

Taylor University

Pillars at Taylor University

Koinonia

Association of Christians in Student
Development

Winter 1994

Koinonia

Jon Kulaga

Damon Deacott

Follow this and additional works at: https://pillars.taylor.edu/acsd_koinonia



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Leadership Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Kulaga, Jon and Deacott, Damon, "Koinonia" (1994). *Koinonia*. 40.
https://pillars.taylor.edu/acsd_koinonia/40

This Book is brought to you for free and open access by the Association of Christians in Student Development at Pillars at Taylor University. It has been accepted for inclusion in Koinonia by an authorized administrator of Pillars at Taylor University. For more information, please contact pillars@taylor.edu.

Koinonia

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT

Excerpt from the book *Churches That Abuse*

by Ronald Enroth

Copyright © 1992 by Ronald Enroth. Used by permission of Zondervon Publishing House.

Leaders who are abusive usually develop their heavy-handed style over a period of time. Churches that abuse are the result of an ever-accelerating emphasis on various kinds of control mechanisms. People who have been in close contact over a period of years with some of the pastoral leaders I have studied have told me that their ministry was far more benign and subdued at the beginning. Gradually, as the pastors became aware of the influence they could exert and the power they could wield, they and their ministries began to change. Consciously or unconsciously they took advantage of vulnerable people, and convinced them that God had given them, the shepherds, the right to exercise authority over the flock.

People who abuse power are changed progressively as they do so. In abusing power they give themselves over to evil, untruth, self-blindness, and hardness without allowing themselves or anyone else to see what is happening. The longer the process continues, the harder repentance becomes. Church bosses must be spotted and rescued early, or they may never be rescued at all. They have caused inconceivable havoc among churches throughout history.¹

Pastoral abuse can be spotted quite easily, at least in its advanced stages. Abusive religion substitutes human power for true freedom in Christ. Unquestioning obedience and blind loyalty are its hallmarks. Leaders who practice spiritual abuse exceed the bounds of legitimate authority and "lord it over the flock," often intruding into the personal lives of members. God's will is something that *they* determine for you

rather than something you individually seek to know. Abusive leaders are self-centered and adversarial rather than reconciling and restorative.

But what about rescuing the leaders and salvaging the followers? That is a major challenge facing the conventional evangelical church. Most of the abusive churches I have studied are independent, autonomous groups. They are not a part of a denomination or network that could provide checks and balances or any kind of accountability. As we have seen over and over again, their leaders are accountable to no one and resist any outside scrutiny. How can such independent groups *themselves* be disciplined or even investigated for aberrations? Because we value freedom of religion for all people and because we are reluctant to get involved in someone else's vineyard, even if we know it is "off the wall," the problem of abusive churches is likely to continue.

The key to understanding the whole phenomenon is within the human psyche—the desire to control others and to

exercise power over people. That has always been a part of the human experience and it will continue to be. All of us have been exposed to the temptation of power, whether as parent, spouse, teacher, or worker. It has been said that human nature is always ready to abuse its power the moment it can do so with impunity. It should not be surprising, then, that the will to power sometimes invades the religious realm, and specifically the church.

Continued on page 3

Abusive religion substitutes human power for true freedom in Christ.

INSIDE

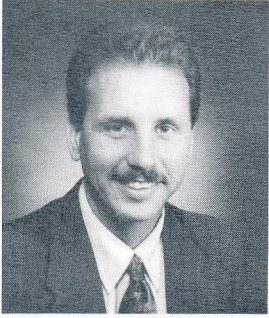
President's Corner ●
page 2

Reality Rides the
Current ● page 4

CoCCA
6 ● Student Activities:
Serving a "New"
Community of
Learners
8 ● Hot Ideas

CACSD Conference ●
page 10

Regional Directors ●
page 11



The long winter nights that follow the busy holidays and the start of a new year provide a great opportunity to re-evaluate. The blank slate of a new year begs us to set new goals and recommitment to old ones. The large number of new faces in our fitness room during January tell me that this must be a univer-

sal call. It is hard not to evaluate and assess our lives during this time. As this is important to do individually it is an essential exercise for organizations attempting to make a difference. As I do this for ACSD several questions surface.

