarities as the eldest children of a character-conscious family. Both have competed in the spotlight at Cornerstone—Cameron in basketball, and Danae in music/drama activities. What they have learned has led to the development of their Christian character. Danae says that she has “learned discipline and perseverance through my musical and drama experiences. On stage I have to put whatever has happened to me during the day behind me and focus. And as I perform, whether I feel like I am doing well or not, I represent Christ.” Both Cameron and Danae concur that “competition and performance develop a feeling of teamwork and commitment that builds in us a stronger character.” Cameron ‘97 & Danae

Currie '99 Mount Pleasant, MI

Leadership

"The first step to leadership is servanthood." John Maxwell

Cornerstone has created an innovative leadership program, called "Leaders for Life," that has opened a wide range of positions in which students can become involved. Each leadership position is ranked (1-4) based on the amount of commitment and training required so that students are able to choose to be involved at a level at which they are comfortable. Leadership enables students to work together, fine tune their skills and abilities, and see the impact they have on campus. The training that a leader experiences is designed to be practical, and it spans from theory to implementation beyond Cornerstone.

Sharon Schroyer ('86) credits Cornerstone with preparing her to work as the director of four crisis pregnancy centers. "I can trace a great deal of who I am today to Cornerstone College. The education I received was two-fold: biblical and practical. It prepared me for graduate school and real life."

State of Michigan Representative Jack Horton ('77) entered a career of politics. "In order for a Christian to be a leader in the political arena, it is necessary to be able to clearly articulate biblical principles. I am grateful for the depth of preparation--inside and outside of the classroom--I received at Cornerstone."

With over 200 leadership positions at Cornerstone, students are able to choose from a range of responsibilities and interests. Here are some of these positions:

Admissions Office

Visit Assistant
Visit Coordinator

College Development

Career Development Assistant
Student Alumni Association

Outreach Ministries

A.L.I.V.E. (Athletes Living In View of Eternity)
Breakpoint ministries team
Chancel Singers
Chorale
Cross-cultural ministry teams (CCM)
Proclamation

Student Development

Orientation Planning Committee
Residence Hall Council
Resident Assistant
R.O.C.K. (Rigorous Orientation to Campus Knowledge) group leader

Student Government Association (SGA)

Executive Committee
 President of Student Body
 Vice-President of Student Body
 Executive Treasurer
 Executive Secretary
 Life Enrichment Coordinator
 Student Activities Coordinator
Student Senate
Class Officers
Committee Chairpersons
 Andemos! Wednesday night worship
 Athletic Committee
 Fine Arts
 Issues Awareness
 Student Chapel

World Outreach
Commuter Representative

Student Publications

The Herald (Newspaper)
Kumi Ori (Yearbook)

Other Leadership Opportunities

Intercollegiate athletics
Intramural assistant
Pep Band director
Student representative on faculty/staff committees

Community

“Commitment to Christ must involve our commitment to our neighbor and our world.” Leighton Ford.

Cornerstone provides ways for students to interact on many levels. On campus, chapel meets four times per week. Solid biblical teaching helps students to look at problems and solutions from God’s perspective. And throughout the school year student activities are scheduled to give students a break from the rigors of college academics, as well as to have some fun!

Cornerstone’s smaller classes (the student to professor ratio is 17 to 1) allow for students to develop relationships with their professors in a way that larger campuses can’t. As John Sebestyen (‘97) puts it, “I don’t feel like a number at Cornerstone—I fell as though I am wanted for who I am and what I can contribute.”

But the classroom isn’t the only place to get {to} know others in the Cornerstone community. Students develop friendships as they eat meals together in the Student Center,

attend events in the Grand Rapids area, stay up late with a study group or cheer on the Golden Eagles at athletic contests.

Rusty McNeely ('98) has appreciated the Christian "family" he has found at Cornerstone. "I was in search of an accountability partner and mentioned this to the Dean of Campus Ministries, Tim Cosby. Later, he asked if I wanted to meet with him on a regular basis. He has been an asset to my spiritual growth."

Cornerstone believes it has a responsibility to provide opportunities for students to mature during their college experience, whether in the classroom or through co-curricular activities. Cornerstone College's small Christian community is an excellent atmosphere in which this growth can occur.

