

2011 TRACS Annual Conference
"Quality Institutions / Quality Learning"
Millennium Maxwell House Hotel
Nashville, TN
November 9, 2011

Concurrent Workshop: Wednesday, November 9
Workshop 14, 2:50 p.m. (Grande Ballroom West)

Quality as Outcome:
Comparative Analysis of
70 Christian and 70 Secular Institutions
Across 31 Variables

by

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*Education today, more than ever before,
must see clearly the dual objectives:
Education for living, and
Education for making a living.*
James Mason Wood

**"...invariably the question arises as to whether a college education -
and specifically a Christian liberal arts education -
really has any value in today's world."**

In the popular novel *The Hitchhiker's Guide to the Galaxy*,
the universe's most sophisticated computer is charged
with the task of discovering the meaning of life.
After spending 7 million years working on the problem,
the computer announced it had at last found the answer
that **the meaning of life was . . . 42.**

When asked how "42" could possibly be the correct answer,
the computer replies,
**"think the problem, to be quite honest with you,
is that you've never actually known what the question is."**

Corliss McGee Pres *ENC The Christian Scholar*, Fall 2011

Foreword

It is expected that the membership of TRACS represents the best in Christian higher education organizations: people who are committed, caring, exemplars of the faith, and servants in their organizations. Nothing in this report can reflect on TRACS since it was not part of the original study, nor has it been sourced for follow-up studies. That said, it is believe that any and all Christian institutions of higher education are at some peril for long-term existence if relevant issues are not considered, such as are reported in this presentation document. This study provides a basis for self-study, for raising questions for discussion and perhaps corrective action, ensuring the best prospects for service, now and in the future. All organizations are responsible to conduct strategic analyses of themselves and the larger environment of which they are a part, to anticipate risks that are identifiable, and to plan accordingly. As human beings with individual and unique personalities and characteristics, there are always opportunities for improved working relationships leading to better institutional operations. These are the prospective issues raised in this study. For example, several states have just now changed the rules, requiring students to take courses "on-line" as part of their requirements for graduation. Colleges must work on developing a new model for their programs, thereby ensuring their ability to serve. Know who you are, know who the competition is, and know how to best reach out and capture your rightful market segment. The "bottom line" for typical business teaching is "net profit after tax". But I am suggesting that the true bottom line is the top line, "gross sales"; cash flow is king. No cash, no organization. Everything in this report is intended to assist in the analytics required to, as much as possible, use faultless-execution in practice. You are commended for exercising the wise judgment to meet and exceed the helpful criteria established by TRACS.

INTRODUCTION

This document contains a summary report based on a doctoral dissertation that, although completed in 1984, has been tracked consistently since that time via random samplings of an adequate population, supportive to my current effort to produce a book based on this and subsequent research. As such, the most current information has advisedly been retained for the book (per publisher's legal advice). That said, please note that it is firmly believed that if this exact study were performed again today, that the answers from both Denominational and Non-Denominational responders would conform very closely to what is reported herein. Attitudes have not changed notably over the past years, which in itself is a revelation worth noting.

The details of this report are therefore abbreviated, providing a summary statement of the book that is in process, and a copy of which will be personally provided to the TRACS Conference attendees for their further reading.

MOTIVATION FOR THE STUDY

In general, doctoral students perform dissertation studies around a topic that fits the profile and protocol of their respective educational systems, and not necessarily to achieve a "useful" outcome; i.e., something that will be of immediate use to a specific application. Personally operating on a philosophy that "Time is a non-renewable resource," I did not want to just produce some academic report which, though perhaps interesting, didn't serve some purpose beyond the realization of a degree.

Having come into higher education following a 17 year career in higher technology (details at the end of this report), and having been in a higher education system for a few years, there were questions I wanted answers to for myself, and for the institution I served: Eastern Nazarene College in Quincy, MA. As someone experienced in several dynamic, higher-order organizations dealing with state-of-the-art concepts and technologies (such as putting man on the moon, flying multiple-times faster than sound, ships inertial navigations systems including the first design to circumnavigate directly under the North Pole, et. al.), the Christian college system seemed at some points a bit enigmatic to me; i.e., not as effective or efficient as I would expect things to be.

So I proposed to my dissertation advisor, Dr. Timothy Weaver, Professor at Boston University, a study based on a comparative population of 70 clearly-identified "Christian" or Denominational colleges and universities, with an equal comparison group of well-defined matching criteria, but of a "non-Christian" or Non-Denominational classification of colleges and universities.

And based on my experience, I knew that the top administrators of the organization had the most critical and powerful influence on the mission and operations of the organization. So I selected the top four common administrator categories for each institution: President, Academic Dean, Dean of Students, and Business Manager. Thus, the study covered a total of 140 institutions, and at four administrators each, a potential of 560 respondents.

A particular challenge to the study was the fact that I intended to use two survey instruments: the Institutional Goals Inventory (IGI), and the Institutional Functioning Inventory (IFI). My advisor wasn't certain that I could achieve the necessary statistical response, after placing such a heavy burden on the respondents. But after a careful design of approach, and clean execution of the process in a way that elicited a passionate response from

many of the respondents, the statistical return was substantially above the minimum requirement, and Boston University was happy (as was I).

FORMATION OF THIS REPORT

The presentation format selected for this report, and the in-conference presentation, is to provide to the reader/hearer a power-point presentation based on the actual data of the report. There is enough information provided that, if analyzed and used, can (in my opinion) provide a basis for self-study, for guiding reconsideration of institutional mission, for providing some insight to possible marketing and promotion efforts, for reexamining organizational processes, and perhaps motivating new thinking around old questions about the direction and operation of the Denominational higher-education institution.

Specific comparison between and among administrators are graphically represented. All IGI and IFI elements are included, and data supportive to interpretation and application will hopefully be clearly evident. Tables of ranked data are provided, showing how Denominational administrators compare with each other, and how Denominational and Non-Denominational organizations compare with each other. The data can obviously be cut several ways, and the most immediate and useful arrangement of the data is in this report.

POWER-POINT PRESENTATION (Slide definition - slides attached hereto)

1. Introduction (note my personal email is on this page, and my cell phone is 303-547-7361. I will make myself available on a limited basis for contact, if I can help anyone with the data.)
2. Post-Secondary Education: a graphic delineating the population of higher education institutions within the United States (and its territories).

3. First of a series explaining the research process: IGI and IFI definitions.
4. Second of the series, stating the specific questions for each instrument used.
5. Third in the series, a graphic map of the geographic dispersion of the survey population.
6. Fourth, is a definition of specific focus of the study, and the study design.

7. First of a series of xx graphic illustrations of the comparative responses at the Institutional level; i.e., graphically illustrates the list of 20 IGI goal statements, and a graph for each the Denominational and Non-Denominational responses. Only those goal statements having a statistically significant difference in response between the two institutions, at either the $< .01$ or the $< .05$ level of statistical significance.

It is felt that an examination of these points of difference can suggest operational considerations for marketing, promotion, mission, design or focus of programs, internal working relationships, et. al.

I believe that it is axiomatic in life, and in organizational life, that "Perception is reality," and both instruments used are reflecting the perceptions of the respondents, as they intuit their response to each question.

Reading the heading for each graph will indicate which instrument is being responded to, and whether it is a comparison of the two institutional types, Denominational and Non-Denominational, on each inventory statement.

A summary of this series of slides is as follows:

7. **IGI Outcome** Goal: Intellectual Orientation, for institution perception of the "IS" condition.
8. IGI Outcome Goal: Humanism-Altruism, for institution perception of the "IS" condition.
9. IGI Outcome Goal: Traditional Religiousness, for institution perception of the "IS" condition.
10. IGI Outcome Goal: Advanced Training, for institution perception of the "IS" condition.
11. IGI Outcome Goal: Social Egalitarianism, for institution perception of the "IS" condition.
12. **IGI Process** Goal: Freedom, for institution perception of the "IS" condition.
13. IGI Process Goal: Democratic Governance, for institution perception of the "IS" condition.
14. IGI Process Goal: Community, for institution perception of the "IS" condition.
15. IGI Process Goal: Intellectual-Aesthetic Environ, for institution perception of the "IS" condition.
16. IGI Process Goal: Innovation, for institution perception of the "IS" condition.
17. **IFI Goal**: Intellectual - Aesthetic Extracurricular, for institution perception of the "IS" condition.
18. IFI Goal: Freedom, for institution perception of the "IS" condition.
19. IFI Goal: Human Diversity, for institution perception of the "IS" condition.
20. IFI Goal: Democratic Governance, for institution perception of the "IS" condition.
21. IFI Goal: Meeting Local Needs, for institution perception of the "IS" condition.
22. IFI Goal: Concern for Advancing Knowledge, for institution perception of the "IS" condition.

23. Note that the sequence for "Preferred/Should Be" responses between institution types, is reflected only as a top-level summary graphic, and is not detailed like the "IS" responses were. This is because the presentation respects the limitations on time for delivery at the conference, and, because it is believed that important interpretations can be made from this one graphic insofar as "should be" comparisons are, and that useful applications can be made.

24. This next series of three slides reflects a graphic comparison at a detailed level between and among administrators of Denominational institutions. A comparison of Non-Denominational administrators is not included here; however, these comparisons can be found in the tables provided in the next

segment of slides.

- 24. IGI Goal: Denominational administrator perception of the "IS" condition.
- 25. IGI Goal: Denominational administrator perception of the "SHOULD BE" condition.
- 26. IFI Goal: Denominational administrator perception of the "IS" condition.

27. This next series of three slides provides what to me are a qualitatively different level of information than do the IGI and IFI instruments. This is because these 20 questions reflect those questions that were in my mind, reflecting my few years of experience in the higher education setting. I had been surprised to find what I thought were significant differences, as well as similarities, to my earlier working experience in the industrial setting. I was looking for clarification, and perhaps new directions and concepts for use in the new setting.

- 27. 20 Questions, additional to the IGI, illustrating ranked "IS" answers for each Denominational and Non-Denominational institutions, provides some clear and perhaps surprising interpretations.
- 28. 20 Questions, additional to the IGI, illustrating ranked "SHOULD BE" answers for each Denominational and Non-Denominational institutions.
- 29. 20 Questions, additional to the IGI, illustrating ONLY the "IS" and "SHOULD BE" responses of the Denominational institution, illustrating an important shift in perception for this group which is, obviously, the key focus of the study.

30. This slide provides something of a sequenced overview of my 53 years of full-time work. It is included to provide the reader an opportunity to psychoanalyze why I've done what I've done (:-). Better yet, it hopefully illustrates a life experience that reflects great curiosity, a broad skill-set, a life-long learner, and a background that may provide insight across many facets of the complicated thing we call Higher Education, and more particularly Christian higher education.

DISCUSSION

Comments made herein are not meant to focus on the negative, or to introduce false drama into the place and practice of Christian higher education in the United States. The Christian mission to go into all the world, starts at home in my view. And even more than churches, my personal position is that the Christian college is the point on the end of the spear, engaging the world scope within which it finds itself.

George Marsden has stated "the fact is that the once pervasive influence of religion in the intellectual and cultural life of America's preeminent colleges and universities has all but vanished (Marsden, 1994). Himself a preeminent researcher of the Christian college community, along with George Noll (*both highly recommended for your reading list*), it is held that in the context of the current and projected future of political, economic and social developments in the United States and beyond, that there is still reason for hope, and for reigniting the fire of influence by the Christian college wherever it currently finds itself. This proclamation is not to suggest an easy road to renewed influence, but an achievable road given a revised vision of the place and practice of the Christian college.

But the existential reality of institutional life is that with a complex set of stakeholders involved with each institution, including but not limited to students, their families, and their employers; faculty, staff and administrators; suppliers to the institution, commerce and industry; the Nation as represented by government; and local and national taxpayers, it is a dynamic system of interactions and exchanges that occurs repeatedly for the Christian college and university. Seemingly distant perhaps, but intimately involved is the stakeholder we know as "other colleges and universities."

Paraphrasing John Donne, "No Christian college is an island." Every disposable dollar, of every prospective student for both Christian and secular education, is on the front line for assault by the educational industry. Forces of marketing, surprisingly disdained by many as using a "world's tool" to achieve a Christian purpose, are directly and indirectly employed, like it or not. And a tool that is disrespected, and not well used, is a tool that can do as much harm as it can good.

Having read all available catalogs for the TRACS membership, and visited all available websites, in preparation for this 2011 convention, I believe there is a serious need for an objective analysis of these promotional tools, with an eye towards their design from the point of view of the user, not the point of view of the preparer.

Websites, and catalogs, need to be easily navigated, putting the most important things in the most conspicuous places for new or undecided prospects when they approach these instruments so that they will not become discouraged or frustrated in their search. Absolutely essential to good promotion is "differentiation", presenting something to the prospect that not only says "We are different from all the others", but that this is evident by promotional materials not being a copy of all the others. Having read hundreds of catalogs and visited hundreds of websites, for all categories of educational institutions, I am amazed at the lack of planning and orderly presentation of the key, fundamental elements prospects are looking for when they consider where they should go to college. There are exceptions that have simple home pages, clearly guiding the visitor by providing only the key links necessary to lead them through the layers of information available for their benefit.

And differentiation is required beyond this initial introduction to the prospects, a transparency that engenders a building sense of trust and respect for the institution. Example course structure to give them a sense of how their life will go if they enroll; example cost structures, not forcing them to try to interpret financial terms and count distributed costs in some arcane formula, in an attempt to learn what their potential costs might really be. Rather than explicitly tying benefits to cost, this necessary interpretation is more often than not left to the readers to define for themselves.

Marketing is just one part of the essential mix to stay alive in the world of higher education. But it is offered as an example of how to use the research data provided herein. Strategizing going forward, it is hoped that each institution will carefully evaluate the revealed comparisons between Denominational and Non-Denominational institutions of higher education, questioning every element presented, which are many: 20 elements of the IGI, 11 elements of the IFI, and 20 more specific elements of the questions additional to the IGI. A careful analysis of this data should inform each administration about how it is ranking above, or below, its secular counterparts; what areas should be reevaluated for mission, for team interaction, for administrator-faculty-staff interaction, for policy revision or reinforcement, for reconsideration of nontraditional student enrollments, et. al. And especially, a reconsideration of the place of the institution "as is" in a world that is rapidly changing, perhaps presenting a technological challenge to method and practice.

Irrespective of those institutions that have already tried and failed, or were at least not as successful as intended, in utilizing the global internet to provide courses on-line, this is going to become a successful venue for all institutions of higher education, and if the Christian segment of this industry chooses to hold back and not properly consider this reality, it will lose out as the future arrives. Over 280 colleges and universities have closed since 1976, and many are on the precipice as I write this. These realities are often largely hidden within the administrative cloister, while they hope for something to change that will solve the problem. But problems have to be clearly identified, defined, analyzed and dealt with in constructive ways. It is believed that if approached in a non-defensive manner, objectively evaluated with logic and sensibility, the data in this study will help this process. That is the point of the whole study.

DIMENSIONS OF CONFLICT

Peterson and Uhl, developers of the IGI and IFI, listed a number of dimensions to the conflict between stakeholders as to the goals of institutions of higher learning, including the following two:

1. Academic Learning vs. Vocational Preparation

This has been a traditional point of conflict for all higher education institutions; enabling a classical liberal arts program, as opposed to educating (training) people for some work application. Frankly, this seems to be something of a canard, in that we think of "vocation" as being a God-given state-of-being for everyone; we are to find our vocation, or "calling", and develop ourselves appropriately to carry out this responsibility.

As used on the front page of this paper, the following reflects, for me, something closer to the reality of what the proper goal should be for all and any of higher education:

*Education today, more than ever before,
must see clearly the dual objectives:
Education for living, and
Education for making a living.*

James Mason Wood

Every human being we allow into our community of believers and educators, is a human being who has to perform the obligation of "work" as dictated in Genesis. How do we generalize or rationalize our purpose as "educational" without vocation being involved? I do not argue that we should include automobile engine overhaul along with logic and English and history. But I do argue that we should make sure that the persons entering our doors, leave upon completion of their program with a clear understanding and prospective application of their time and expense in submitting to our program.