While we have been around in several forms for quite some time, ACSD is still very young. Since our beginnings there have been some very significant changes. In 1980, we were an organization made up almost exclusively of personnel from Christian Colleges and Bible Colleges. Today about 12 per cent of our members are Christians working in secular schools. This group is the fastest growing segment of our membership. How should we work to address the special needs of Christians working in secular institutions?

At my first few conferences, I remember seeing a lot of "gray heads." Colleagues who had given a lifetime to serving God in the arena of student development. These people seemed to possess a depth of wisdom built on experience. They became mentors and models to us younger members. Today the individual who retires from student development is a rare exception. How can we encourage people to consider the ministry of student development as a lifelong pursuit? How can we nurture and prepare young professionals in ways which demonstrate appreciation for their contributions and commitment to their growth?

It also seems that the demands on our members have changed. The need to deal with legal concerns, calls for assessment and challenges like AIDS have tended to keep people from doing what they got into this business to do — work with students. How can we equip our members to deal with these significant needs while freeing them to invest themselves in the lives of individual students?

These questions along with many others are helping to shape our agenda for the future. However, as we attempt to respond to these questions we must keep our objectives clearly in sight. According to our mission, the threefold purpose of our association is to:

1. promote professional growth and provide opportunity for Christian fellowship and exchange of ideas.
2. integrate the use of Scripture and the Christian faith in the student development profession.
3. provide services for the membership.

As an executive committee, we are dedicated to fulfilling these purposes by providing programs which both support our members and call each person to higher levels of service to Christ.

In our recent executive committee meetings at Westmont College we covered a number of exciting items including the upcoming conference. It is quite evident that this will be a conference to remember. The Westmont staff has created a program that will be stimulating, renewing and enjoyable. I want to encourage each of you to make a special effort to attend this year. The excellent speakers, beautiful setting and Westmont hospitality will combine to make this a memorable experience.

In other business we are pleased to once again offer a new professionals retreat preceding the conference. In its first year at Houghton College this retreat was tremendously successful. Miriam Sailors has once again agreed to lend her skilled leadership to this important project. If you are a "new professional" plan on attending yourself, if you are a veteran plan on sending your newer staff members.

One final item of good news is that as of the middle of December our membership had reached 751. This is our highest membership for this date — ever! This means that you are doing a great job spreading the news about ACSD. Please continue to let others know about us.

May God guide you and bless you during the coming year.

Tim Herrmann
President, ACSD



ACSD Executive Committee and Westmont College ACSD National Conference Planning Committee during their fall '93 meeting.

Churches That Abuse

The respected Christian writer and physician, Paul Tournier, writes that "there is in us, especially in those whose intentions are of the purest, an excessive and destructive will to power which eludes even the most sincere and honest self-examination."² He makes the

The antithesis of the misuse of power is gentleness. . .

need to be aware of the temptation of power, the temptation to manipulate, and to control those who come seeking help. "To be looked upon as a savior leaves none of us indifferent."

Although he was not specifically addressing the problem of contemporary pastoral abuse, Tournier's comments about the possibility of misusing spiritual authority are a timely warning.

