

Fall 1997

Koinonia

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Fall 1997

KOINONIA

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT

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ALL THE KING'S HORSES: Making the Pieces Fit

**ACSD Annual Conference: Wilmore Kentucky
Keynote Address: June 2, 1997
David J. Gyertson, Ph.D.**

What a joy it is to formally welcome you to the campus of Asbury College for the annual meeting of the Association for Christians in Student Development. It is not only an institutional privilege for us to have you here but a personal blessing.

My roots are deep in the soil of College Student Personnel Development. I began my leadership career in Christian College administration as Dean of Student Affairs at Spring Arbor College in 1970. My academic preparation at the graduate level is in College Student Personnel at Michigan State University. My history with this organization goes back three decades when we, as Student Development professionals, would gather for a morning prayer breakfast at the annual meeting of the National Association of Student Personnel Administrators seeking ways to bring a Christ-centered, Scripture-based approach to our responsibilities and opportunities.

I am thankful that my career in college administration began with student development. Across the years I have been anchored to

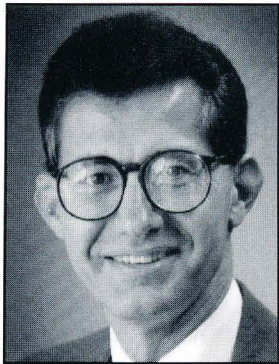
Across the years I have been anchored to the conviction that the central mission of our work in higher education is to equip students with personal, professional, intellectual, social and spiritual lifestyles that will last them a lifetime.

the conviction that the central mission of our work in higher education is to equip students with personal, professional, intellectual, social and spiritual lifestyles that will last them a lifetime. To put it in an historically Christian context, my experiences in student development helped me understand that the most important thing I can do with my life is to prepare the next generation of disciples to effectively model the Great Commandment and aggressively advance the Great Commission.

I came into the profession during one of the most significant cultural, philosophical and spiritual shifts seen in this century. The assassination of John F. Kennedy, the riots in Watts, the Vietnam war, Woodstock and Kent State challenged the status quo, accelerated the questioning of long held beliefs and tested the effectiveness of historical models to an extent unprecedented in the history of higher education. Not since the days of the industrial revolution had the fundamental nature and mission of higher education confronted such challenges. We were facing a collection of new and

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The President's Corner



Sam Shellhammer

As I begin my term as President of ACSD, I want to say that it is a privilege to serve each of you and the organization. I would like to ask you to pray for the Executive Committee that we will serve faithfully and with a humble spirit. I am blessed to serve with: Everett Piper, President-Elect; Denise Bakerink,

Vice President; Barry Loy, Treasurer and Membership Chair; Tim Arens, Editor; and Mary Ann Searle, Secretary. Judy Moseman provided strong leadership for the past two years and it is a joy to accept the baton from her. Skip Trudeau served two terms and made an outstanding contribution as Secretary. ACSD has been blessed over the years with leaders who have volunteered their time and faithfully served the organization.

On behalf of the Executive Committee, I would like to thank Joe Brockinton and all the Asbury staff for hosting the annual conference in June. If you were one of the more than 500 attendees, you came away feeling blessed and encouraged. We look ahead to the 1998 conference which will be hosted by Calvin College. Please pray for the Calvin staff as they plan and prepare for the annual conference. After viewing their video presentation at Asbury, we are all looking forward to being at Calvin next June 1-4.

I am writing this column in August and on the eve of students arriving on campus. You will read this in November and we will be headed toward the end of the semester and looking forward to the holidays. As I have reflected on thirty years of ministry with college

students, there are two themes which God has affirmed over and over again. First is God's faithfulness. Regardless of my inadequacies or the complexity of a particular situation, God has always been faithful in responding to those who seek Him. I have found myself in the midst of having to make a difficult decision, and then rediscovering that God is able to use imperfect people to minister to others. It is exciting after all these years to see God revealed in new ways and to often learn from the students whom we serve. God will use us if we are available and open to His spirit. One of the most important things we can do in our work is to pray.

The second theme in which God has been affirmed is through prayer. In this column, I have asked you twice to pray for the Executive Committee and for the Calvin staff. The longer I am involved in caring for college students, the more I realize the need for and the importance of prayer. I recently received a letter from a person that I did not know who shared that she prayed for me every Wednesday morning.

I have found myself in the midst of having to make a difficult decision, and then rediscovering that God is able to use imperfect people to minister to others.

This has happened dozens of times over the years. I am deeply thankful for the faithful prayer support of others. It is humbling, and I am also convinced that God uses these prayers in ways we cannot comprehend.