2. Teaching vs. Research

The great majority of Christian institutions of higher education are involved in teaching, and not in research; providing knowledge rather than creating knowledge. It is suggested that this practice should be revisited, if not in the hard sciences requiring expensive laboratories

and materials and equipment, but perhaps in the soft sciences where substantial research can be accomplished. Education, psychology, sociology, history, and many other programs can become exciting fields of study, with academic and vocational application, without adding significant cost to the institution. And this concept enlarges the elements of differentiation, raising the attraction factor for prospective students who are motivated to engage an intellectual pursuit beyond just getting a degree.

QUESTIONS AND CONCERNS

It is suggested that a standing threat to every Christian institution of higher education is that it may somehow morph into a secular institution, as some have done. This is reflected in the way programs are constructed, how marketing materials are designed, and how prospective enrollees are selected. Although there is a place for all of these elements in the descriptive and operational venues of the organization, how they are used suggests more of a defensive posture than that intended.

In whatever setting, money requires compromise at some level. The unspoken golden rule is that "those who have the gold, rule". This is doubly true when the "gold" comes from the government which, more than ever, is enlarging regulatory control and influence on all forms of education, including higher education.

One question on everyone's mind, mostly unspoken, has to do with academic freedom on the Christian campus. Can a Christian college have intellectual excellence, when it limits the boundaries of discussion and exploration to predetermined a predetermined schema of doctrine and moral and social standards of belief and behavior?

Without intending offense to any member of the TRACS association, it is suggested that all members should take note of the way that this question is handled by the following members in the relevant sections of their catalogs, and give thought to similar expressions of their own. Then follow this up by including such positions in all promotional materials, so that this unspoken question relating to freedom of intellectual inquiry is answered openly and responsibly. It is suggested that doing so will, by itself, result in increase in application by those persons being aware of the rubric about Christian colleges not being open to learning, considering all sides of an issue. This is important.

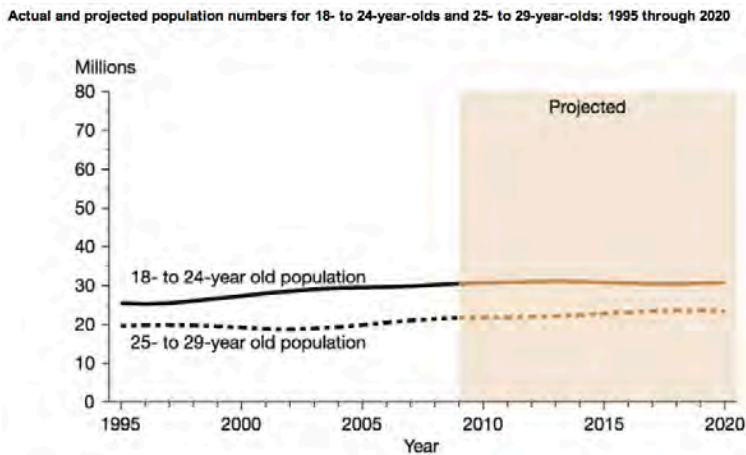
- Patrick Henry College
- Community Christian College
- Gutenberg College

Remember, every college is on a collision course with every other college, trying to receive its portion of the diminishing supply of qualified students. Keep in mind that the projection for future students is nearly level through the year 2020. So all higher education institutions are continuously struggling for what can end up being a decreasing population of desirable applicants for some period of time.

But especially important from the below illustration is the 25-29 year old population, a group that most likely falls into the non-traditional student designation, and which is not always targeted by the Christian college that just wants more of "it's own" in the campus community.

As a participant-observer for many years of Christian higher education, it has never been clear to me how we cannot in fact "be all things to all people" so as to win them to Christ, while building in exclusivity in the college

program; i.e., leaving them outside the fold so they don't have a chance to contaminate those on the inside. If we are true intellectuals, in the sense that we can be open minded (but not to the point our brains fall out), dealing with alternative points of view and perspectives on the world, and working to influence those mind sets to "the Way" that we know is the better way, the right way, what do we fear? Whom are we serving? A fair question for the mission statement of the organization.



It may be reasonable to expect that, in an effort to shift course and maintain institutional stability, colleges will be severely tempted to make directional corrections that effectively alter the nature and image of the institution. By responding to market forces, colleges may be tempted to make changes in admissions policies, curriculum, program offerings, rules and regulations, and administrative policies and procedures, resulting in an ambiguous identity, reduced clarity in institutional definition, and incongruent practice as measured against stated or perceived goals (formal or informal goals).

As for the contextual situation everyone find themselves in at the moment, it is believed that the nature of the institution (higher education) is a strength. Take note of the following projection by Standard & Poor's:

"...we believe that (higher education) won't be facing this uncertainty forever. In our view, the longer the recovery takes, the greater higher education's role will be in the economy--in terms of supplying educated workers and innovation--and the more the industry will benefit from increased demand from those seeking advanced degrees to make themselves more marketable to employers. We expect that the more stable institutions will be those that can make structural budget reductions." (Standard & Poor's Ratings Report, April 14, 2010)

The value of this statement is that, once again, this is something that the institution can use to build a promotional program around. At a time when the prospective student population may actually be larger than usual, due to the many people unemployed or under-employed, and wanting improvement and hope and someone who will attend to their welfare in some meaningful way, differential promotion can be built around encouraging people to enroll "now", building their life value while they're waiting for new opportunity. Help them prepare, and win souls in the process. This will take creative financial planning, but if the concept isn't dealt with in a timely fashion, any opportunity will be missed.

ANCILLARY MATERIALS

Attached hereto are two lists of "Issues" to be considered by every college administrator. One is a list developed specifically within the Christian college context, and other an important list developed for the larger community of higher education. Both merit consideration (see Attachments 1 and 2).

IN CONCLUSION

I close this stream-of-consciousness writing with a quotation from a friend of mine, now passed, but who captured in his life and writing, many foundational truths resulting from his faith in a merciful God, a Christ who cared most for him, and a Holy Spirit who empower him to a life of sensitive caring, a teacher of teachers, a servant-leader, a man of God: Ruben Welch.

**"You know something--
we're all just people who need each other.
We're all learning
and we've all got a long journey ahead of us.
We've got to go together
and if it takes us until Jesus comes
we better stay together
we better help each other.
And I dare say
that by the time we get there
all the sandwiches will be gone
and all the chocolate will be gone
and all the water will be gone
and all the backpacks will be empty.
But no matter how long it takes us
we've got to go together.
Because that's how it is
in the body of Christ.**

**It's all of us
in love
in care
in support
in mutuality--
we really do need each other."**

Ruben Welch
"We Really Do Need Each Other"
Thomas Nelson Inc, 1st Ed.

(August 1990)

TOP TEN ISSUES

(I am frequently asked what are the biggest challenges facing Christian higher education. Here is my Top 10 list as of August, 2009. I welcome comments and suggestions. – Paul R. Cortis)

1. Main Thing – Keeping the “main thing” or die

Multitudinous pressures of contemporary culture and the tendency observed in history coalesce to lure our institutions from their roots; we must be vigilant and stay focused on Christ.

2. Funding – Financial health and long-term viability

Concern is less with the short-term but more with the long-term. Escalating costs and flat or decreasing non-institutional aid trend lines portend an increasing challenge to remain fiscally viable based on extrapolated historical data projection; changing state/federal aid policy; changing student loan market; potential taxation and loss of exempt status are all concerns.

3. College Costs – Market Forces

Heightened public outcries over costs; increasing pressure on political leadership; growing role of price as factor in where to apply; costs exacerbated by lending constriction; potential price control legislation; market forces/demand; challenges for productivity/efficiency.

4. Culture Wars, Litigation, and Religious Liberty – Maintain institutional identity/integrity

Assaults on institutional rights to adhere to religious principles (e.g. hiring rights and behavioral standards) are growing at local, state, and federal level in administrative and legislative activity as well as court rulings, and threaten institutional ability to maintain Christian distinctives.

5. Environment and Sustainability – Energy consumption and the green revolution

Colleges and universities are huge energy consumers facing rising costs, regulations, and constituent demands that will require dramatic, quick and costly responses with long-term gains.

6. Globalization – accompanying challenges of political/legal systems

Increasing influence and economic power of other countries as well as the explosive growth of the church in Southern hemisphere and Pacific Rim lure our institutions to international activity; but most are largely unprepared for huge associated risks from unfriendly or uncertain political and legal systems; need global collaboration among campuses to avoid costly competition.

7. Public Accountability – Citizen outcry intensifies

The public perceives that America’s colleges are rich and resources are not used efficiently; “clubby” insiders may not be serving as guardians of the public interest; growing demands for proof (e.g. graduation rate, mission accomplishment, etc.)

8. Technology and Infrastructure –refresh demands; access costs

Increasing pace of improvements and upgrades may overwhelm institutional ability to sustain technology and infrastructure at a competitive level; P2P and copyright liability issues loom.

9. Irrelevance – Demographic and Societal Changes

Religious, demographic, economic, political, social, and cultural phenomena are putting significant pressure on our institutions to adapt and change very rapidly or be marginalized as irrelevant; such challenges offer enormous opportunities.

10. Boomers Exiting – Developing new administrators and faculty who “get it”

The exit of boomer leaders challenges our institutions to find new leaders who embrace historic and holistic Christ-centered higher education – relating scholarship and service to biblical truth; who will hold to core values while adapting to cultural and delivery system changes.

1. FORGET ABOUT WHO IS ABOVE YOU

Institutional envy is not the basis for a winning value proposition, because academic hierarchies are useless for an institution that has not yet figured out how to define its value.

2. FOCUS ON WHAT DIFFERENTIATES YOU

It is a competitive world for universities in the Middle, and the sudden availability of cheaper, better, more flexible alternatives - many enabled by technology - threatens institutions that cannot articulate what makes them different. Just having a desire to be excellent does not make you stand out from the crowd. You can be competitive in part because of paths that you do not take. The forces promoting uniformity in traditional higher education are enormous, which means that higher education is lacking for experimentation at the very time when experimentation is most needed.

3. ESTABLISH YOUR OWN BRAND (Perception is Reality)

Reputations are always subjective. In a crowded marketplace, the only things that matter are brand, value, and price. A reputation is a brand. The colleges that prosper in the 21st Century will not be the ones that let bureaucracies and competing institutions define their reputations for them.

4. DON'T ROMANTICIZE YOUR WEAKNESSES

Universities are notorious for establishing virtuous legends and romanticized histories to explain why their weaknesses should be viewed as noble. Anything that makes your institution slow to move, inflexible, and disconnected from its stakeholders is a weakness that will eventually work to the benefit of new institutions who compete for the same students, tuition dollars, and brand recognition.

5. BE OPEN

It is still unsettled today among many in the Middle whether the greatness of a university is defined by how tightly it hangs on to knowledge or who it excludes from its classrooms.

6. BALANCE FACULTY-CENTRISM AND STUDENT-CENTRISM

7. USE TECHNOLOGY

It is a mistake to assume that technology will alter the landscape without fundamental institutional change. Technology does not drive this kind of change; it enables it. And the technology has to focus on value creation.

8. CUT COSTS IN HALF

Educational costs has too long been associated with spending, when there is evidence that access, flexibility, and performance are not affected by per-student expenditures. Half of the cost of general education requirements at most colleges can be eliminated by adopting better technology and curriculum reform.

9. DEFINE YOUR OWN MEASURES OF SUCCESS

Focus on measures that mean something to the college. Focus on outputs, not inputs, can have wide-ranging impact, both on operations and on performance.

10. ADOPT THE NEW WISCONSIN IDEA

Work to tie success to the cities and towns, the communities where students and alumni live, and to society which depends upon them for teachers, engineers, and educated citizens.

This is a recent book, and is highly recommended for all administration (Robert Hubbard)

Quality as Outcome

Comparative Analysis of *70 Denominational and 70 Non-Denominational* Colleges and Universities (31 Variables)

Robert M. Hubbard

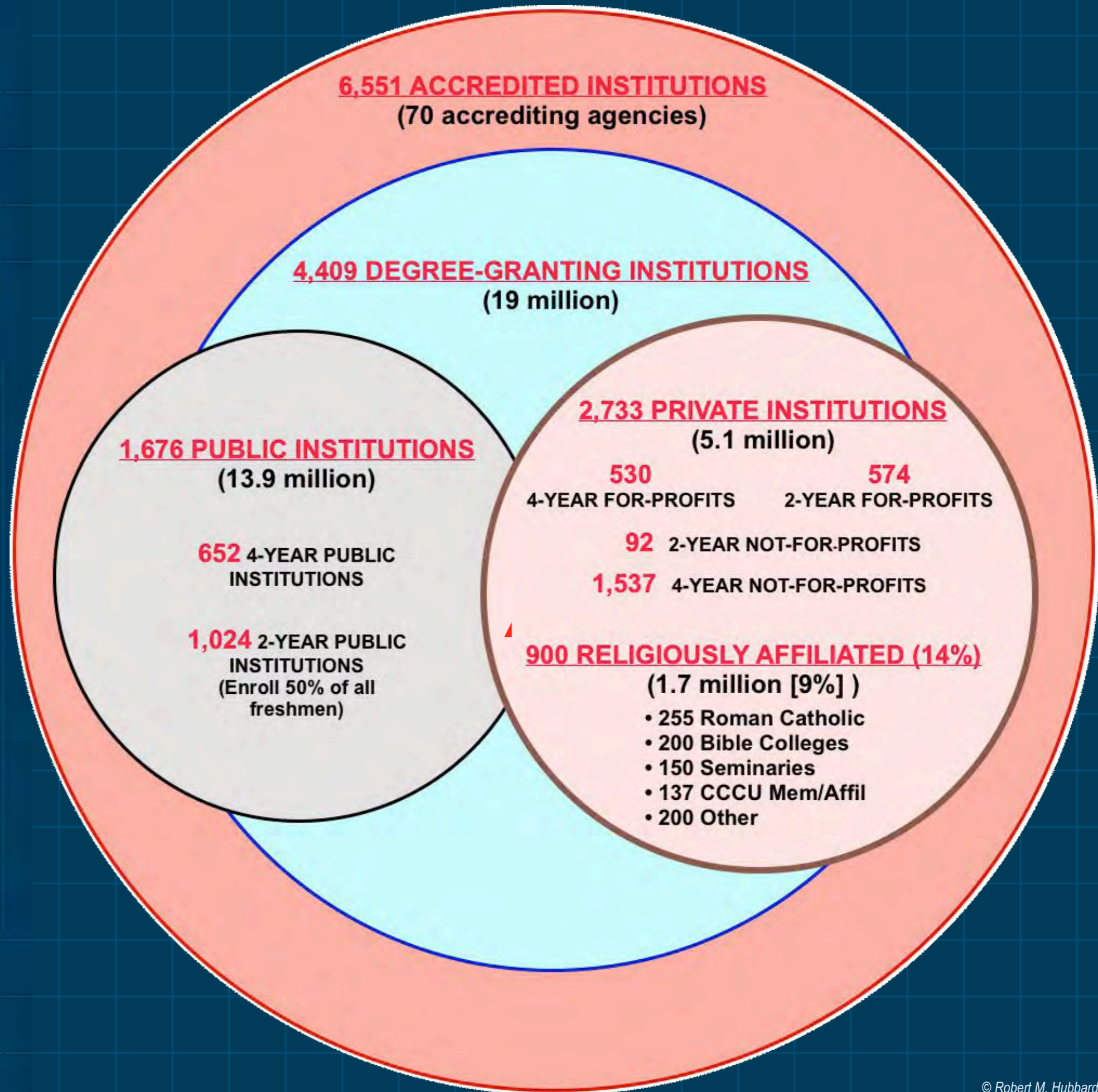
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Executive Vice President
Sovaris Learning Institute, LLC

www.sovarislearning.com

Post-Secondary Education (May 2010)



Educational Testing Service, Princeton, NJ

(Instrument source; computer analysis of returns)

Institutional Goals Inventory (IGI)

Designed to assist colleges and universities in defining educational goals, establishing priorities among goals, and assisting with present and future planning.

Institutional Functioning Inventory (IFI)

Provides a means for a college or university to describe itself in terms of a number of characteristics judged important in American higher education.