Jaren Dick has discovered the value of friendships on many levels at Cornerstone College. For her, the social climate on campus has been a positive one beginning with her freshman orientation group and continuing through the caring relationships between herself and her professors her senior year.

One time Dr. Fabisch (English professor) passed me on the sidewalk and just sensed that something was bothering me. We went to her office where she listened and gave me godly advice—she encouraged me to keep a diary of the Psalms. I can't believe how this has helped me to grow spiritually!

Jaren also enjoys life in the residence halls.

My experience is that the Resident Assistants (R.A.'s) really care about the girls on their floors. Living with all of these 'sisters' forces us to deal with problems and personalities rather than to escape them. One of my R.A.'s hosted a 'Bible Boost'

activity each week—just a quick devotional to give us a spiritual insight for the day.

Jaren Dick '97 Fort Wayne, IN

Many classes provide opportunities for small group meetings with professors. And at Cornerstone, you get the real professor—not a graduate assistant.

Outside of the classroom you can get involved in the campus community in a number of ways. The Cornerstone Crazies cheer on the Golden Eagles at our home basketball games. The chapel worship team leads choruses and singing during chapels on Tuesdays through Fridays.

Cornerstone offers plenty of opportunities for interaction after classes are finished.

Students are active in some of these areas:

Athletics

Men's intercollegiate athletics

Baseball
Basketball
Cross-country
Golf
Soccer
Tennis

Women's intercollegiate athletics

Basketball
Cheerleading
Cross-country
Soccer
Softball
Volleyball

Club sports

Co-ed ice hockey

Men's volleyball
Women's soccer

Intramurals

Basketball
Beach volleyball
Indoor soccer
Softball
Tennis
Volleyball

Campus Community Development

Residence Hall Council
Student Activities Committee (SAC)
Student Government Association

Clubs/Organizations

English Society
Gamma Omega Pi (Young Republican)
The Herald (Newspaper)
Kumi Ori (Yearbook)
Zeta Omega Ela (Pro-Life Group)

Fine Arts

Chancel Singers
Chapel worship team
Chorale
Fall drama and Spring musical
Pep Band
Proclamation
Stage (Jazz) Band
Wind Ensemble

Spiritual Growth

Andemos! - Wed night worship
Student Chapel Committee

Student Activities

50's night
Banquets
Coffeehouses
Concerts
Grand Rapids community events
Late-night bowling
Midnight breakfasts
On-campus movies
Professional sporting events
Variety show

Opportunity

"A wise man keeps both his eyes and his heart open to the opportunities which God provides him." Anonymous

Using our skills and abilities involves training and opportunity. Cornerstone wants to do more than give head knowledge; we want to provide the opportunity for the practical application of that knowledge.

The new bookstore and classroom building provides specialized training with the latest educational innovations. Multimedia classrooms offer state-of-the-art technology by incorporating ceiling mounted LCD video/data projectors (which allow for computer demonstrations), VCR's, laser disc players and 3-D document cameras. Inter-active video capabilities and the Internet give Cornerstone College global access.

The Cornerstone Instructional Technology Center offers progressive technology so that students can prepare multimedia presentations through non-linear digital video and audio editing machines, an audio recording studio and a computer lab.

In addition to on-campus training, all majors at Cornerstone are required to complete an internship which often opens the door to future job opportunities. Because the Grand Rapids area is considered to be a fast growing “hot spot” for business development, it is ideal for placing interns. The internship experience allows students to earn college credit in their major field of study and receive an opportunity to build portfolios for future reference. Some students are able to enjoy paid internships; others step into full-time employment immediately after graduation.

With these opportunities, Cornerstone students often have the edge over graduates from other institutions.

Last year Jason Vanderground enjoyed his intership experience at a large advertising agency in Cleveland, Ohio. As a result, he was able to land a part-time position at a Grand Rapids agency with promises of full-time employment after graduation.

At first, a long-distance internship seemed inconceivable until Director of Internships, Hugh Madden, launched into cyberspace and connected with Jason through e-mail.

“Mr. Madden has become an incredible mentor to me,” Jason states.