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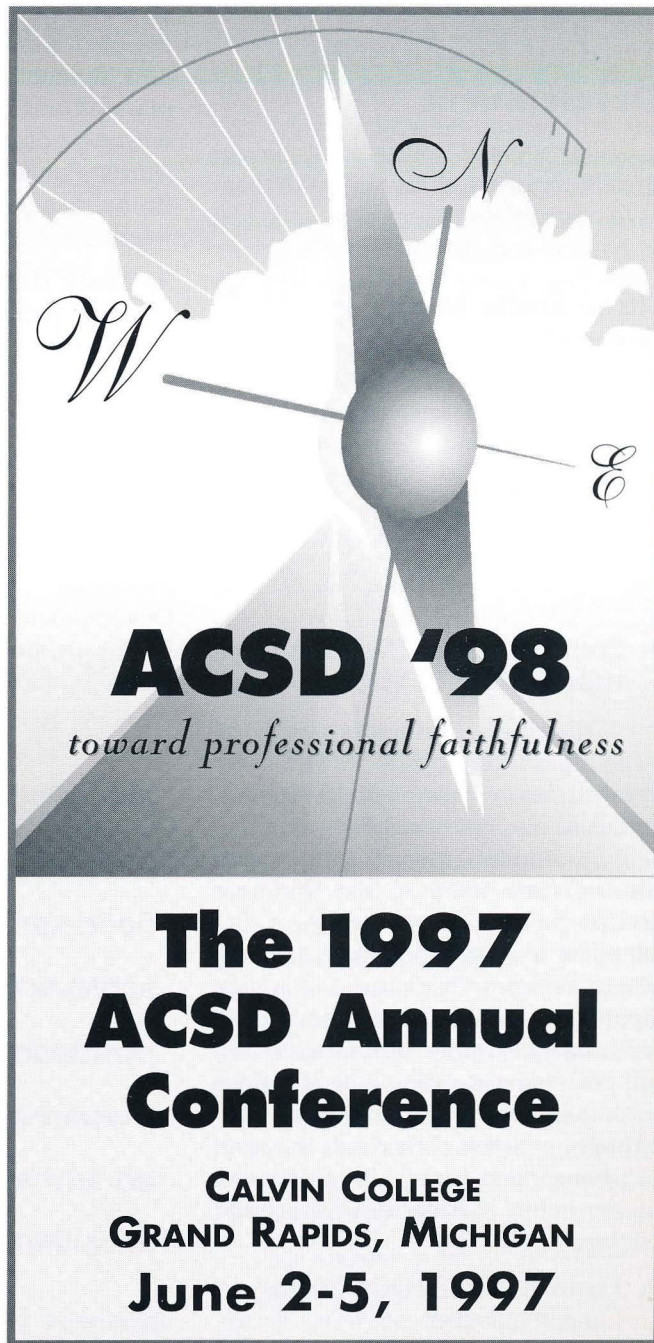
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A reflection of the authenticity of our ministry to students is our ability to extend the same care and compassion to our fellow staff and faculty.

I want to encourage and call each of you to pray for those you serve! Develop a "habit of the heart" which includes praying for the students you serve. Also, pray in a very intentional way for the staff who are your colleagues or the staff you supervise, and invite them to pray for you. A reflection of the authenticity of our ministry to students is our ability to extend the same care and compassion to our fellow staff and faculty. I confess that my prayer life is not what it should be, but I have found God to be gracious in responding to my heart's desire to commune with Him. Several resources which have been very helpful to me are Richard Foster's book entitled: *Prayer: Finding the Heart's True Home* and *A Diary of Private Prayer* by John Baillie.

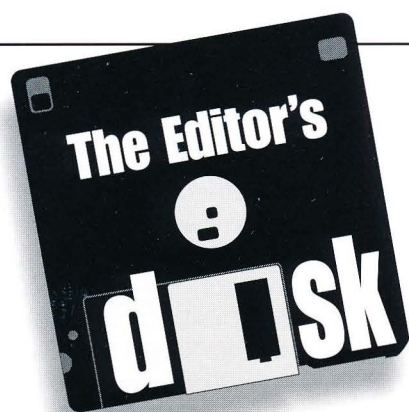
It is my hope that as this school year unfolds, you will see God's faithfulness reaffirmed again and again. And I also deeply believe that we cannot be too preoccupied with our work to not have time to pray FOR and WITH those we serve. Romans 12:12 calls us to "be joyful in hope, patient in affliction, and faithful in prayer."