Institutional Goals Inventory (20 items)

OUTCOME GOALS

- Academic Development
- Intellectual Orientation
- Individual Personal Development
- Humanism-Altruism
- Cultural / Aesthetic Awareness
- Traditional Religiousness
- Vocational Preparation
- Advanced Training
- Research
- Meeting Local Needs
- Public Service
- Social Egalitarianism
- Social Criticism / Activities

PROCESS GOALS

- Freedom
- Democratic Governance
- Community
- Intellectual / Aesthetic Environment
- Innovation
- Off-Campus Learning
- Accountability / Efficiency

Institutional Functioning Inventory (11 items)

- Intellectual / Aesthetic Extra-curricular
- Freedom
- Human Diversity
- Concern for Improvement of Society
- Concern for Undergraduate Learning
- Democratic Governance
- Meeting Local Needs
- Self-Study and Planning
- Concern for Advancing Knowledge
- Concern for Innovation
- Institutional Esprit

Statistical Analysis

- Multivariate
- Univariate
- Sheffe F

IGI consists of 90 goal statements that measure 20 outcome/process goal areas, and asks responders to assess perceptions of both *real (IS)* and *ideal (SHOULD BE)* goals within the institution.

Questions guiding this study include:

- finding out what goal areas respondents deem most and least important,
- whether or not there is a significant difference in those perceptions between respondent groups and/or institutions, and
- how well each of the institutions is meeting the goals their respondents deem most important.

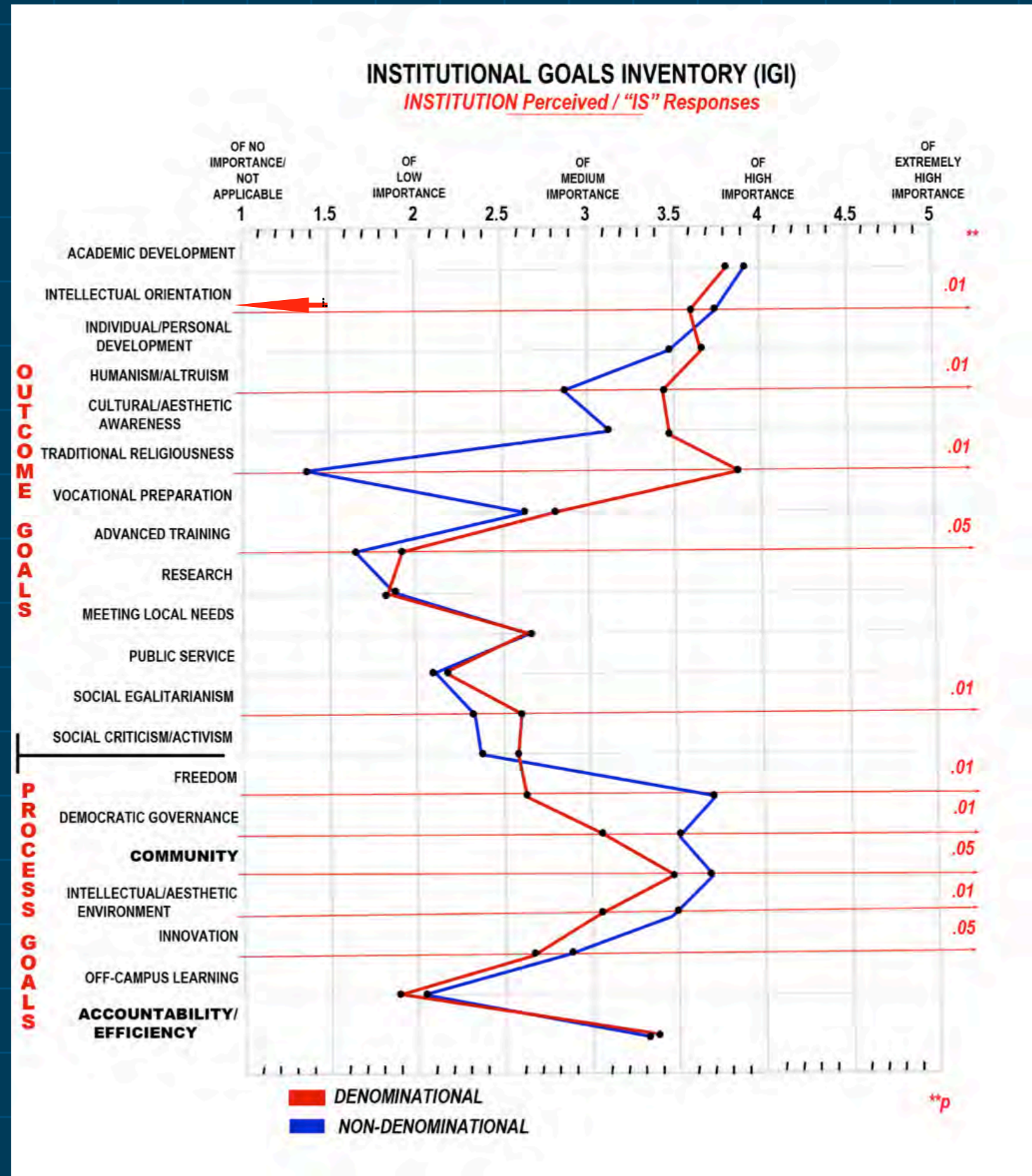
2 x 4 Factorial Analysis

	President	Academic Dean	Dean of Students	Business Manager
Denominational (70)	20 IGI 11 IFI	20 IGI 11 IFI	20 IGI 11 IFI	20 IGI 11 IFI
Non-Denominational (70)	20 IGI 11 IFI	20 IGI 11 IFI	20 IGI 11 IFI	20 IGI 11 IFI

140 Institutions x 4 Respondents each = 560 Respondents

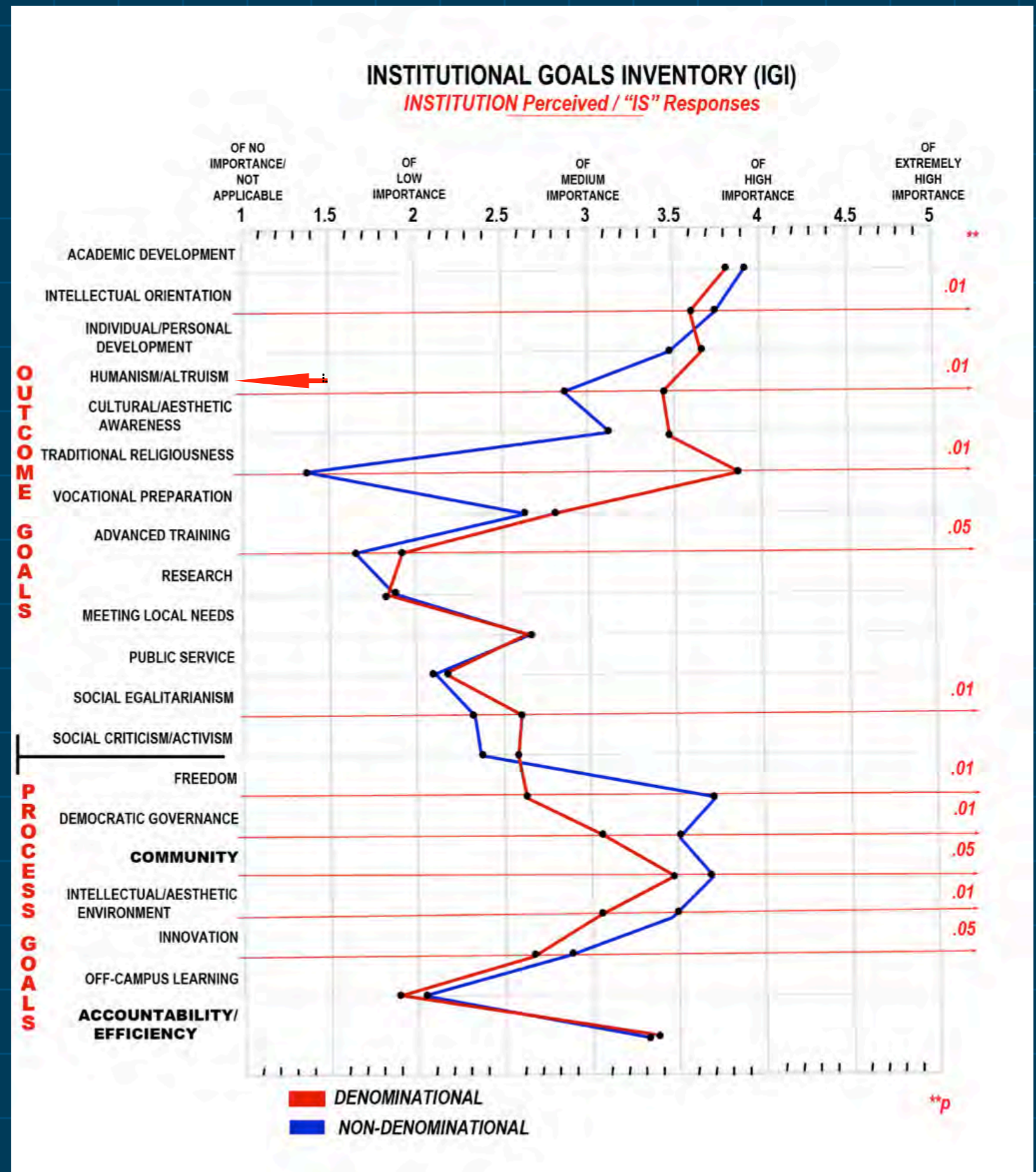
2. INTELLECTUAL ORIENTATION:

Relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.



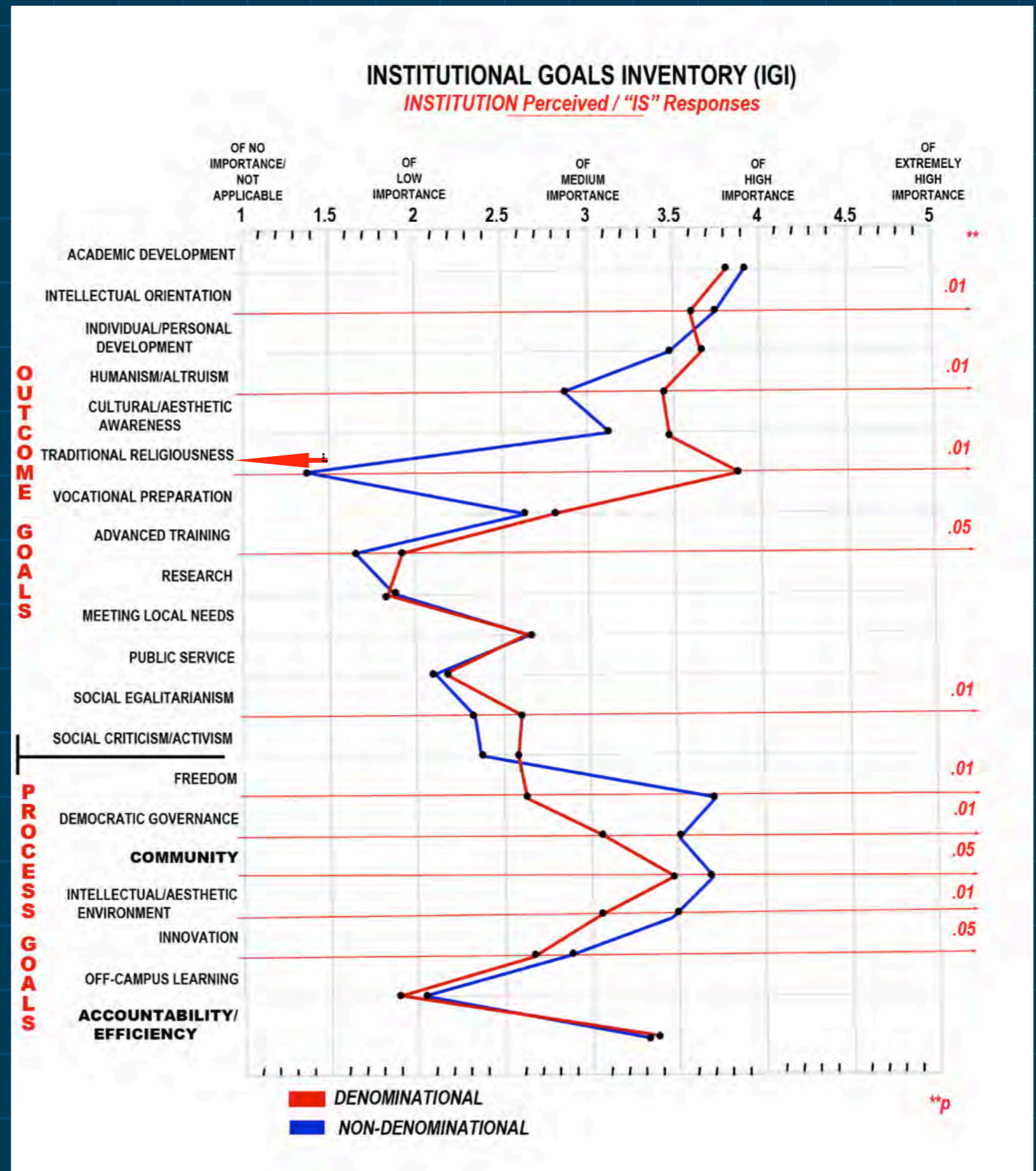
4. HUMANISM - ALTRUISM:

Respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.



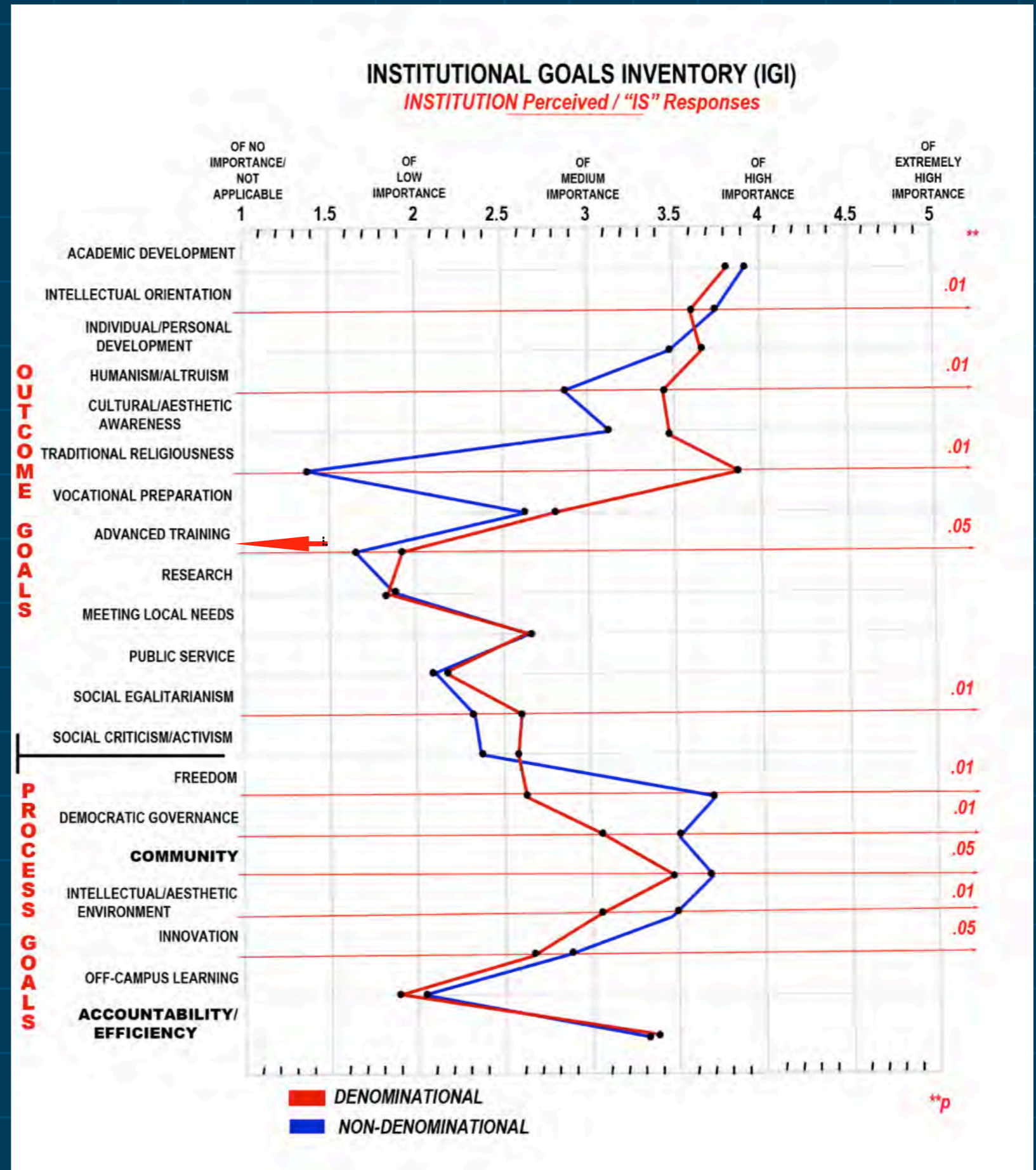
6. TRADITIONAL RELIGIOUSNESS:

A religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental - in short, traditional rather than "secular" or "modern".