He did more than just help me to find an internship—we communicated every other day through e-mail. He stressed to me the importance of attention to details, how to deliver quality, and the necessity of ethical behavior. His advise and expertise helped me to gain the confidence that I needed. Jason Vanderground ‘97 Willoughby, OH.

With over one million people in the metropolitan area, Grand Rapids, the second largest city in Michigan, is rich with opportunities for employment, ministry and cultural activity.

Heather Glupker ('97) assembles a bulletin board for her classroom as she student teaches in a local high school . . . while Steve McNeely ('97) serves as an intern for the Grand Rapids Griffins as they prepare for the hockey season in their new arena.

Students can benefit from a wide variety of internship experiences. Here is a list of some of the places where Cornerstone students have recently complete their interships:

Businesses & Organizations

Amway Coroporation
 Butterworth Hospital
 Circle Theater
 Country Fresh, Inc.
 Dean Witter Reynolds, Inc.
 Frederik Meijer Gardens
 Gerald R. Ford Presidential Museum
 Grand Rapids Area Medical Education Center
 Grand Rapids Griffins
 Grand Valley Cardiology
 Gus Macker Enterprises, Inc.
 Hispanic Center of Western Michigan
 Ionia Temporary Facility
 Jackson-Dawson Communications
 Kent County Juvenile Court
 Mayo Clinic
 Michigan Department of Natural Resources
 Old Kent Bank & Trust Company
 Perrier Group of America
 State of Michigan
 Steelcase, Inc.
 United States Forest Service
 United States Postal Service
 Weisner, Innis, & Schoen Veterinary Clinic
 West Michigan Whitecaps

WXMI FOX TV-17
Wyse Advertising

Ministry related organizations

ABWE Missions
Adopt-A-People Movement
Alpha Women's Center
Baptist for Life
Bethany Christian Services
Bibles International
Camp Barakel
Camp Calvary
Campus Life Ministries
Churches
Gitche Gumees Bible Camp
Gull Lake Bible and Missionary Conference
Hiawatha Youth Camp
Hope Network
Inner City Impact
Lanser Broadcasting - WJQK/WWJQ
Michigan Family Forum
Milwaukee Rescue Mission
Pontiac Rescue Mission
WCSG FM 91.3
Wedgwood Christian Youth & Family Services, Inc.
Women's Crisis Center
Youth For Christ
Youth Haven Ranch
YWCA Domestic Crisis Center

Cornerstone

"To enable individuals to apply unchanging biblical principles in a rapidly-changing world." Cornerstone mission statement.

Cornerstone College is an exciting place to be. Spiritual inspiration, personal growth, educational development—all of these will be aspects of your Cornerstone experience.

You will learn what it means to look at the world from a Christian perspective as your Christian walk is challenged and deepened. You will receive an educational experience that will stretch you inside and outside of the classroom. You will have opportunities to assess your strengths as well as your weaknesses. At Cornerstone deep friendships will be developed among your peers and your professors. And with the well-rounded education you receive, you will graduate from Cornerstone College better prepared to impact the world for Christ.

Cornerstone is one of the most affordable Christian liberal arts colleges in the nation. It maintains its commitment to biblical Christianity and applies that to its academics, spiritual life and social activities. This is the kind of value that many students are looking for in their college investment.

Choosing to attend a private Christian college often requires a sacrifice, but it is a sacrifice that more students than ever are willing to make. Because enrollment continues to break records, we know that we are meeting the needs of many Christian students in search of academic excellence in a spiritually-challenging environment.

Randy Ross entered Cornerstone with a positive attitude and continues to feel that his Cornerstone experience is great.

Cornerstone offers an environment where you can risk trying out new leadership ideas. I approached our Director of Student Activities with an idea for a coffee house. He treated me like a colleague, not a student, and he encouraged me to have faith in my creative ideas.

With the support of the Student Government Association (SGA), Randy's idea became a reality. The 737 Coffee Shop (named from John 7:37) is a place where students can come together, kick back and relax, enjoy live music or entertainment and drink gourmet coffee.

"Cornerstone may just be the college that you have been looking for . . . great academic programs, caring professors and a family atmosphere where creative ideas are embraced and encouraged. I'm glad I chose Cornerstone." Randy Ross '99 N. Canton, OH

Visiting Cornerstone College is the best way to see if it has what you are looking for in a college. Come to our campus and see how well you fit! Spend time in the classrooms, eat a meal in the Student Center, stay overnight in a residence hall, chat with a professor, and get to know the students.