ACSD '98
toward professional faithfulness

**The 1997
ACSD Annual
Conference**

**CALVIN COLLEGE
GRAND RAPIDS, MICHIGAN
June 2-5, 1997**



For those of us who were at the annual conference at Asbury College in June we were greatly challenged and encouraged by the

keynote address of Dr. David Gyertson, President of Asbury College. Dr. Gyertson has permitted me to print his address and you will find it as the lead article in this edition. As those of you who could not attend the conference read I hope you will share in the experience of the conference and the encouragement we received. For those who were there you will be reminded of some of the salient points Dr. Gyertson made and challenged once again. I certainly was.

I hope that the picture collage of the conference serves to remind you

of the great time that we had at Asbury. My desire would be that it would bring to mind a colleague you could pray for or a challenge you had received that you need to follow up.

I have received a number of articles from members for publication. I greatly appreciate this input for the *Koinonia* and believe that it is adding to the quality of the publication. Thank you very much and keep those keyboards working.

If you have any suggestions or questions please contact me at 312-329-4191 or tarens@moody.edu.

—Tim Arens, Editor

Student Leadership Development

irregular shaped pieces that would stretch our every ability to make them fit in a world that seemed to have lost its borders and parameters.

Three Shifts in My Generation

In setting the stage for the experiences you will share at this year's national conference, let me comment briefly on just a few of the changes we faced in Student Personnel Development as the Vietnam era ended and a less than brave new world loomed before us.

1. From In Locus Parentis to Individualist Extremis

With the diminishing of the authority of traditional systems, we began to move away from a parental model of student services to one driven by student interests, needs and wants. While some of that shift was needed, in retrospect it appears that we went too far producing a society where community values, commitments and responsibilities have been replaced by extreme individuality and self-centeredness. We allowed things to shift from in locus parentis to individualist extremis. The result is a level of disconnectedness, of unfitness, unseen before in American culture and history.

2. From Extra-Curricular to Co-Curricular

During the decades of the sixties and seventies we moved from house-keeping and entertainment (or perhaps containment services) providing beds, meals and acceptable recreation for students outside of the classroom to significant partners with the Faculty, Administration and Trustees in helping complement the total development of students. Student services personnel have migrated from being staff assistants to professional partners in the educational enterprise. This is particularly true for institutions that maintain a primary commitment to residential education for the tradition-

al eighteen to twenty-two year old population. All that we do in student development services is increasingly planned and implemented in the larger context of creating a comprehensive learning and living experience to help fit the pieces of life into an integrated whole.

3. From delineators of acceptable practices to communicators of principles that promote lifestyles that should last a lifetime.

My first days in Student Development involved significant responsibilities for discipline and behavior. Vivid in my mind are the incidence where the Student Development office was expected to be the primary enforcer of the rules and regulations on the campus. One of my most significant memories was the

We are the King's horses
and He has the resources
necessary to help us
achieve the mission of
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and effective lifestyles
for a lifetime.

unanimous vote taken by the Faculty requesting that the Dean of Students forcibly remove the Editor of the campus newspaper from the graduation line if she refused to wear a robe. For this young lady, robes represented the dead and irrelevant traditions of the past. I let her march only to discover that several in the audience felt sorry for her because they thought her robe had not arrived.

Today we see ourselves as facilitators teaching students the key principles of life, anchored in Scripture, helping them no longer think as children but cross the gap into adulthood. No longer do we merely articulate and

enforce rules. Today we provide principles that either make sense of community expectations or provide foundations for changing those expectations. Here at Asbury College for example, rationale for dress codes are couched in the biblical principles of modesty, simplicity and propriety. We seek to develop standards for community clearly anchored in Scriptural mandate and expectation.

A New Generation O King's Horses

However, in an almost *deja vu* like flashback, it appears that another, perhaps even greater, paradigm shift is on the horizon for those of you who give your energies to forming the next generation of disciples. While confusion and questioning characterized the cultural changes of my early days in Student Development, today hurt, anger, frustration, isolation and often a sense of futility mark the world view of increasing numbers of the college age population.

Perhaps no verse more fully describes the nature of today's college age population and the dilemma of the current generation of College student personnel professionals than this one:

*Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the King's horses and all the
King's men
Couldn't put Humpty together
again.*

For those of us committed to Christ-centeredness and Scriptural-anchoredness in our profession, there is a comforting revelation in the Humpty Dumpty verse. While all the King's horses and all the King's men cannot put Humpty together again, the King can! We are not dependent upon psychological theory, administrative savvy or sociological insight alone to tackle the difficult tasks of making the pieces fit. We are the King's horses and He has the resources necessary to help us achieve the mission of producing whole persons prepared to live integrated and effective lifestyles for a lifetime.