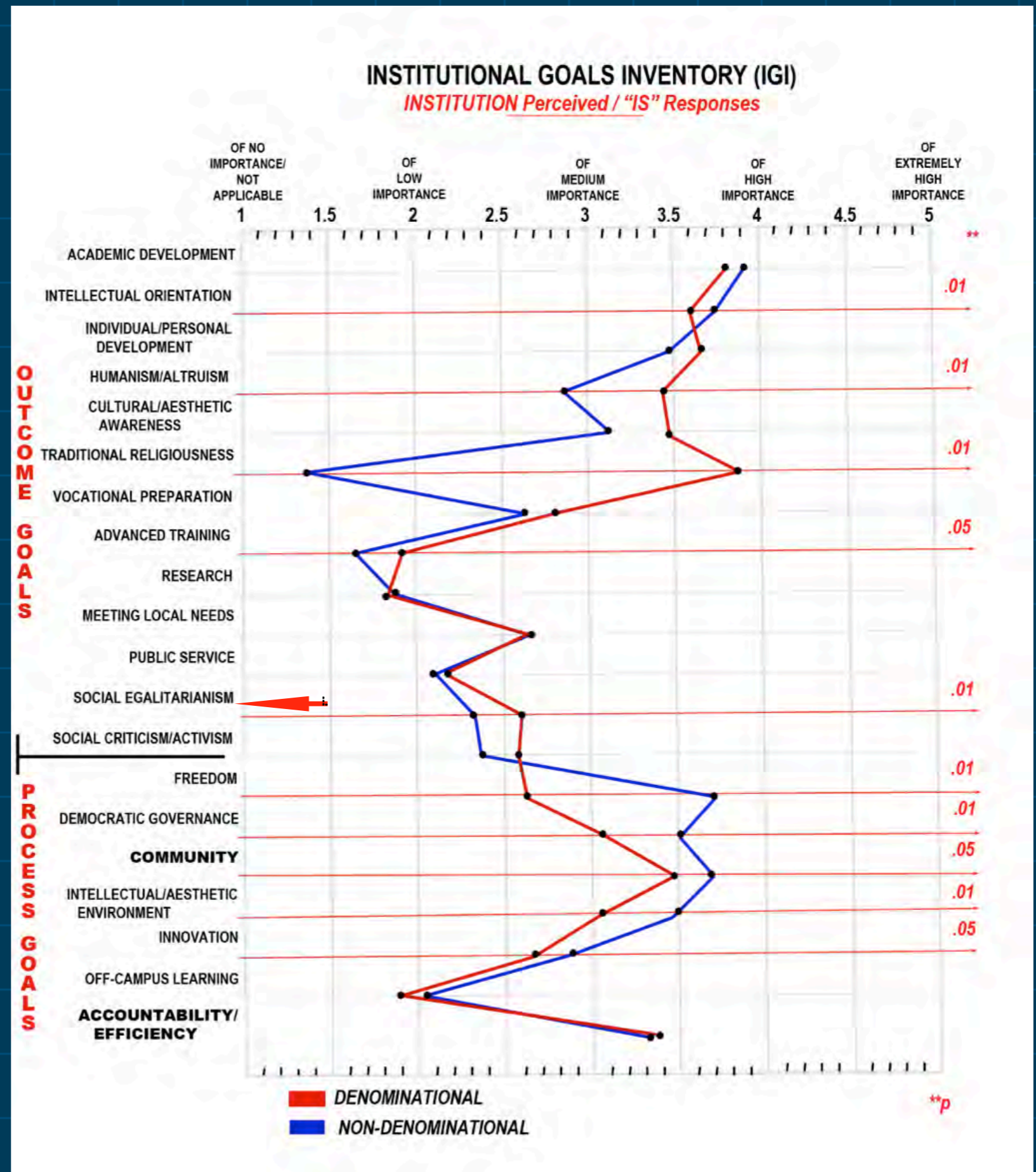
8. ADVANCED TRAINING:

The availability of postgraduate education.



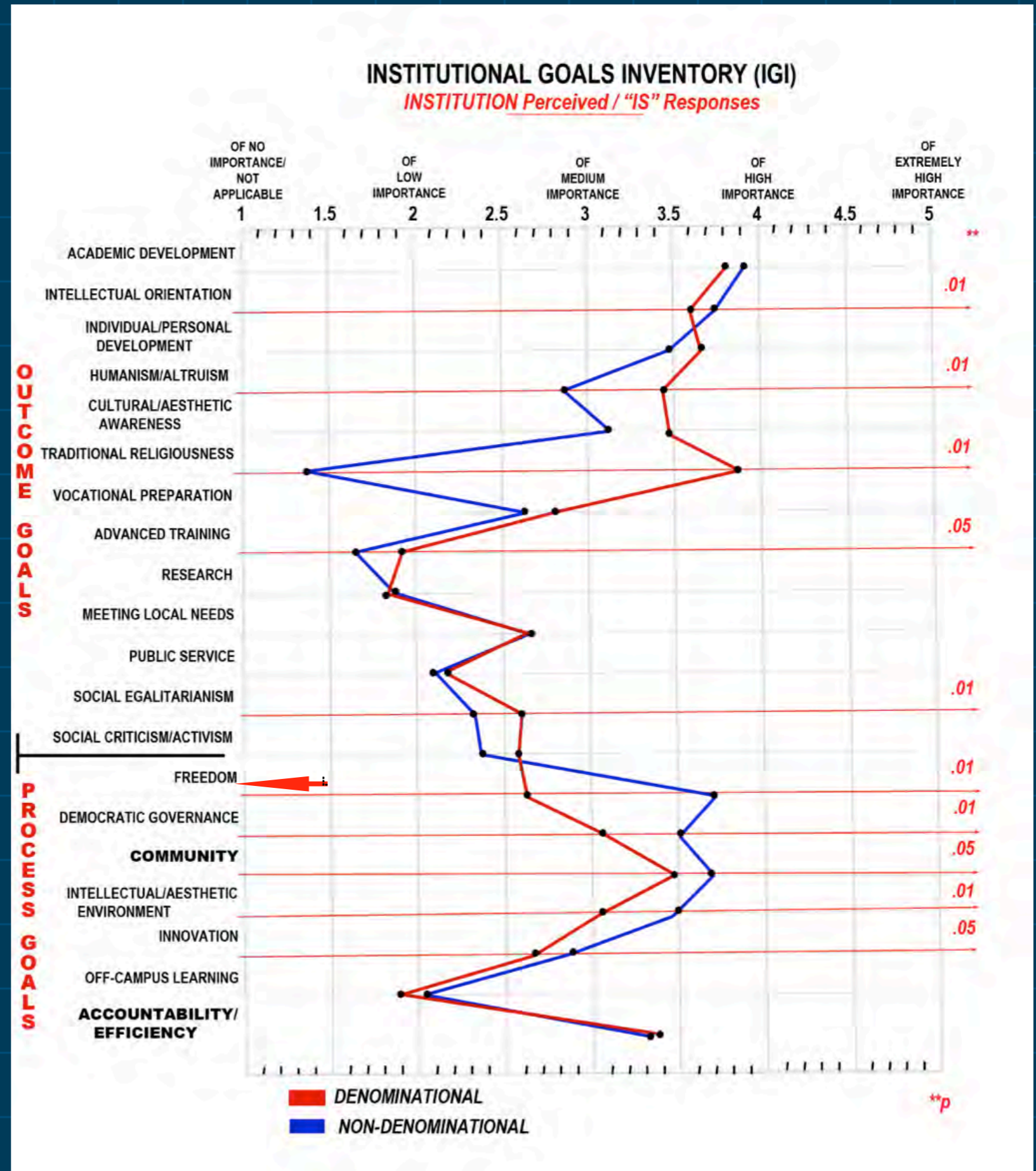
12. SOCIAL EGALITARIANISM:

Open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.



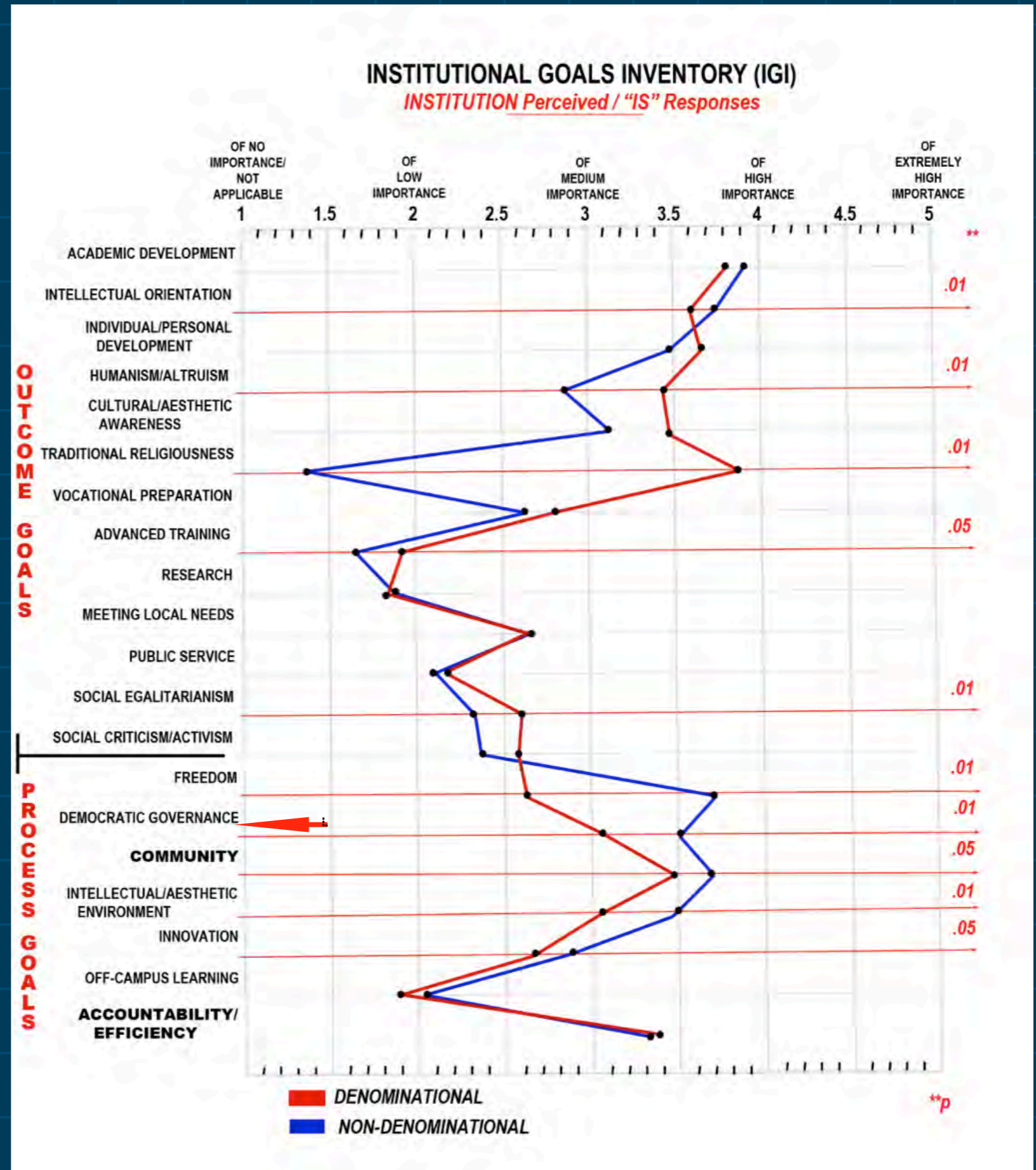
14. FREEDOM:

Protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.



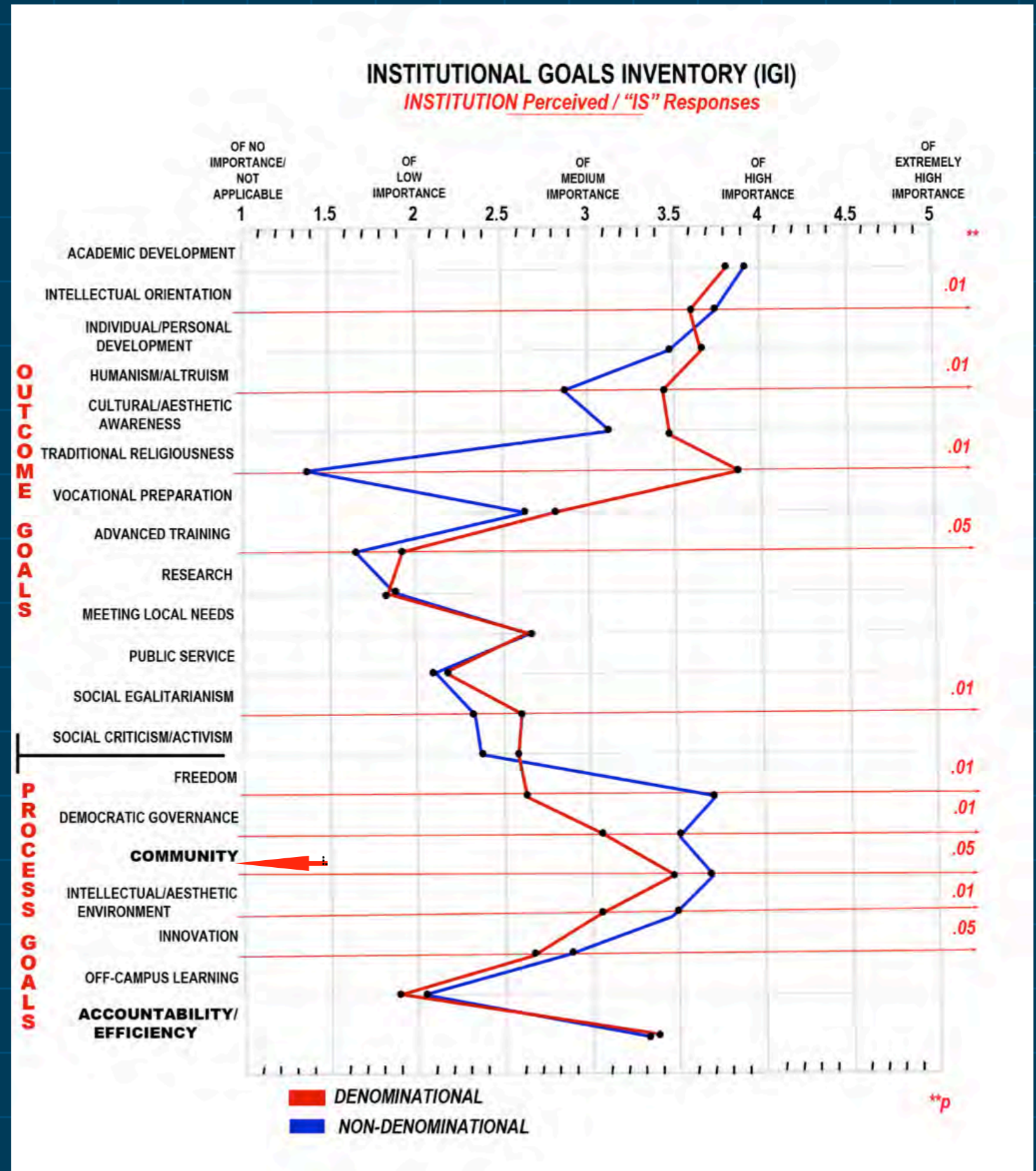
15. DEMOCRATIC GOVERNANCE:

Decentralized decision-making arrangements by which student, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.