Scheduling a personal visit on a weekday will allow an admissions counselor to give you individual attention.

Here are 10 reasons to choose Cornerstone College:

1. Every activity and discipline is examined in the light of the biblical worldview.
2. Practical application of classroom theory in real-life situations through internships in every major.
3. Personal attention is given by faculty and staff because of our 17:1 student to faculty ratio.
4. New faculty have been hired to increase course offerings and academic quality.
5. Grand Rapids is a job-rich and culturally diverse area as the second largest city in Michigan.

6. Financial aid is readily available to help make Cornerstone a more affordable college option.
7. The Gold Eagle athletic teams offer competitive sports teams for men and women.
8. Student involvement in ministry experiences provides opportunities for personal growth and outreach to others.
9. Attendance at chapel four days a week brings the Cornerstone community together for worship and biblical challenge.
10. Leaders for Life program, music, drama and athletics provide many avenues for student involvement.

APPENDIX F
DISCERNMENT POLICY

DISCERNMENT POLICY

[As found in the Cornerstone Student Handbook]

Philosophy

One of the purposes of Cornerstone College is to help students develop a Christian worldview that will enable them to apply the Word of God to all of life. Believers are to glorify God in whatever they do (1 Corinthians 10:31). This means that every aspect of life should be evaluated on the basis of whether or not God is being honored, praised and exalted.

The Scriptures teach that when God created the world He called it very good. This included man who was created in His own image and likeness. Man then sinned, and as a result of his fall, man's nature, intellectual capability, actions and values were deeply altered, causing him to misuse and abuse aspects of God's creation and to value wrong things. What man does "normally" in his sinful state does not match what man "ought" to be and to do according to Scripture. His thoughts, purposes and actions are not consistent with what God intended in creation. As redeemed creatures of God, it is our purpose and goal to live consistent with God's intention as has been revealed in Scripture. This is how we praise and honor God in our daily lives.

Because of the dominance of entertainment and media in today's culture, it is imperative that the committed believer exercise Biblical discernment or good judgment grounded in the values and ideals of Scriptures when it comes to that which he/she chooses

to see and hear. Discernment is the act of thinking clearly, distinguishing or differentiating between two or more things. Biblically, discernment means to distinguish between good and evil. According to Philippians 1:9-10, it is God's desire that our love abound in knowledge and depth of insight so that we may be able to discern what is best and be pure and blameless until the day of Christ. Discernment is a key building block in the development of a Christian worldview or philosophy of life. It is the goal of this discernment policy and other efforts of the campus to equip and assist students in this process. As a starting point in achieving this goal, the following guidelines from Scripture should be thoughtfully considered.

1. **We will be better equipped to make good choices regarding entertainment as we become mature in our understanding of God's Word.**

Hebrews 5:11-14 talks about the elementary truths of God's Word (compared to milk) and the teaching about righteousness (compared to solid food). Verse 14 concludes, "But solid food is for the mature, who by constant use have trained themselves to distinguish good from evil." It is the careful study and teaching of the Word of God that will equip believers to make entertainment choices that will please and honor God. Since that is our desire in this Christian community, the study of the Word must be a high priority.

2. **We will make good choices regarding entertainment when we carefully consider responsible stewardship of time and money.**

Ephesians 5:15-16 says, "be very careful, then, how you live--not as unwise, but as wise, making the most of every opportunity, because the days are evil." In addition, several parables of Christ address the issue of stewardship of financial resources. While choices regarding entertainment will certainly involve the content, as believers we must also consider

the time and money we will invest in entertainment. While there is a legitimate place for leisure in the life of the believer, entertainment should not be viewed as the means to fill all discretionary time. In our culture, the opportunities and time available for leisure and entertainment are unprecedented in history. Believers must strive for balance in their daily lives and plan for those needed breaks in the daily routine to relax and experience enjoyment. The believer must also choose entertainment that is worthwhile and beneficial and avoid that which would represent a misuse or waste of time or money.