One of the most profound student development models I have explored in my thirty year career was articulated by the founder of Asbury College John Wesley Hughes shortly after the turn of this century. While the language is admittedly dated, listen to the essence of his passion for an education that is worthy of the King's blessings and the energies of the King's horses.

"While we give prominence to the religious, we give equal prominence to thorough mental training thus giving liberal culture of mind and soul. The objective of Asbury College, from its beginning, in connection with a thorough course of study, has been to get sinners converted, believers sanctified and the student body established in the experience and the doctrine of the Holy Scriptures. Her religious motto from the beginning has been, 'Free salvation for all men and full salvation from all sin'.

The sole object was to develop the entire person. I believed then as I do now, that a well-rounded education involves a genuine Christian experience. To educate the body to the neglect of mind and soul makes a man beastly. To educate the mind to the neglect of body and soul leads to dead intellectualism. To educate the soul to the neglect of body and mind results in fanaticism.

Out of real Christian education come three great characteristics — self-reliance, aggressiveness (boldness and courage) and the love of individual freedom toward self, man and God which means a power to bring things to pass.

Universal Principles and Right Relationships

Now, over a century after the founding of Asbury College, the model Hughes established for life and learning still seems to make sense. The reason, I believe, is that he understood two universal truths: First, the ability of Scriptural principles to cross the barriers of time and culture and

secondly, the actualizing power of redeemed and righteous relationships.

While not wanting to push the Humpty Dumpty metaphor too far, it does appear that we have a lot of peculiar "eggs" rolling onto our campuses. They come to us as both good and bad, as whole and cracked, some hard boiled and others scrambled. If there was ever a generation that needed King's horses committed and capable of keeping them from falling and putting them back together

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again, this may be the one. I was such an egg when I arrived some thirty-five years ago on the Christian College campus.

The product of an alcoholic home, I had run away when just thirteen years of age. A Free Methodist minister and his wife took me in off the streets of a northern Ontario mining town. For the next five years they became the King's horses and King's men seeking to put Humpty together again. There were so many pieces that did not fit. Systematically they nurtured me in the principles of Scripture and called me toward a right relationship first with God through Christ and then with others.

While I was a drop out of both school and society, and to this day do not have a high school diploma, Jim and Marion Poynter knew that the best place for me was in a Christ-centered education that would both stretch my mind and cradle my heart. Through their intervention, a residential Christian high school and Bible College gave me a chance. From there, I moved to the Christian liberal arts college where my world view was first shaken and then reshaped by caring faculty and student life professionals.

It was in the Christian College where the pieces finally began to fit. It was there I would discover some of the most profound lessons and encounter some of the most life changing relationships of my lifetime to date.

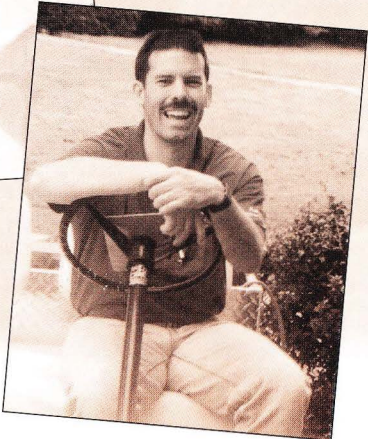
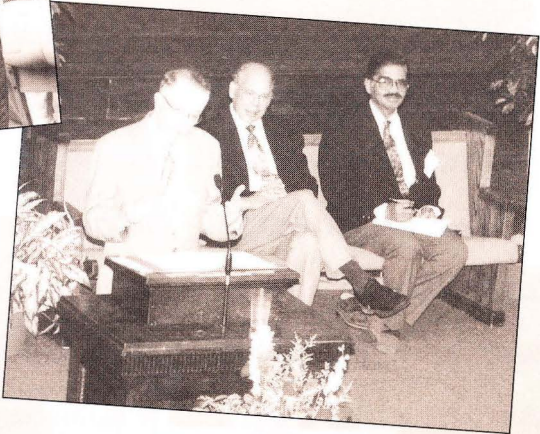
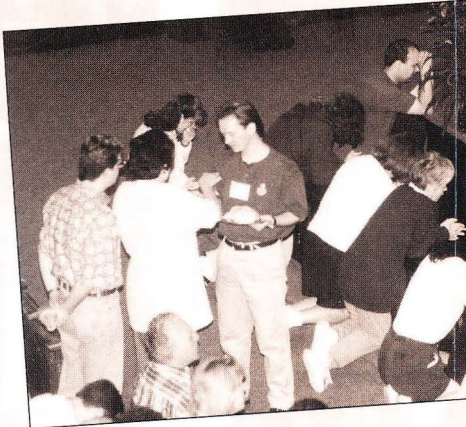
Three significant principles were taught inside and outside of the classroom. First, the need to integrate both my faith and my learning. Redemption is total and complete touching not only the soul but the mind and emotions. God desired to produce in me the tough mind and the tender heart so that I might be ready always to give a reason for the hope that was within me. That stretching was not easy or comfortable for me. While in Bible College I was taught the answers to my questions. In the Liberal Arts setting I was challenged to question my answers.