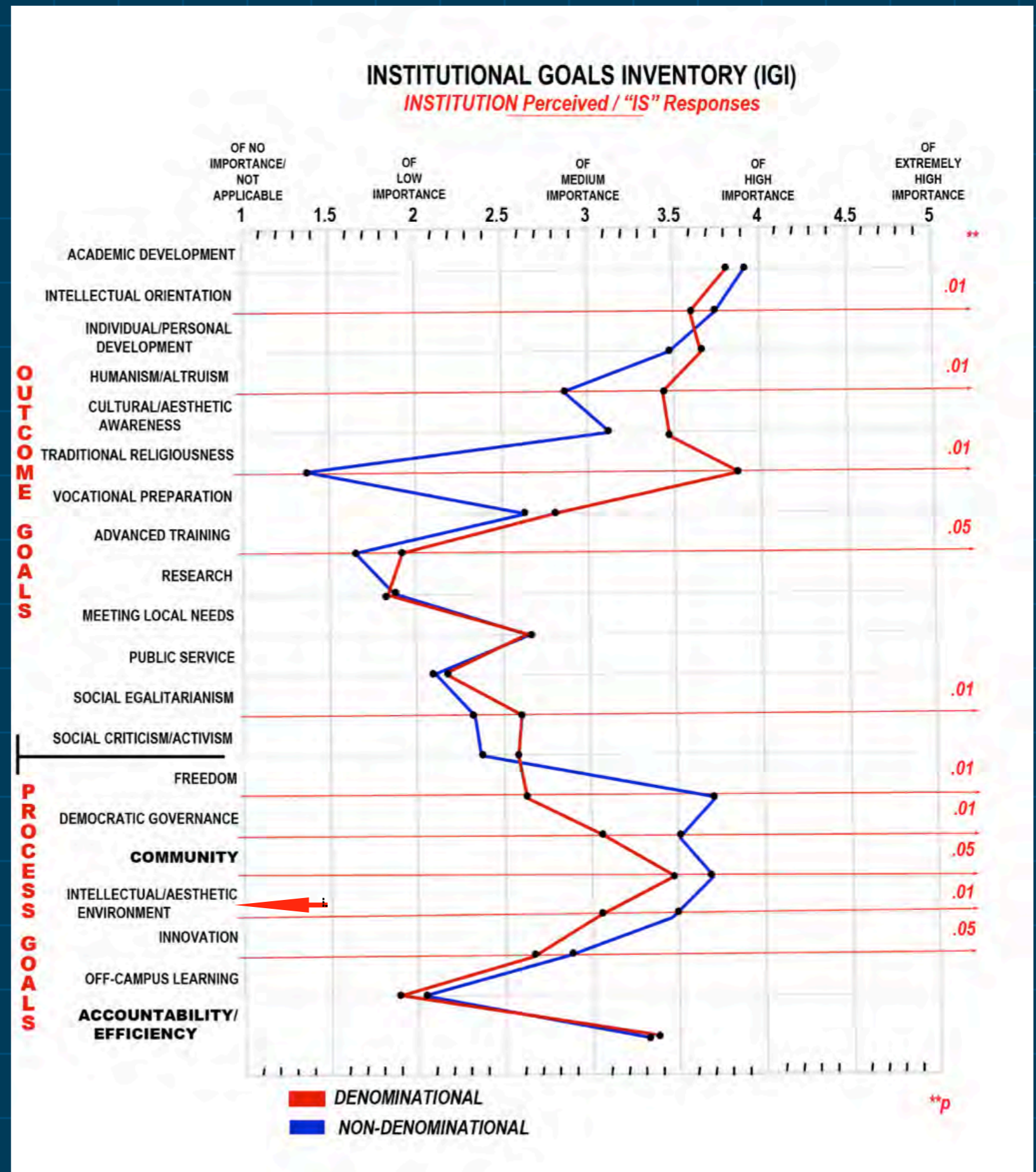
16. COMMUNITY:

Maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.



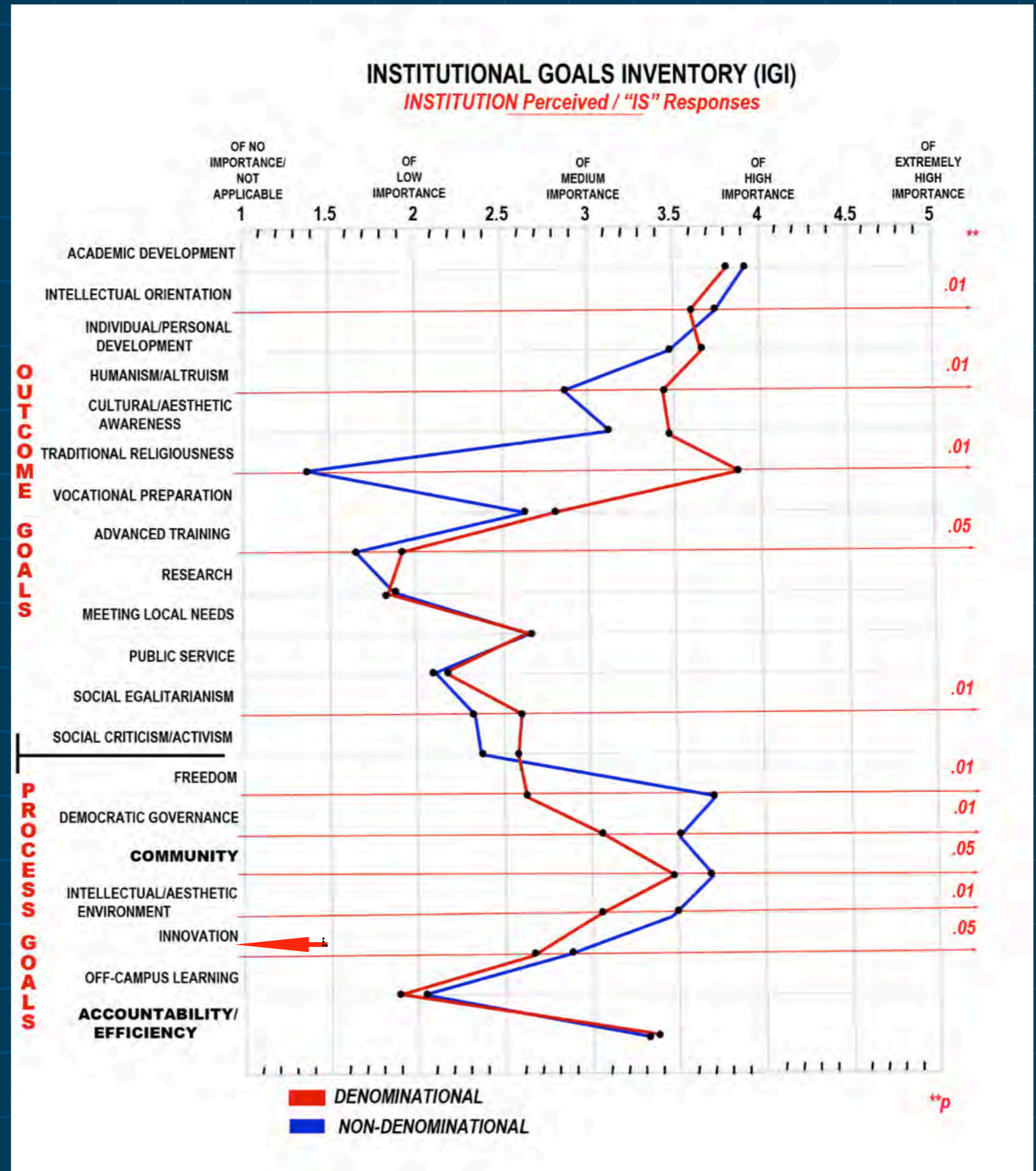
17. INTELLECTUAL - AESTHETIC ENVIRONMENT:

A rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.



18. INNOVATION:

A climate in which continuous innovation is an accepted way of life; established procedures for readily initiating curricular or instructional innovations; experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

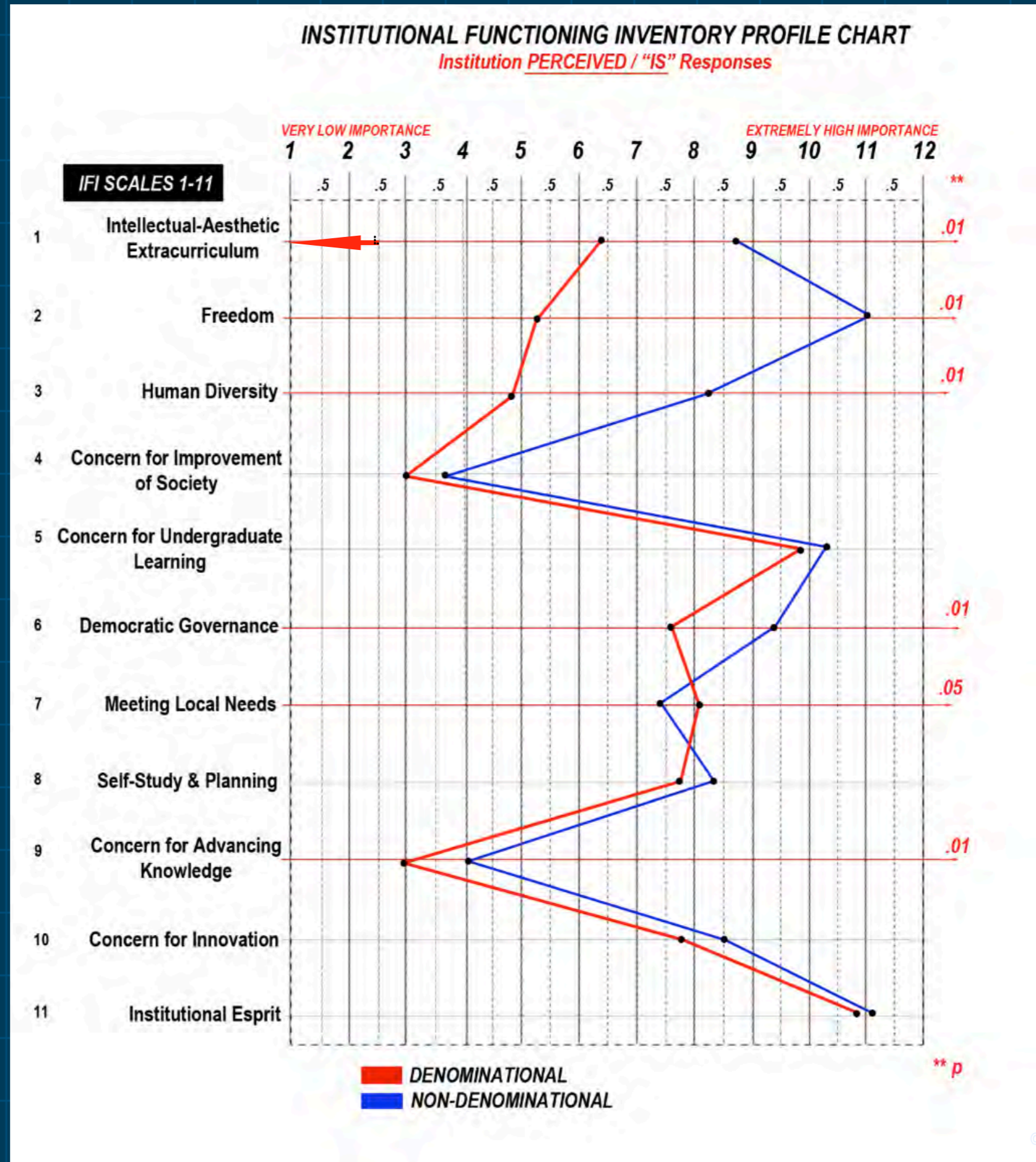


INSTITUTIONAL FUNCTIONING INVENTORY (IFI)

“IS”

1. INTELLECTUAL / AESTHETIC EXTRACURRICULUM:

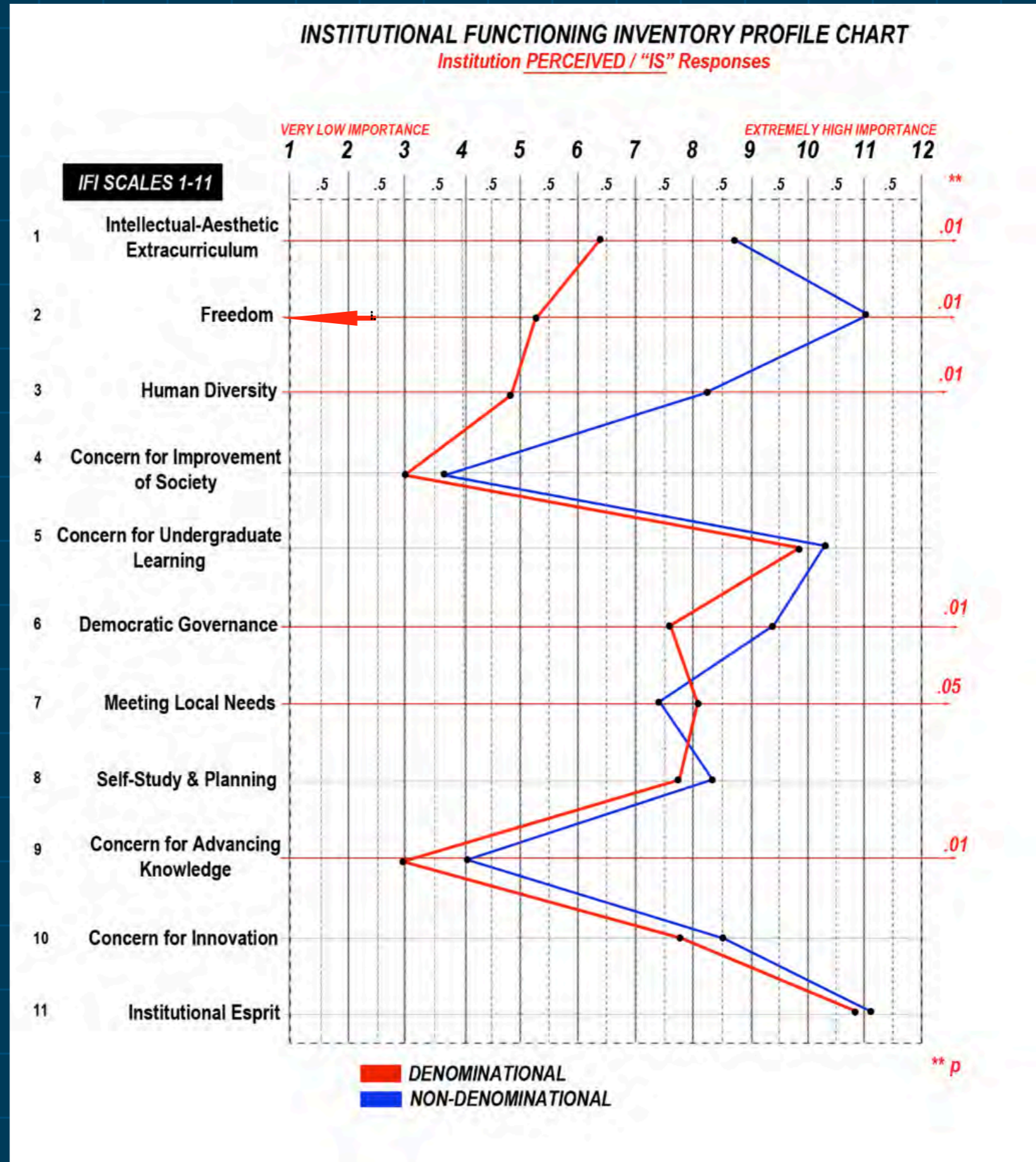
The extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside the classroom.