3. We will make good choices regarding entertainment when we seek that which promotes Biblical values.

Philippians 4:8 instructs us to think about things that are true, noble, right, pure, lovely and admirable. James 1:21 says, “Therefore, get rid of all moral filth and the evil that is so prevalent.” The psalmist resolves, “I will set no wicked thing before my eyes.” And “I will have nothing to do with evil” (Psalm 101:3-4). The goal of the Christian life should be beautiful character adorned with moral excellence, knowledge, self-control, patience, godliness, brotherly kindness, and love (II Peter 1:5-7). The committed believer will have a desire to focus on righteousness and avoid evil of every form. This hatred and avoidance of evil will have a profound impact on entertainment choices. Entertainment must be avoided that promotes immorality, profanity, occult activity, pornography, lewd and indecent humor, excessive violence or in any other way seeks to undermine and attack Christian values. A partial list of examples would include entertainment that promotes dishonesty, racism, materialism, sexism, drunkenness, homosexuality or other violations of Biblical morality and a Christian worldview.

4. **We will make good choices regarding entertainment when we consider the potential effect it may have on others. Cornerstone College is a community of Christians whose purpose it is to please God.**

Other Christians may well be encouraged to sin (Romans 14:-21) and the witness of believers to unbelievers may be hindered (I Peter 2:11-12) by unwise choices in the areas of music, print, television, video and movies. In light of the New Testament commands to love your neighbor (Matthew 22:-39), and to build up, care for, be devoted to, honor and encourage one another, clearly we do share responsibility for others in the body of Christ. This responsibility must be reflected in entertainment choices that encourage one another in personal righteousness. “Everything is permissible”—but not everything is beneficial. ‘Everything is permissible’—but not everything is constructive. Nobody should seek his own good, but the good of other” (I Corinthians 10:23-24).

5. **We will make good choices regarding entertainment and media when we understand that Christians are in a spiritual battle.**

The Scriptures are very clear that our battle is not against “flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places” (Ephesians 6:12). In fact, Peter warns, “Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour” (I Peter 5:8). James commands Christians to “resist the devil” and promises that “he will flee from you” (James 4:7). We are given responsibility to make choices, but we must be alert and realize that the enemy is crafty and would desire us to make poor choices in the area of media and entertainment.

Music

While music is a beautiful gift of God with many positive benefits for the Christian, it has often been used by sinful man to promote negative purposes. Therefore, choices in music must be carefully governed by the guidelines listed above. In particular, lyrics must not violate the Christian values discussed in the third guideline. Since preferences regarding style of music are widely varied, it is essential that sensitivity to others in the community be observed. Certain styles of music are more widely accepted and are therefore preferable in public and worship settings. There are other styles (rock, rap, country/western, etc.) That are not as widely accepted and therefore must be listened to at a low volume in private or on headphones. Music selection should provide a positive, encouraging influence and not infringe on the rights and personal tastes of others. In the residence halls if music can be heard in the hallway or another room, it must be turned down.

Television

In order to promote community living in the residence halls and to encourage academic pursuits, televisions are not permitted in residence hall student rooms. The residence hall lounges and the Skillet provide areas where televisions can be viewed during posted hours. Students are to exercise discernment in television viewing based on the above guidelines. Beyond considerations regarding the content of a program, the discerning believer must also consider the point of view or judgments that are made regarding certain issues. Subjects like racism or homosexuality may be portrayed in a program, but considerations should be given as to whether the subject is ultimately celebrated or condemned. For example, a documentary on one of these issues may be appropriate, while a sitcom would

likely be inappropriate. Because of the many suggestive and inappropriate themes, Cornerstone College deems certain television viewing such as MTV and soap operas as unacceptable. Due to the very public nature of television viewing on our campus, it is expected that students will accept responsibility for their program choices and not impose inappropriate viewing on others.

Movies/Videos

All movies must be carefully and thoughtfully evaluated by students of Cornerstone College. Due to the prevalence of immorality, suggestive themes, profanity and unchristian lifestyles, Cornerstone College deems most of the Hollywood product to be unacceptable. The six general guidelines above as well as the paragraph regarding television should also be applied to movies. All NC-17 (X) rated entertainment is prohibited. In most cases, movies with an R rating must also be avoided. Exceptions to this would include movies selected for their educational and historical perspectives when careful judgment is applied. Movies rated G, PG, PG13 or not rated, must also be carefully evaluated as often the philosophy and content violate the Christian values listed above.