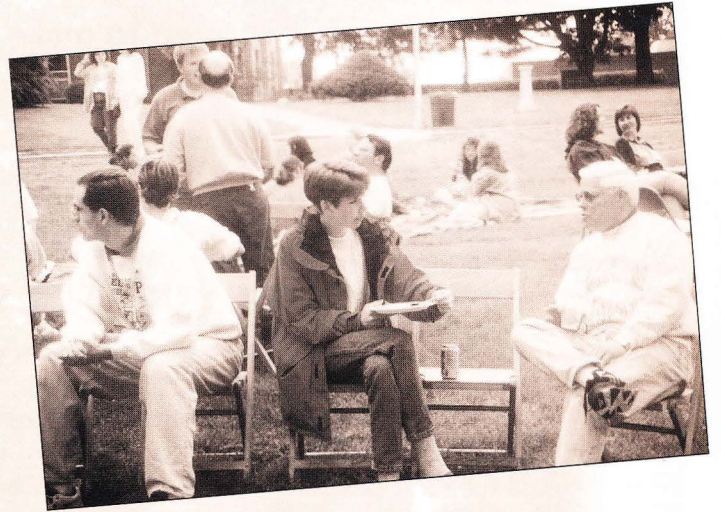
The second lesson was related to the first. God wanted me to know Him and to serve Him with my total being — body, mind and spirit. Professor of Psychology, Dr. Harold Darling challenged me with his book *Man in Triumph* to live holistically for God. Campus counselor and Chaplain Verdon Dunckel modeled the possibilities of living a life in total and perfect love with Jesus Christ. Through the infilling power and cleansing work of the Holy Spirit I realized I could reach a place where I loved the Lord my God with all my mind, soul and strength.

The third lesson I learned was that ultimate meaning comes from a full surrender to the Great Commission. Making disciples in every nation is the

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Highlights from the 1997 ACSD Annual Conference





Student Leadership Development

highest purpose for redemption and being. At Spring Arbor College I discovered that the world was my parish. I knew whatever path or profession I chose, I was to use it as a platform upon which to model the Great Commandment and from which to advance the Great Commission. The irregular and seemingly unrelated pieces of my life were beginning to fit.

However, not only did the Christian faculty and student services professionals confront me with the life changing lessons, they also challenged me with life-shaping relationships. Every day I was faced with the call to conform my life to Christ's, living in redeemed and righteous relationships with God and others.

I had accepted Christ during my teen years in the Poynter home. However, there was a deeper work of consecration, cleansing and empowerment I needed to make the pieces fit. Through the teaching, counseling and example of so many patient faculty and staff, I came to the point of recognizing the need for a full surrender to Christ. I had received all of Christ's Holy Spirit when I was saved but I had not given the Spirit all of me. What a joy and freedom, what a wholeness and holiness, what a completeness came when I let the Spirit take full control of making the pieces fit. By His cleansing and equipping I was now able to be set aside, wholly sanctified, for His divine purposes.

One of the deepest works of the Spirit and perhaps most essential to making the pieces fit is the ability to receive and extend forgiveness. After graduating from college I returned to Canada to pastor one of our denominational churches. During the second year of ministry I came face to face with a stronghold of unforgiveness, a bitterness I had harbored toward my father. Anguishing before God, attempting to rationalize my unforgiveness, I heard the voice of the Spirit call me to forgive my Dad. After admitting that I could not, I heard the

voice of the Spirit challenge me to allow the Christ in me to forgive my Dad through me. Little did I know that my "Yes Lord" would have such immediate results. A few weeks later, while ministering at the Salvation Army's Harbor Light Mission for alcoholics in downtown Toronto, I had the opportunity to lead my father to saving faith. One of the last and perhaps biggest pieces had finally fit!

...there was a deeper work of consecration, cleansing and empowerment I needed to make the pieces fit. Through the teaching, counseling and example of so many patient faculty and staff, I came to the point of recognizing the need for a full surrender to Christ.