INSTITUTIONAL FUNCTIONING INVENTORY (IFI)

2. FREEDOM:

The extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

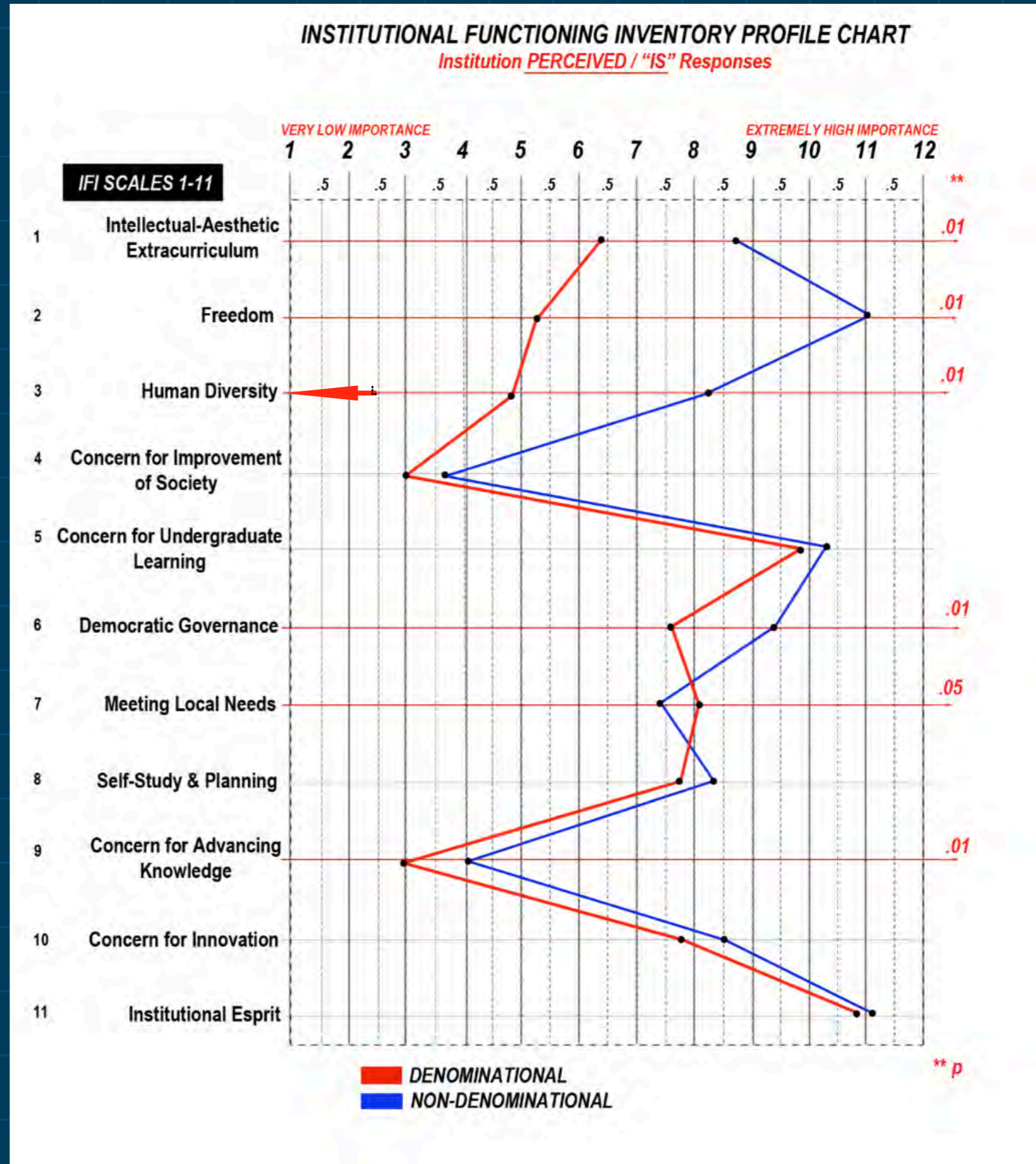


INSTITUTIONAL FUNCTIONING INVENTORY (IFI)

“IS”

3. HUMAN DIVERSITY:

The degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes.

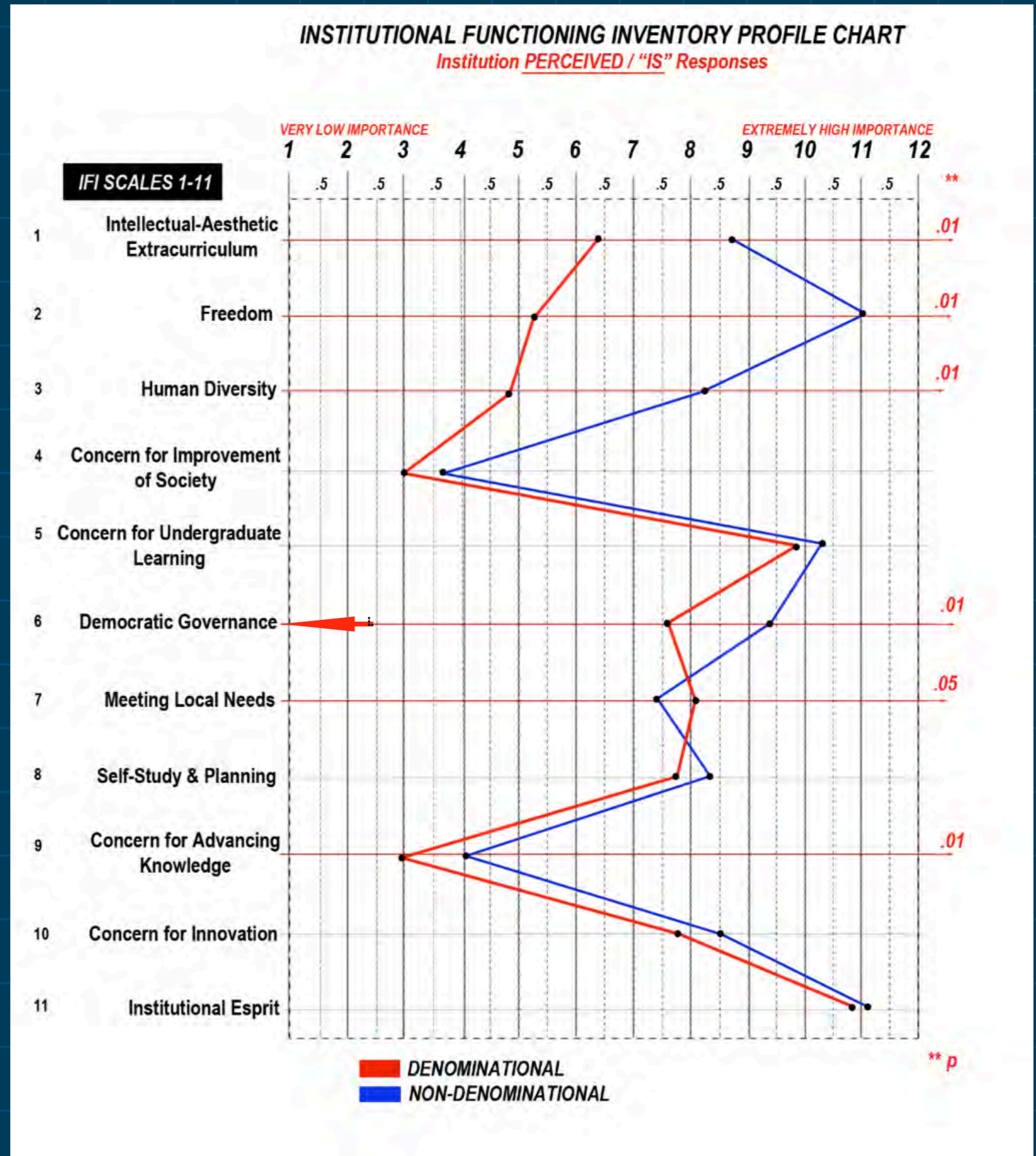


INSTITUTIONAL FUNCTIONING INVENTORY (IFI)

“IS”

6. DEMOCRATIC GOVERNANCE:

The extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

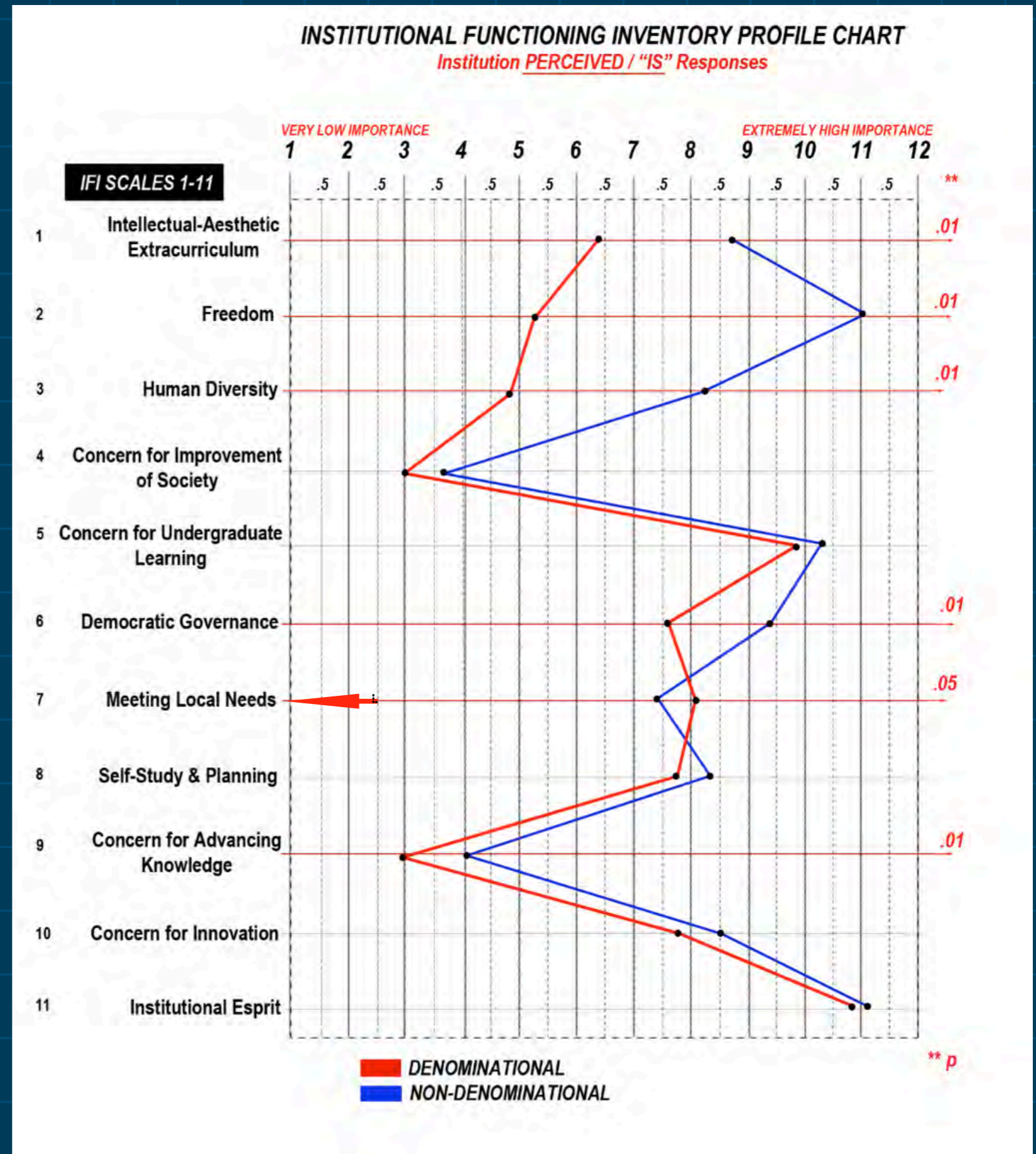


INSTITUTIONAL FUNCTIONING INVENTORY (IFI)

“IS”

7. MEETING LOCAL NEEDS:

Institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding communities.

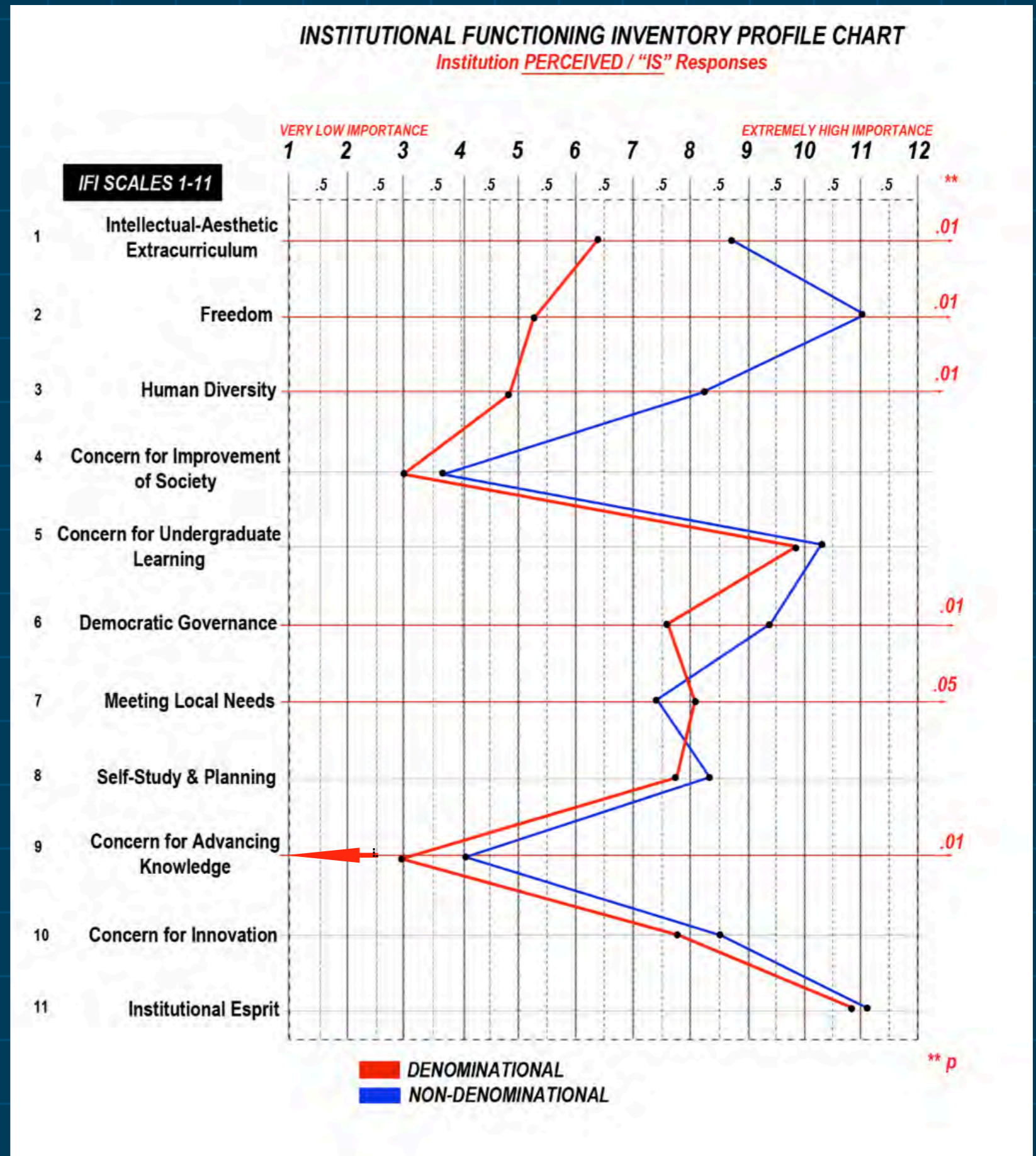


INSTITUTIONAL FUNCTIONING INVENTORY (IFI)

“IS”

9. CONCERN FOR ADVANCING KNOWLEDGE:

The degree to which the institution - in its structure, function, and professional commitment of faculty - emphasizes research and scholarship aimed at extending the scope of human knowledge.