Print/Art

While art and print can prove beautiful expressions of aspects of God's creation, students must apply Scriptural values to the materials they choose. It is a violation of Biblical principles to view pornographic materials which degrade the human body, exploit men, women and children and circumvent God's design for human sexual fulfillment. Inappropriate album covers, posters, CD's or cassettes, sexually suggestive or explicit photographs, lyrics or pictures on clothing would also be in violation with the values presented in Scripture and

therefore are unacceptable for Cornerstone students.

Computers

The development of computer technology has resulted in many positive benefits in today's society. Some of these benefits include the opportunity to relax and have fun playing computer games, and the ability to communicate efficiently through means such as the Internet bulletin boards. With these benefits comes the potential for abuse. It is very important that careful evaluation be given to the stewardship of one's time, and that these tools be used in moderation and not be allowed to dominate one's life. In addition, discernment must be exercised regarding the content one chooses to access, since pornography and other inappropriate material have become increasingly available via computer networks.

Fantasy Role Playing Games

Fantasy Role Playing Games such as Dungeons and Dragons may have potentially harmful affects on students and are to avoided by Cornerstone Students. For more information on the effects of such games, contact the Student Development Office.

Accountability

Students are encouraged to discuss questions about their discernment decisions with a member of the Student Development Staff. In addition, there are resources available in the Student Development Office which may prove helpful in these decisions. When it is known that a student is making entertainment choices that are inconsistent with this policy, members of the Student Development Staff will follow up on discernment issues and will challenge students to think through the rationale behind them. When the policy is blatantly disregarded,

counsel will be followed by disciplinary action. The staff reserves the right to temporarily remove items deemed to fall outside of the discernment policy until the student can make arrangements for their permanent removal. It is expected that students will be cooperative and understanding when approached by staff members on these issues.

Disciplinary Procedures

Responsibility for student discipline has been delegated to the Dean of Students, the Vice President for Student Development and their staff by the President and the Board of Trustees. The purpose of discipline is to assist individual and community growth, and to aid the College in maintaining an environment conducive to learning and growth in Jesus Christ.

The goal of discipline is to provide instruction, encouragement, admonishment and restoration for the student involved. Disciplinary actions will seek to encourage responsible behavior, be based on sound Scriptural and educational principles, be consistent with the goals and objectives of the College and be administered with compassion in such a way as to protect the best interest of both the individual student and the College community. Personal growth and maturity is encouraged most when each member of the College community uses self-discipline and shares the responsibility to care enough about others to confront them when appropriate. The responsibility to confront one another in a loving manner should flow out of natural relationships with friends, peers, faculty and staff. This approach, if functioning properly, should enable inappropriate behavior to be corrected on a personal level. Students having difficulty with an issue in their life, whether it be in violation of campus standards or not, are strongly encouraged to seek help from some member of the campus community. When students come forward seeking help, every effort will be made by the College to bring

healing, wholeness and reconciliation. Professors, counseling center and medical staff, residence hall directors and members of the Office of Student Development are eager to listen and help students through difficulties.

Process

The vast majority of disciplinary actions are of a counseling nature and take place between the student and the Student Development Staff. Suggestions and warnings are provided with a view toward preventing or correcting problems before they become major issues or inappropriate lifestyle patterns. When the circumstances warrant it; however, the Dean of Students has the responsibility to determine appropriate disciplinary action.

The disciplinary action taken in any particular situation may reflect a consideration of such factors as the nature of the offense, the student's previous experience, the student's attitudes, the student's level of integrity, as well as the welfare of the student and the College community. The Dean of Students and staff may act with greater severity or exercise special grace as they feel the case warrants based upon the above criteria.

Disciplinary Actions

The following options for action are a part of disciplinary procedures. Variations of the disciplinary actions listed below may be created when deemed appropriate. Most disciplinary action is initiated by the origination of an *Incident Report* completed by one member of the Student Development Staff which is routed to a Resident Director, Associate Dean or to the Dean of Students for appropriate action.