When I prepared to leave the Poynter home to attend college, Marion gave me a poem. Perhaps all of the lessons I have learned and am learning are summarized in its content. Let me share it with you.

It was battered and scarred and the auctioneer scarcely felt it worth his while

To spend much time on the old violin, but he held it up with a smile.

"What am I bid, good friends", he cried, "who'll start the bidding for me?"

"A dollar, a dollar, then two only two; two dollars, who'll make it three?"

"Two dollars once, two dollars twice, going for two", but no.

From the room far back, a gray haired man came forward and picked up the bow.

And wiping the dust from the old violin and tightening the loose strings

He played a melody, soft and sweet, like a caroling angel sings.

The music ceased, and the auctioneer said in a voice that was quiet and low

"What am I bid for the old violin and held it up with the bow."

"A thousand dollars, who'll make it two, two thousand and who'll make it three".

"Three thousand once, three thousand twice, going and gone said he."

The crowd cheered but some of them cried, "We don't understand, What changed its worth?" Soft came the reply, "The touch of the master's hand".

And many a man with a life out of tune, battered and scarred by sin Is auctioned cheap to the thoughtless crowd much like the old violin.

A bowl of pottage, a glass of wine, a game and he travels on He's going once, he's going twice, he's going and almost gone.

But the Master comes. And the foolish crowd can never quite understand

The worth that's brought and the change that's wrought

By the touch of the Master's hand.

You have come to this annual conference from a variety of backgrounds and institutions. You have come for fellowship, encouragement and revitalization. May you remember while you are here that you are the King's horses, the King's men and women, empowered by Him to keep Humpty together and, as needed, put Humpty back together again.

Yours is the task to make disciples. Yours is the responsibility to model the Great Commandment and advance the Great Commission. You, with God's help can make the pieces fit. May God bless and use you as you prepare the next generations of leaders for Christ and His Kingdom's sake.

Increasing Opportunities for Student Athletes

Allison Beach Intern, Student Development, Palm Beach Atlantic College

Many Christian colleges probably ask themselves how they can better serve Christian athletes. It is often difficult to provide extensive programs that offer adequate scholarship funds, especially that are equitable for women. Palm Beach Atlantic College (PBA), in West Palm Beach, Florida has recognized these difficulties and has committed themselves to providing a quality athletic program.

As a seeker college, PBA admits Christians and non-Christians alike. However, they are committed to supporting Christian athletes through a quality sports program. Providing sufficient athletic scholarships to both male and female athletes is a way that the college can support Christian leaders.

In the 1993-94 season, PBA provided one sport for women, and three for men. The twelve female athletes received a total of \$17,500 in scholarships while the 52 male athletes received \$61,197 in scholarships. During the last five years, PBA has had remarkable success in improving gender equity in athletics, as well as expanding the athletic programs size. The gap between women's and men's opportunities was closed by adding three new varsity sports for women and increasing the women's scholarship opportunities to \$99,500 for the 1997-98 year. The men's program now includes six sports and \$105,500 in scholarships are offered annually.

This increase in scholarship opportunities will allow more Christian athletes (particularly ladies) to participate in the Christian college experience. PBA recognizes athletes as some of the college's foremost leaders and is proud to be able to support them more fully. Here are some suggestions from PBA which may aid you in changing your athletic program in a positive fashion.

First, efforts can be made to establish more women's sports. Student interest is very important in accomplishing this. For example, there was a high level of interest in women's soccer at PBA, so it was established as a club sport. The proactive nature of the members of the team allowed them to be very successful in their first season of club competition with collegiate teams. As a result, the women's soccer team was elevated to a collegiate sport at PBA during its second year of existence. Women soccer players are now eligible to receive scholarship money for their talents and efforts.

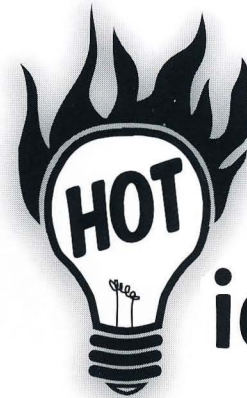
Secondly, yearly budget increases can be used to eliminate inequality and to expand athletic scholarships and operational budgets. Care should be taken to allocate budgets in ways which reflect gender equity.

It has taken PBA only four years to improve gender equity and expand its athletic program. When the administration and students decide that they will proactively change inequalities in athletics, they will realize that results are not impossible, nor will they take long to achieve.

Hopefully, PBA's success will be an encouragement to other institutions to achieve gender equity and expand opportunities for all athletes. The importance of such improvements will benefit Christian athletes and allow them to pursue their talents in a Christian college environment.