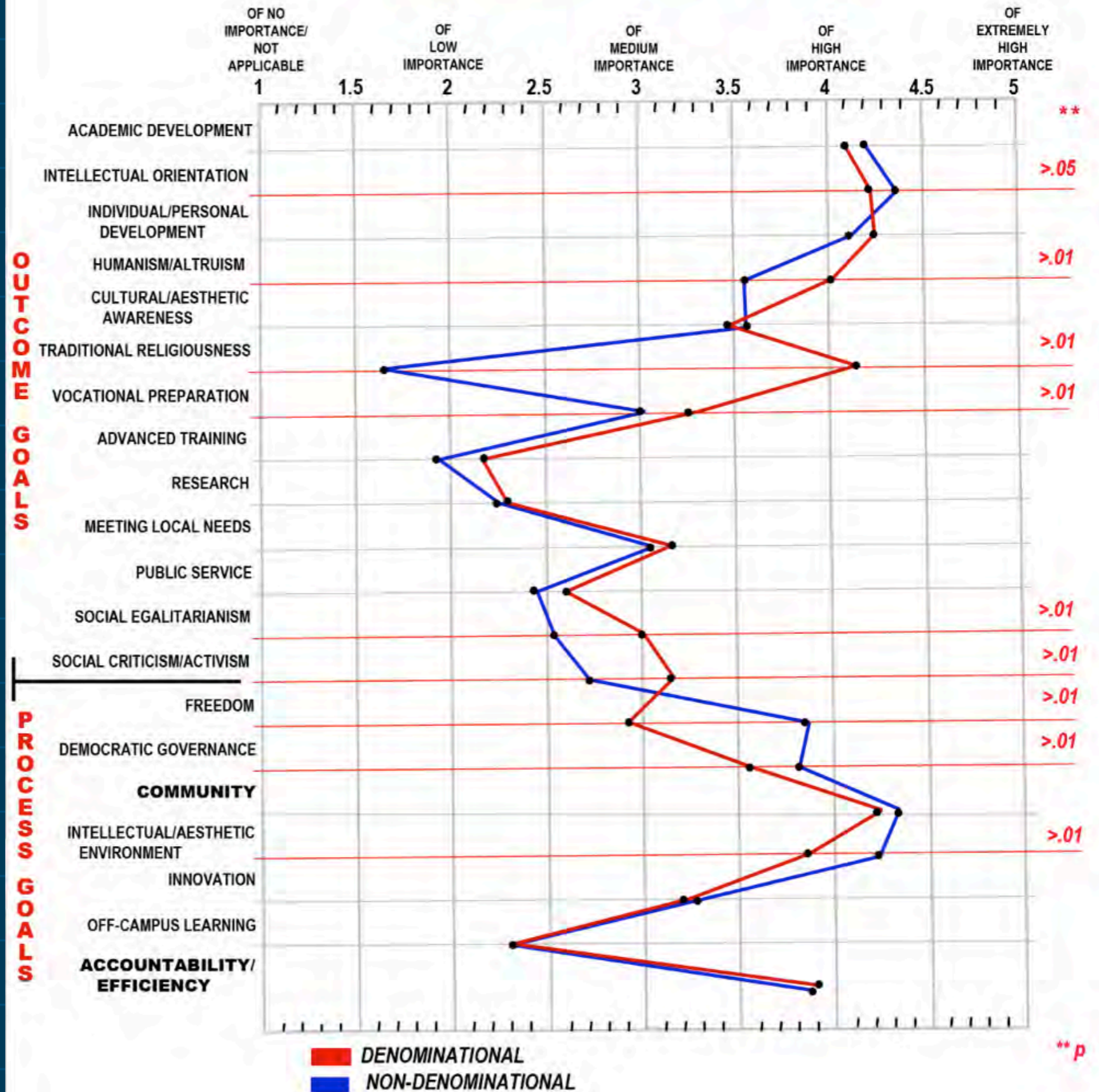


IGI

Institution
"SHOULD
BE"

(Perceived
Reality)

INSTITUTIONAL GOALS INVENTORY (IGI)
INSTITUTION "Preferred / SHOULD BE" Responses

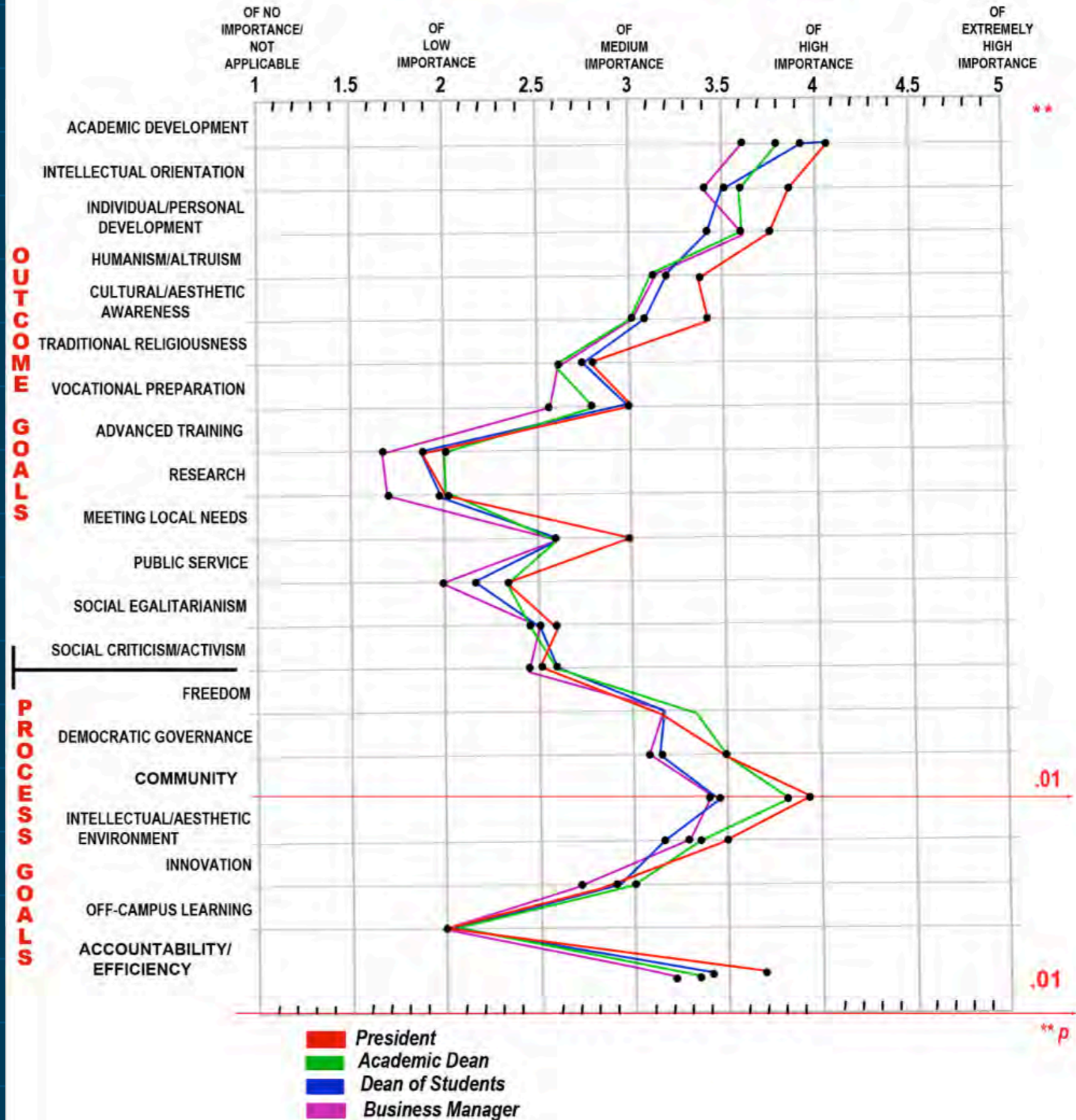


IGI Administrator "IS"

(Perceived
Reality)

INSTITUTIONAL GOALS INVENTORY (IGI)

ADMINISTRATOR "Perceived / IS" Responses



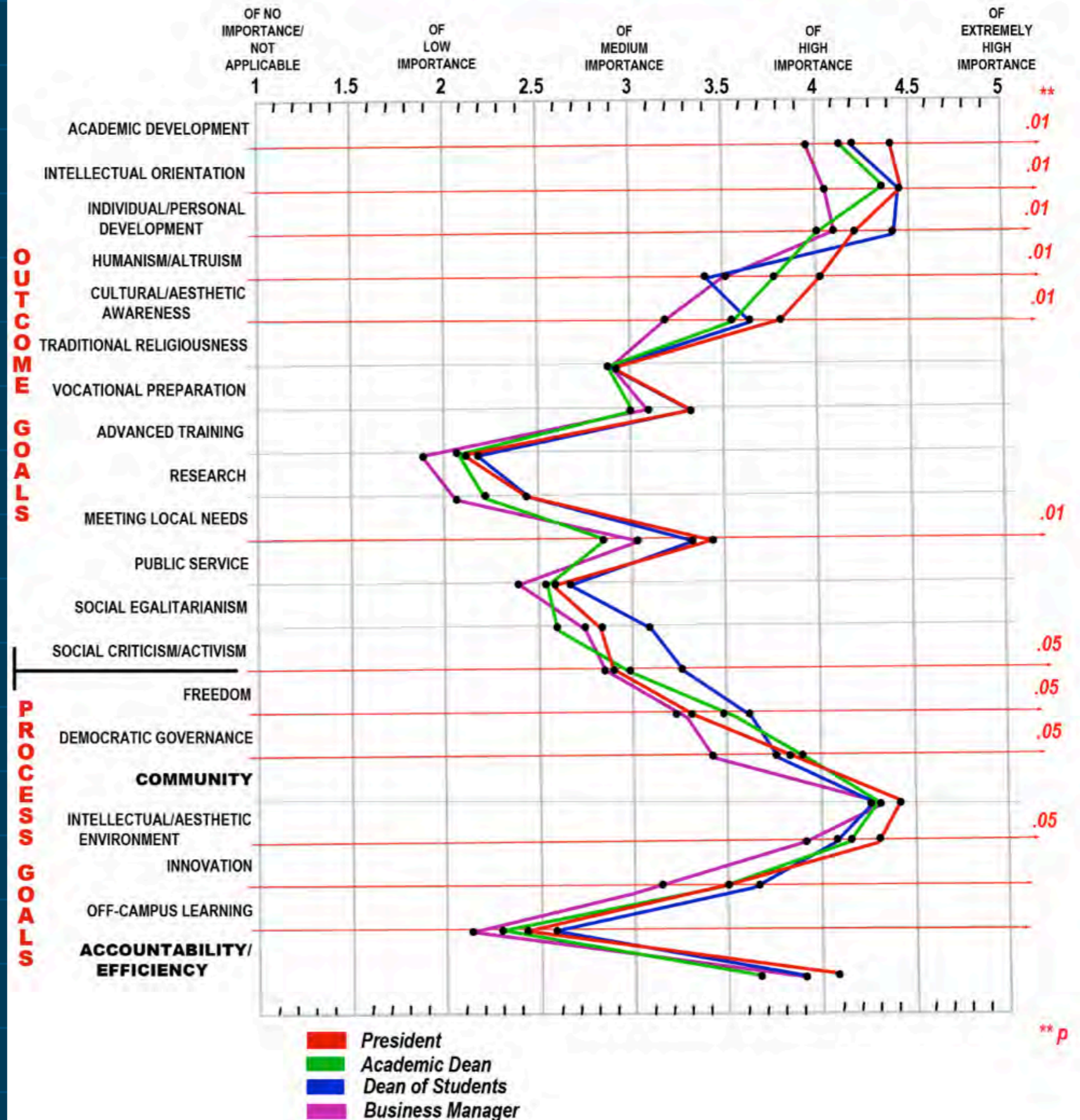
IGI

Administrator "SHOULD BE"

(Perceived Reality)

INSTITUTIONAL GOALS INVENTORY (IGI)

ADMINISTRATOR "Preferred / SHOULD BE" Responses

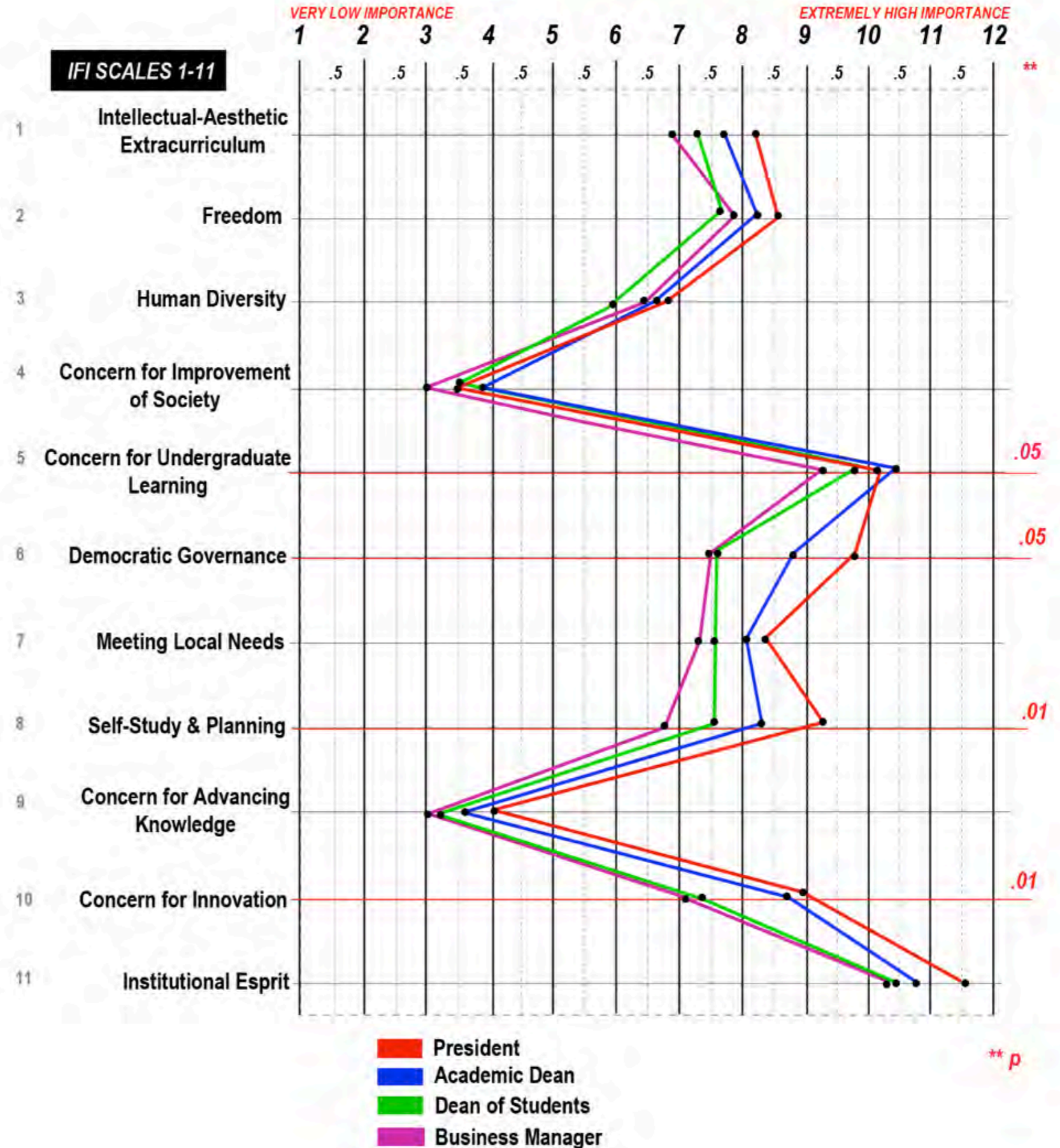


** p

IFI Administrator "IS"

(Perceived
Reality)

INSTITUTIONAL FUNCTIONING INVENTORY PROFILE CHART (IFI)
Administrator PERCEIVED / "IS" Responses



** p

20 Questions: “IS”

Additional to IGI

D Denominational

N-D NonDenominational

D	ADDITIONAL 20 QUESTIONS (IGI)	N-D
1	Actively integrate a faith system with curriculum in the college program.	20
2	Actively integrate personal faith with managerial practice.	19
3	Increase use of private financial development funding for college program.	1
4	More explicitly communicate institutional values to public and constituencies.	5
5	Retain present concentration in Lib Arts while risking enrollment decline?	2
6	Permit institution to close before shifting values to accommodate contemporary student demands.	18
7	Reduce or combine administrator positions in proportion to reductions in faculty and staff if conditions deteriorate.	4
8	Developmental programs for entering students deficient in basic studies.	10
9	Foster institutional teamwork on premise institution is a “community of equals”.	7
10	Manage the institution on a plan for growth.	6
11	Actively reorder college priorities to conform more closely to college goals.	9
12	Use industrial market-centered approach to counter declining enrollments.	3
13	Adopt a stronger HR development posture with faculty and staff.	8
14	Actively deal with problems of internal polarization about institutional mission.	11
15	Develop a creative combination of Lib Arts and Prof/Career programs, even if at the sacrifice of unique institutional qualities.	16
16	Actively pursue self-study.	13
17	Carry out a program of retrenchment in re current enrollment trends.	15
18	Increase use of federal funding to underwrite the college program.	14
19	Ensure institutional survival at any cost.	12
20	Develop and offer professional degree programs to non-traditional students.	17