1. CONFRONTATION OR CITATION

A written notice and/or oral discussion about the inappropriate behavior or attitude.

2. RESTITUTION/RECONCILIATION

3. SERVICE OR WORK PROJECTS

4. FINES

Specific fines have been established for various offenses and are listed in the Residence Life Staff Manual. This listing is available to students upon request.

5. BEHAVIORAL CONTRACT

An agreement between the student and staff which specifies conditions the student agrees to adhere to for a designated period of time

6. DISCIPLINARY REPRIMAND

A written statement to a student indicating the infraction and should serve as a firm warning and suggest improvement in future behavior.

7. DISCIPLINARY RESTRICTION

Confinement to either campus or one's residence hall for a specific period of time, except for classes, church, meals, etc.

8. DISCIPLINARY PROBATION

a conditional student status for a stated time. This probation may restrict the student from participation in intercollegiate athletics, musical/gospel teams, drama, student office or other campus leadership positions. Specific terms of the probation may vary and include other items such as restricted usage of automobiles or provide for regular counseling or discipleship. A review of the student's behavior will be made at the conclusion of the

probationary period to determine future status.

9. DISCIPLINARY SUSPENSION

An involuntary separation of a student from the campus including classes and visits for a specified period of time. Faculty members are not obligated to permit suspended students to make up missed classroom work.

10. WITHDRAWAL

Permission to withdraw is granted with the privilege to return to the College with the approval of the Dean of Students.

11. DISCIPLINARY DISMISSAL

A permanent separation of the student from the College without privilege to visit campus unless granted by the Dean of Students. The individual's case will be subject to review to determine eligibility for readmission.

Appeals

A student has the right to appeal a disciplinary decision made by a member of the Student Development Staff. All appeals must be in writing, specify the basis for the appeal and be submitted within 48 hours of the disciplinary action.

The first line of appeal is to the Dean of Students unless the decision was made by the Dean. The second line of appeal is to the Vice President for Student Development. In extraordinary circumstances, and at the discretion of the Vice President, an interim *ad hoc* faculty/staff committee may be convened to adjudicate appeals. Decisions of this interim committee will be final.

The final level of appeal is the President of the College. Appeal to the President is available after other steps have been exercised, but have in some way not been handled according to the outlined format.

Dress

Cornerstone College expects students to practice spiritual discernment in choices of dress characterized by modesty and appropriateness. The first principle is clearly a biblical value; the second builds on the biblical value of not being a stumbling block and incorporates concerns for culture. In addition, the College maintains a few institutional preferences and asks that students abide by them.

The following provides specific guidelines to assist students in making dress choices which are modest, appropriate and fit institutional distinctive.

Men's hair is not to extend over the collar. Men may not wear hats in Chapel services. Both men's and women's clothing must be modest; not suggestive or tight fitting. Pierced jewelry may only be worn by women and only in the ears. Apparel which advertises products, musical groups, movies, etc. inconsistent with biblical Christianity or the College's discernment statement must not be worn.

Drug Free Schools and Communities Act

Cornerstone College complies with the Drug Free Schools and Communities Act of 1989. Every Cornerstone student has agreed to abide by the policies and standards of the College as defined by the Student Handbook in signing the application for admission and an affirmation statement at registration. College policy requires abstention from possession and use of alcoholic beverages and illegal drugs. Failure to adhere to these standards will result

in disciplinary action up to and including suspension, dismissal and possible referral for prosecution. In addition to prohibitions in the Student Handbook, municipal, state and federal laws strictly outline penalties for the illegal use, possession or distribution of alcohol and drugs. Specific references to the laws are available in the Student Development Office. The use of illicit drugs and alcohol present major health risks, such as addiction, acute and chronic illness and death. Other risks associated with alcohol and drug use include impaired hearing and judgement, violence, injuries to self and others, accidents, drunk driving, acquaintance rape, unwanted pregnancies and sexually transmitted diseases. This list is not all-inclusive but represents some of the ramifications that some-times accompany consumption of illicit drugs and alcohol.

Alcohol and drug information, referral, counseling and rehabilitation programs are available through a variety of on and off campus resources. Students needing help or who know of someone who needs help may contact the Counseling or Health Centers for more information.

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