CoCCA

COALITION OF CHRISTIAN COLLEGE ACTIVITIES



ideas!

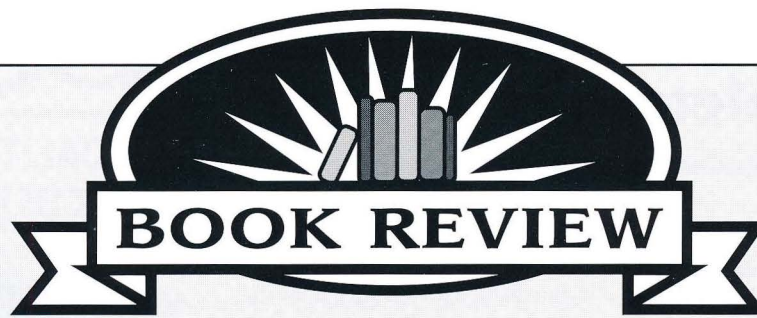
As a part of our baseball theme for New Student Orientation we created trading cards that hi-lighted different aspects of campus. We had 50 different cards and enough of each for every new student to receive one. The first six cards were distributed at orientation check-in and the rest given a few at a time at each orientation activity. Therefore the only way to get a complete set was to attend every event. We gave each of the small group leaders a complete set so they could "talk-it-up" with the new students. The students responded extremely well to this incentive. We had record attendance at all events. Upperclassmen who saw the cards were extremely impressed and even tried to get some of the new students to give up their cards. Of course, this only made the value of the cards increase. **(See page 11 for a sample of one of the trading cards.)**

How we did it:

With the assistance of our Public Relations and yearbook offices we were able to locate enough pictures to put one on each card. The University Graphic Design office designed the card and did the layout. The Student Development office wrote most of the text. All together it took about a month during the summer to create the cards. We ordered plastic jewel boxes from a local distributor for each student to keep their cards. The total cost for the cards and the storage box came to approximately \$3.45 per set.

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Leadership Jazz

By Max DePree

The past several years, the issue of intentional leadership development has been emerging within the area of Student Development. Foundational to the issue of leadership development is defining what leadership is. Max DePree in "Leadership Jazz" makes an attempt at defining leadership not so much through a one-sentence definition, but through chapters of metaphors that create a picture of what leadership looks like. As I read "Leadership Jazz", it seemed as though DePree was trying to intentionally communicate that a one-sentence definition of leadership represents only a part of what leadership is. Leadership is like jazz. In DePree's words, "Jazz band leaders must choose the music, find the right musicians, and perform — in public. But the effect of the performance depends on so many things — the environment, the volunteers playing in the band the need for everybody to perform as individuals and as a group, the absolute dependence of the leader on the members of the band, then need of the leader for the followers to play well." (pg. 8-9) Likewise, leadership depends on so many things — the environment, the individuals, the team, and the leader.

Those familiar with DePree understand that he approaches leadership as "a serious meddling in the

lives of others." (pg. 219) It is this serious meddling that requires leaders to examine how their voice and touch connect. In other words,

Leadership is like jazz. In DePree's words, "...the effect of the performance depends on so many things — the environment, the volunteers playing in the band, the need for everybody to perform as individuals and as a group, the absolute dependence of the leader on the members of the band, then need of the leader for the followers to play well."

all who find themselves in leadership responsibilities will recognize the tension between how we communicate through our words (voice) and how we communicate through our actions (touch). "At the core of becoming a leader is the

need always to connect one's voice and one's touch." (pg. 3) At the core of becoming a leader is the need to always be consistent in what one communicates and how one acts.

Each chapter of "Leadership Jazz" focuses on an issue where inconsistencies could exist between what is communicated verbally and what is communicated through actions. If you were to pick up a copy of "Leadership Jazz", you would find DePree focusing on such issues as: fulfilling commitments, diversity, empowering those around you, change, personal accountability, ethics, delegation and much more.

"Leadership Jazz" is highly readable for any audience. This book is also highly versatile. It could be used as a required text for class, personal enjoyment or professional enrichment.

My assessment of the value of this book is threefold. First, DePree offers a wide perspective from his experience as the CEO of a furniture company to that of a board member of an educational institution. It was refreshing to read about leadership principles integrated with faith, without all the overused terminology and cliches. Second, DePree does not attempt to give all the answers. Rather, he writes in such a way that pricks your think-

ing and spurs conversation about leadership. Throughout the book you will find him inviting you to add to the list of things he has put

At the core of becoming a leader is the need to always be consistent in what one communicates and how one acts.

in print. Third, I was personally and professionally challenged by "Leadership Jazz" to examine and reexamine all the thoughts I had developed about leadership. I was challenged to consider how others have invested in my leadership and how I invest in the leadership of others.