20 Questions: "SHOULD BE"

Additional to IGI

D Denominational

N-D NonDenominational

D	ADDITIONAL 20 QUESTIONS (IGI)	N-D
1	Actively integrate a faith system with curriculum in the college program.	20
2	Actively integrate personal faith with managerial practice.	18
3	Reduce or combine administrator positions in proportion to reductions in faculty and staff if conditions deteriorate.	1
3	Increase use of private financial development funding for college program.	1
4	More explicitly communicate institutional values to public and constituencies.	2
5	Adopt a stronger HR development posture with faculty and staff.	4
6	Actively reorder college priorities to conform more closely to college goals.	7
7	Foster institutional teamwork on premise institution is a "community of equals".	5
8	Developmental programs for entering students deficient in basic studies.	11
9	Develop a creative combination of Lib Arts and Prof/Career programs, even if at the sacrifice of unique institutional qualities.	9
10	Manage the institution on a plan for growth.	8
11	Use industrial market-centered approach to counter declining enrollments.	3
12	Permit institution to close before shifting values to accommodate contemporary student demands.	19
13	Actively deal with problems of internal polarization about institutional mission.	10
14	Retain present concentration in Lib Arts while risking enrollment decline?	6
15	Actively pursue self-study.	12
16	Carry out a program of retrenchment in re current enrollment trends.	13
17	Develop and offer professional degree programs to non-traditional students.	15
19	Increase use of federal funding to underwrite the college program.	17
20	Ensure institutional survival at any cost.	16

20 Questions

Additional to IGI

D Denominational

**Compare
“IS” - “SHOULD BE”**

“IS”	ADDITIONAL 20 QUESTIONS (IGI)	“S/B”
1	Actively integrate a faith system with curriculum in the college program.	1
2	Actively integrate personal faith with managerial practice.	2
3	Increase use of private financial development funding for college program.	3
4	More explicitly communicate institutional values to public and constituencies.	4
5	Retain present concentration in Lib Arts while risking enrollment decline?	14
6	Permit institution to close before shifting values to accommodate contemporary student demands.	12
7	Reduce or combine administrator positions in proportion to reductions in faculty and staff if conditions deteriorate.	3
8	Developmental programs for entering students deficient in basic studies.	8
9	Foster institutional teamwork on premise institution is a “community of equals”.	7
10	Manage the institution on a plan for growth.	10
11	Actively reorder college priorities to conform more closely to college goals.	6
12	Use industrial market-centered approach to counter declining enrollments.	11
13	Adopt a stronger HR development posture with faculty and staff.	5
14	Actively deal with problems of internal polarization about institutional mission.	13
15	Develop a creative combination of Lib Arts and Prof/Career programs, even if at the sacrifice of unique institutional qualities.	9
16	Actively pursue self-study.	15
17	Carry out a program of retrenchment in re current enrollment trends.	16
18	Increase use of federal funding to underwrite the college program.	19
19	Ensure institutional survival at any cost.	20
20	Develop and offer professional degree programs to non-traditional students.	17

IGI

Comparison RANK by Denominational Administrator

INSTITUTIONAL GOALS INVENTORY	DENOMINATIONAL			
OUTCOME GOALS	PRESIDENT	ACADEMIC DEAN	DEAN OF STUDENTS	BUSINESS MANAGER
Academic Development	17	18	19	12
Intellectual Orientation	1	2	1	3
Individual Personal Development	7	9.5	4	9
Humanism / Altruism	3	4	6	14
Cultural / Aesthetic Awareness	9	7	15	10
Traditional Religiousness	18	16	20	15
Vocational Preparation	15	12	12	6
Advanced Training	19	20	18	19
Research	14	13	17	13
Meeting Local Needs	6	11	7	5
Public Service	6	11	7	5
Social Egalitarianism	10	17	10	8
Social Criticism / Activities	12.5	15	13	18
PROCESS GOALS				
Freedom	12.5	15	13	18
Democratic Governance	8	9.5	5	7
Community	20	14	14	20
Intellectual / Aesthetic Environment	12.5	8	9	16
Innovation	4	5	8	11
Off-Campus Learning	11	19	11	17
Accountability / Efficiency	16	6	16	1
INSTITUTIONAL FUNCTIONING INVENTORY				
Intellectual / Aesthetic Extracurriculum	7	7	7	7
Freedom	8	8	8	8
Human Diversity	9	9	9	9
Concern for Improvement of Society	10.5	11	10	10
Concern for Undergraduate Learning	2	2	2	2
Democratic Governance	5	6	6	5
Meeting Local Needs	3	3	3	3
Self-Study and Planning	4	5	4	6
Concern for Advancing Knowledge	10.5	10	11	11
Concern for Innovation	6	4	5	4
Institutional Esprit	1	1	1	1

IGI

Comparison RANK, comparing Denominational and Non-Denominational Presidents

DIFFERENCE BETWEEN PRESIDENTS: "S/B"		
D	INSTITUTIONAL GOALS INVENTORY	N-D
OUTCOME GOALS		
5	Academic Development	2
3	Intellectual Orientation	1
2	Individual Personal Development	6
6	Humanism / Altruism	9
10	Cultural / Aesthetic Awareness	7
1	Traditional Religiousness	20
13	Vocational Preparation	13
20	Advanced Training	19
18	Research	18
12	Meeting Local Needs	12
12	Public Service	16
17	Social Egalitarianism	14
15	Social Criticism / Activities	15
PROCESS GOALS		
14	Freedom	10
16	Democratic Governance	8
9	Community	3
4	Intellectual / Aesthetic Environment	4
11	Innovation	11
19	Off-Campus Learning	17
8	Accountability / Efficiency	5
INSTITUTIONAL FUNCTIONING INVENTORY		
	Intellectual / Aesthetic Extracurriculum	
	Freedom	
	Human Diversity	
	Concern for Improvement of Society	
	Concern for Undergraduate Learning	
	Democratic Governance	
	Meeting Local Needs	
	Self-Study and Planning	
	Concern for Advancing Knowledge	
	Concern for Innovation	
	Institutional Esprit	

IGI & IFI "IS"

Compare Denom with Non-Denom on each element, plus inter-Denom rankings of administrators.

DIFFERENCES "IS"										DENOMINATIONAL			
		PRESIDENT		ACADEMIC DEAN		DEAN OF STUDENTS		BUSINESS MANAGER		PRESIDENT	ACADEMIC DEAN	DEAN OF STUDENTS	BUSINESS MANAGER
INSTITUTIONAL GOALS INVENTORY		D	N-D	D	N-D	D	N-D	D	N-D				
OUTCOME GOALS													
1	Academic Development	17	13	18	8.5	19	17	12	12	17	18	19	12
2	Intellectual Orientation	1	3.5	2	3	1	2	3	2	1	2	1	3
3	Individual Personal Development	7	3.5	9.5	5	4	1	9	4	7	9.5	4	9
4	Humanism / Altruism	3	2	4	1	6	5.5	14	6.5	3	4	6	14
5	Cultural / Aesthetic Awareness	9	8	7	4	15	8	10	19	9	7	15	10
6	Traditional Religiousness	18	19	16	13	20	18	15	15	18	16	20	15
7	Vocational Preparation	15	16	12	17	12	14	6	6.5	15	12	12	6
8	Advanced Training	19	14	20	20	18	20	19	14	19	20	18	19
9	Research	14	7	13	16	17	11.5	13	17	14	13	17	13
10	Meeting Local Needs	6	12	11	14	7	9	5	10	6	11	7	5
11	Public Service	6	15	11	11	7	15	5	11	6	11	7	5
12	Social Egalitarianism	10	20	17	19	10	11.5	8	13	10	17	10	8
13	Social Criticism / Activities	12.5	11	15	8.5	13	5.5	18	9	12.5	15	13	18
PROCESS GOALS													
14	Freedom	12.5	17	15	18	13	19	18	20	12.5	15	13	18
15	Democratic Governance	8	18	9.5	12	5	11.5	7	16	8	9.5	5	7
16	Community	20	6	14	6	14	7	20	1	20	14	14	20
17	Intellectual / Aesthetic Environment	12.5	1	8	2	9	3.5	16	5	12.5	8	9	16
18	Innovation	4	5	5	10	8	3.5	11	8	4	5	8	11
19	Off-Campus Learning	11	10	19	15	11	16	17	16	11	19	11	17
20	Accountability / Efficiency	16	9	6	7	16	10	1	3	16	6	16	1
INSTITUTIONAL FUNCTIONING INVENTORY													
1	Intellectual / Aesthetic Extracurriculum	7	5	7	6	7	5	7	5.5	7	7	7	7
2	Freedom	8	1	8	1	8	1	8	1	8	8	8	8
3	Human Diversity	9	8	9	8	9	7.5	9	4	9	9	9	9
4	Concern for Improvement of Society	10.5	11	11	11	10	10	10	11	10.5	11	10	10
5	Concern for Undergraduate Learning	2	4	2	2	2	3	2	3	2	2	2	2
6	Democratic Governance	5	3	6	4.5	6	4	5	5.5	5	6	6	5
7	Meeting Local Needs	3	9	3	9	3	7.5	3	9	3	3	3	3
8	Self-Study and Planning	4	6.5	5	7	4	9	6	7	4	5	4	6
9	Concern for Advancing Knowledge	10.5	10	10	10	11	11	11	10	10.5	10	11	11
10	Concern for Innovation	6	6.5	4	4.5	5	6	4	8	6	4	5	4
11	Institutional Esprit	1	2	1	3	1	2	1	2	1	1	1	1

**IGI & IFI
"SHOULD BE"**

**Compare
Denom with
Non-Denom
on each
element,

plus

inter-Denom
rankings of
administrators.**

PREFERRED (S/B) GOALS													
DENOMINATIONAL (D) INSTITUTIONAL GOALS INVENTORY		PRESIDENT		ACADEMIC DEAN		DEAN OF STUDENTS		BUSINESS MANAGER		PRESIDENT	ACADEMIC DEAN	DEAN OF STUDENTS	BUSINESS MANAGER
		D	N-D	D	N-D	D	N-D	D	N-D				
OUTCOME GOALS													
1	Academic Development	5	2	4	5	6	4	6	5	5	4	6	6
2	Intellectual Orientation	3	1	3	1.5	2	1	4.5	2	3	3	2	4.5
3	Individual Personal Development	2	6	5	7	1	2	2	3	2	5	1	2
4	Humanism / Altruism	6	9	6	11	4	10.5	7	9	6	6	4	7
5	Cultural / Aesthetic Awareness	10	7	10	10	11	10.5	10.5	11	10	10	11	10.5
6	Traditional Religiousness	1	20	2	20	5	20	3	19	1	2	5	3
7	Vocational Preparation	13	13	12	14	10	14	10.5	12	13	12	10	10.5
8	Advanced Training	20	19	20	19	19	19	19	20	20	20	19	19
9	Research	18	18	18	18	20	18	20	17	18	18	20	20
10	Meeting Local Needs	12	12	15	13	14	12	12	13	12	15	14	12
11	Public Service	12	16	15	15	14	16	12	16	12	15	14	12
12	Social Egalitarianism	17	14	17	17	17	15	17	15	17	17	17	17
13	Social Criticism / Activities	15	15	16	12	15	13	15	14	15	16	15	15
PROCESS GOALS													
14	Freedom	14	10	13	6	12	6	14	6	14	13	12	6
15	Democratic Governance	16	8	14	4	16	7	16	8	16	14	16	8
16	Community	9	3	9	1.5	9	3	9	1	9	9	9	1
17	Intellectual / Aesthetic Environment	4	4	1	3	3	5	1	4	4	1	3	4
18	Innovation	11	11	11	8.5	13	9	13	10	11	11	13	10
19	Off-Campus Learning	19	17	19	16	18	17	18	18	19	19	18	18
20	Accountability / Efficiency	8	5	8	8.5	8	8	4.5	7	8	8	8	7

IGI +20 QUESTIONS "IS"

Compare
Denom with
Non-Denom
on each
element,
plus
inter-Denom
rankings of
administrators.

PLUS 20 QUESTIONS PERCEIVED (IS)													
										Denominational			
DENOMINATIONAL (D) vs. NON-DENOMINATIONAL (ND)		PRESIDENT		ACADEMIC DEAN		DEAN OF STUDENTS		BUSINESS MANAGER		PRESIDENT	ACADEMIC DEAN	DEAN OF STUDENTS	BUSINESS MANAGER
INSTITUTIONAL GOALS INVENTORY		D	N-D	D	N-D	D	N-D	D	N-D				
1	Developmental Program	12.5	8	9	7.5	9	14.5	6	10.5	12.5	9	9	6
2	Marketing Approach	12.5	3	10	10	11	2.5	7	4	12.5	10	11	7
3	Human Resource Development	11	11	13.5	7.5	13.5	6.5	9.5	7	11	13.5	13.5	9.5
4	Communicate Values	4	4	5	6	4	4	4	10.5	4	5	4	4
5	Integrate Faith & Learning	1	19.5	1	20	1	20	1	20	1	1	1	1
6	Retrenchment	18	12.5	17	16.5	15	13	16/5	18	18	17	15	16.5
7	Reorder Priorities	8.5	5.5	11.5	9	10	8.5	9.5	10.5	8.5	11.5	10	9.5
8	Internal Polarization	14	16	16	11	16	8.5	16.5	9	14	16	16	16.5
9	Federal Funding	17	17	20	12	17.5	14.5	15	15.5	17	20	17.5	15
10	Liberal Arts	5	2	6.5	4	7.5	2.5	5	3	5	6.5	7.5	5
11	Arts/Career Combination	16	14.5	13.5	13	20	16	13.5	19	16	13.5	20	13.5
12	Reduce Administrator Positions	6	5.5	6.5	2	7.5	8.5	13.5	2	6	6.5	7.5	13.5
13	Developmental Funding	3	1	4	1	2	1	3	1	3	4	2	3
14	Plan for Growth	8.5	9.5	11.5	5	5	5	12	5.5	8.5	11.5	5	12
15	Intergrate Faith with Mgt Practice	2	18	2	19	3	18	2	15.5	2	2	3	2
16	Professional Programs	19	14.5	18	16.5	19	17	19	15.5	19	18	19	19
17	Ensure Survival	20	12.5	19	15	13.5	8.5	18	5.5	20	19	13.5	18
18	Permit Closing	8.5	19.5	3	16.5	6	19	8	8	8.5	3	6	8
19	Self-Study IGI-IFI	15	9.5	15	14	17.5	8.5	20	10.5	15	15	17.5	20
20	Community of Equals	7	5.5	8	3	12	6.5	9.5	10.5	7	8	12	9.5

Robert M. Hubbard (Bob)

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Career 1 High-Technology

1958-75

- Experimental machine shop
- Design drafting
- Technical documentation
- Computer engineering
- Project Management
- Program Management
- Contracts & Pricing
- Sales & Marketing

- *Minuteman Missile*
- *Apollo Space Program*
- *Space Shuttle*
- *B1-B Bomber*
- *Experimental Flight Operations*
- *Mars Viking Lander*

Career 2 Church / Higher Education

1975-77

- Pastor, CoN, Portland, ME

1977-90

Eastern Nazarene College

- Director Physical Plant/Security
- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Director Admissions
- Chair: Dept of Business Admin
- Director: Graduate Studies
- Director: Adult Studies
- Introduced Degree-Completion
- Institutional / Program Marketing
- Massachusetts DoE Accred
- Co-Founder, Beechwood Clinic

1990-94

Olivet Nazarene University

- Director MBA Program
- Chair, Division of Business
- Mental Health consulting

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- B.A. Business & Economics
 - M.B.A. Mgt/Finance/OD
 - Ed.D. Boston University (Policy, Planning & Administration)
 - M.A. Family Counseling (Clinical Psych)

Career 1 Mgt / New Business Dev't

1994-2008

International Consolidated Technologies

- Director
 - Org'l Education Programs
 - Strategy & Marketing
 - Problem Solving
- New Business Development
 - Pulsewave LLC (Denver, CO)
 - Atrius Bioscience LLC (Boulder, CO)

2008-Present

Sovaris Learning Institute, LLC Executive Vice President

Education based on neuroscience-based training methods, in which transforming training into long-term learning is required (for schools, colleges and universities, training & certification programs, medical and corporate training, et. al.)

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