They look upon us as experts, God's mouthpieces, the interpreters of his will—to begin with for ourselves, but very soon, before we realize it, for other people too, especially since they insist on requiring it of us. Very soon, too, we find ourselves thinking that when they follow our advice they are obeying God, and that when they resist us they are really resisting God.³

While we probably cannot prevent individual power-seekers from getting entangled in their own authoritarian excesses, we must remind all who will hear, including mainstream Christian leaders, that weakness and dependence on God's strength are the hallmarks of true greatness. As Harold Bussell writes in *Unholy Devotion*:

The antithesis of the misuse of power is gentleness, which is best seen and understood within the framework of strength. Gentle leaders, pastors, or teachers do not force their insights and wisdom on the unlearned, nor flaunt their gifts before those in need. They are

. . . weakness and dependence on God's strength are the hallmarks of true greatness.

point that people in the helping professions—social workers, physicians, psychologists, and pastors—especially

patient. They take time for those who are slow to understand. They are compassionate with the weak, and they share with those in need. Being a gentle pastor, shepherd, leader, or teacher is never a sign of being weak, but of possessing power clothed in compassion.⁴

This is in stark contrast to the style of abusive leaders, who often lack compassion and a gentle spirit. Power has a way of blinding the conscience so that those who spiritually and psychologically abuse others (like abusive parents) show little sign of remorse and repentance. They deny any guilt for what they have done to people. And they project their own weaknesses onto others.

If we are in positions of power over others and we fail to place controls on ourselves, we subtly and unknowingly start to control others. Power that elevates a leader beyond contradiction . . . will lead both the leader and the followers down a road marked by broken relationships, exploitation, and control. Power that tempers and checks itself and is wrapped in compassion is the pathway to gentleness, caring, and maturity. Jesus said, "I am the good shepherd. The good shepherd lays down his life for the sheep" (John 10:11). He is our model of service and leadership.⁵

The need and desire to provide counsel and guidance constitutes the challenge to the larger Christian community as we reflect on the problems of abusive churches and the prospect of *potentially* abusive groups. There are some groups that are open to dialogue with more mainstream churches. Others are extremely defensive and resist any overtures from traditional churches, considering them to be apostate and outside the circle of the elect.

Continued on page 10

JOURNEY INWARD

JOURNEY OUTWARD

Renewal and Response in Critical Times

A.C.S.D. WESTMONT COLLEGE JUNE 6 - 9, 1994

Reality Rides

The children arrived after school. They folded their bodies onto the flour sacks.

A warmth reflected between the faces of the children and the child in Jacob.

The proximity to this warmth caused Jacob to reflect, "Vision is often the distance I need to see what is directly in front of me."

A boy found his courage and asked Jacob, "Why do you say, 'A child sees what I only understand'?"

Jacob paused a moment before answering, letting the silence draw the boy's face upward.

When Jacob spoke, his voice had a long-ago quality.

"Imagine a boy, sitting on a hill, looking through his innocence on the beauty of the world.

"Slowly, the child begins to learn. He does this by collecting small stones of knowledge, placing one on top of the other.

"Over time, his learning becomes a wall, a wall he has built in front of himself.

*Excerpted from
Jacob the Baker—
Gentle Wisdom for
a Complicated
World by Noah
benShea (Villard
Books, New York,
1989) ©Noah
benShea, used by
permission.*

the Current

"Now, when he looks out, he can see his learning, but he has lost his view.

"This makes the man, who was once the boy, both proud and sad.

"The man, looking at his predicament, decides to take down the wall. But, to take down a wall also takes time, and, when he accomplishes this task, he has become an old man.

"The old man rests on the hill and looks out through his experience on the beauty of the world.

"He understands what has happened to him. He understands what he sees. But, he does not see, and will never see the world again, the way he saw it as a child on that first, clear morning."

"Yes . . . but," interjected a little girl unable to contain herself, "the old man can remember what he once saw!"

Jacob's head swiveled toward the child.

"You are right. Experience matures to memory. But memory is the gentlest of truths."

"Are you afraid of growing old, Jacob?" asked a child giggling while she spoke.

"What grows never grows old," said Jacob.

Noah benShea, who will be presenting a special evening of his reflections as a part of the ACSD conference at Westmont, is a poet, philosopher and teacher. He has been an assistant dean of students at UCLA, a consultant to the Center for the Study of Democratic Institutions, the recipient of prestigious poetry prizes, and a guest lecturer at a number of colleges. In addition to his reflective life, he is also one of the owners and president of the highly successful New York Bagel Factory. His second book, Jacob's Journey, was published in 1991. Noah benShea lives in Santa Barbara, California, with his wife and two children.