In the midst of schedules that often dictate what we have time for, I would encourage all of us to take time to read books for our personal renewal and professional development. "Leadership Jazz" is definitely a book that will renew you personally and challenge you professionally.

Abstract information: DePree, Max. Leadership Jazz. New York: Dell Publishing, 1992.

Reviewed by Katie Friesen Smith, Associate Dean of Student Life, Northwestern College (MN)



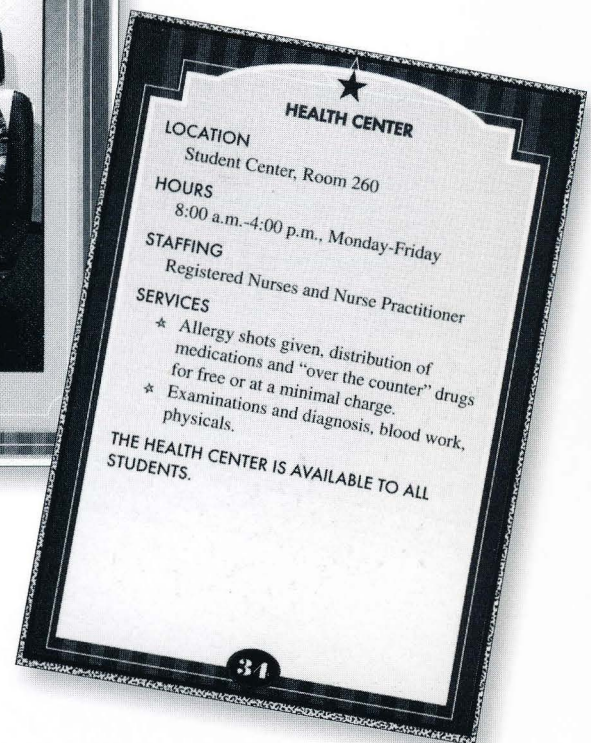
ACSD Regional Directors 1997-98

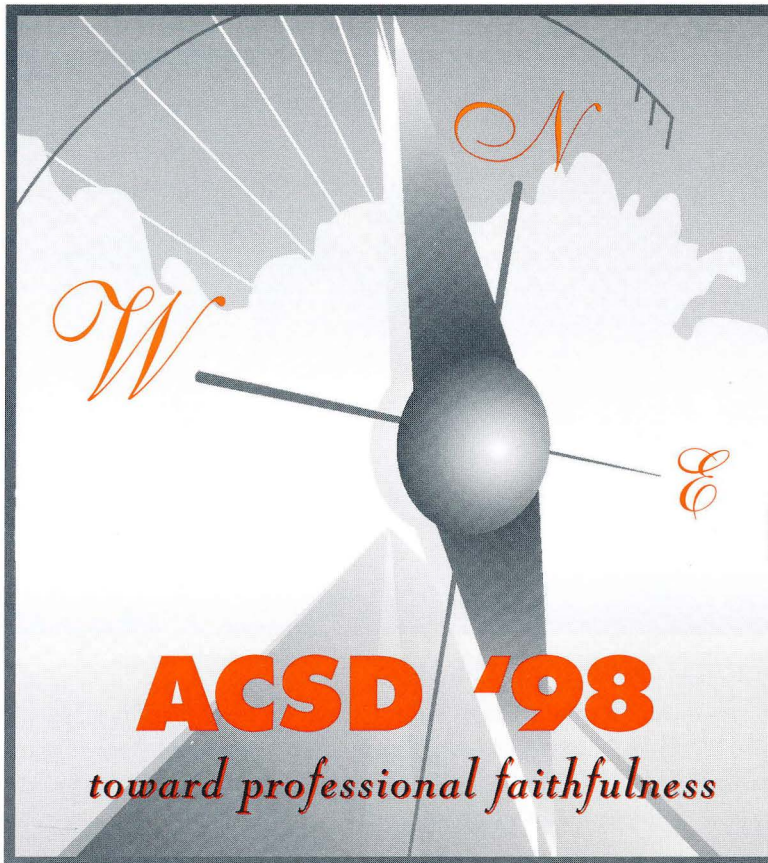
Back: Joe Brockinton, Appalachian; Bob Crow, Lake; Marianne May, Southeast; Jim Ferreira, North Central. Front: Tim Wolf, Northeast; Joan Cargnel, Central; Melinda Moers, West. Not pictured: Becky Leithold, Northwest; Becci Rothfuss, South Central.



Hot Ideas! Trading Cards

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