STUDENT ACTIVITIES: Serving A “New” Community of Learners

Eggs, pancakes and waffles.

Coffee and donuts.

Faculty, students and staff sitting around the cafeteria as the jazz ensemble plays in the background. Conversations drifting in and out as various groups discuss tomorrow’s test, Thursday’s term paper deadline, and how much sleep they’ll be missing by weeks end.

Many of the students are sporting the latest in pajama-wear.

It’s 12:30 a.m. It’s Finals Week.

It’s time for the annual “Midnight Breakfast”.

If student activities is to be a vital contributor to the student development mission and retention efforts, it has become imperative for the student activities staff to seek avenues of programming that will encourage the participation of all members of the college community.

To the student development practitioner the “Midnight Breakfast”, along with many other events on our campuses, is more than just another programming effort. It is an intentionally structured event designed to bring the various components of the campus community together. In *Student Services: A Handbook for the Profession* (1980), B. B. Crookston states that part of student development’s mission on our campuses today is to:

“ . . . coordinate and integrate the total campus environment. . . toward growth and development as a democratic community . . . as the individual and group contribute to the total community they give the community the capacity to create the conditions that contribute to the enhancement of the individual and the group.” (Delworth and Hanson, 1980)

Historically, the main focus of student development in its attempts to manage the campus ecology has been the individuals who comprise the student body. (Delworth and Hanson, 1980). Efforts to become intrusive into areas that are the domain of faculty must be cautiously approached by student development personnel. However, virtually all retention research states that one of the leading indicators of a student’s successful integration into a campus community is the relationships established with a faculty member.

“ . . . student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other individual variable, or, indeed, any other student or institutional characteristic. Students who interact frequently with faculty are more satisfied with all aspects of their institutional experience.” (Noel, Levitz 1985).

Student Activities and its staff often work long hours to provide a wide variety of events for their campus. Often a great deal of their efforts are aimed at either students as individuals, or students as groups. Yet if all the constituents within the college community were considered, the programming agenda of an activities board could be greatly enhanced. It is critical to the success of our efforts to be proactive and intentional about our programming if we are going to move all members of the community from the point of spectator to that of being involved and committed.

“Intrusive, proactive strategies must be used. . . before students have an opportunity to experience feelings of failure, disappointment, and confusion.” (Levitz and Noel, 1989)

The student activity boards on our campuses are in a very unique position to do more than just provide activities for students. They can be a key factor in developing a sense of community by providing the types of experiences that will be of interest to not only the students, but the campus community at large. Through the collection of activity fees, the student activity board usually possesses the largest programming budget of any group on campus. In addition, most activity boards have paid student staff

*The Cocca spread in each issue of the Koinonia is contributed by the **Coalition of Christian College Activities.***

- Ron Coffey • Huntington College
- Crystal Hippensteel • Huntington College
- Kristi Pico • Anderson University
- Jon Kulaga • Spring Arbor College
- Melissa Schermer • Indiana Wesleyan University
- Jill Jackson • Indiana Wesleyan University
- Damon Seacott • Spring Arbor College
- Rob Sisson • Taylor University
- Skip Trudeau • Anderson University
- Mark Cowser • Oakland City College

positions, giving them one of the largest 'employee bases' of any programming group. Also the faculty and staff need to see their programs being supported. Therefore, any effort on the part of the activities staff to spotlight a particular event will be appreciated by more than just the students involved. For example, wrapping an event around a jazz concert will not only attract more students to a "Jazz Bash", it will be appreciated by the students in the jazz band, the faculty in the music department, and will involve a larger cross-section of the total community in a common event.

With this unique position to be relatively well funded, adequately staffed and in touch with student interest, it becomes incumbent upon student activities personnel to see their role within the campus community from a larger perspective. If this perspective is adopted, then the criteria we use to evaluate the success of our programs must be changed. It will no longer be sufficient to judge the success of a particular program by how many were in attendance. Rather we will want to know the diversity of the group in attendance. We will want to know if there are groups that we are unknowingly excluding by the time, place or price of the event. We will want to make sure that there are events that appeal to the athlete and the academician, those who watch CNN and those who watch ESPN. Adopting the role of community developer means we are trying to bring together the various components of our campus to enhance the atmosphere of our environment. This cannot be accomplished if our only focus is the traditional student population.

So how do we go about the business of implementing the role of community developer? Following are some suggestions to consider and discuss with your student activities staff. Some may require nothing more than a little extra training or just the right idea dropped at the next planning meeting. Others may require your assistance in getting started as they involve other departments on campus.

1) Address the changing student population.

Students over 25-years-old comprise over one-third of today's college students. Many of these students get their education during a time of transition, usually brought on by a life event that carries with it a variety of personal and educational needs (Garland, 1985). These individuals are becoming and increasingly important part of our campuses and should be considered when designing and planning campus activities.

Most campus activities take place on Friday or Saturday nights. This time period may not be convenient for many nontraditional students. Also, how many student activities are appropriate for the children of these students to attend?

2) Utilize a wellness model when planning activities.

This type of model allows for a variety of programming to meet the needs of the whole person: emotional, social, intellectual, spiritual, physical, career, aesthetic and moral/ethical (Winston and Bonney, 1988). Just as there are many types of students, there are also many different developmental needs within each student.

As events are planned, each wellness component should be considered. One activity can encompass several wellness components (e.g. *Jeopardy* with categories all related to spiritual concerns covers the social, intellectual, and spiritual.)

3) Use of developmental models as a programming guide.

Theorists such as Arthur Chickering have developed models that can enhance a student activities program. Chickering's seven developmental vectors: developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, and developing integrity, can offer focus and direction to programming efforts.

4) Meet with the chairpersons of each academic department.

Establishing a relationship with the chairs of academic departments will assist the activities staff in integrating academics and social interaction.

The English Department sponsors a Shakespeare movie series. The activities staff programs a medieval costume party during a dinner hour while the Drama Department offers a one-act play in the dining commons during the meal. A "jousting" match between classes could be the finale of the Shakespeare week.

5) Campus-wide "brainstorming" and programming meetings.

A coordinated effort will all student groups will mean more activities for the entire campus community, plus it will eliminate duplication and competition. Some groups that may be included could be Inter-Class Council, Cheerleaders, International and Minority student organizations, faculty Cultural Life committees, etc.

"One important way to enhance the total education of students and to increase their potential. . . is to expose them to numerous opportunities to increase their awareness, challenge their thinking and expand their horizons." (Astin, 1985) By expanding the student activity professional's mission to include community developer, we will enhance the educational experience of the students we serve, and also the greater community in which they live.

**Jon Kulaga
Damon Deacott**
Spring Arbor College

The student activity boards on our campuses are in a very unique position to do more than just provide activities for students.

. . . how do we go about the business of implementing the role of community developer?



EVENT:

MIDNIGHT MADNESS

PURPOSE:

- Support intercollegiate athletics and provide fun for students.

DESCRIPTION:

- We planned several events at the first basketball practice of the year which was held at midnight on Halloween. They included a slam dunk contest, a free throw contest and a half court shot contest. The winners of each were given prizes. The highlight of the evening was a three quarter court shot contest. Five students were randomly selected from the audience to participate. They were all given one shot. If they made the basket they won a free semesters tuition. A local business sponsored this contest. The team was introduced and then participated in a scrimmage.

YOU PROVIDE:

- Prizes for contest winners.

STRENGTHS:

- Great student reaction. We had about 750 students attend.
- Built enthusiasm for the basketball team.
- Provided alternative to traditional Halloween events.

WEAKNESSES:

- Late night
- Possible difficulty in finding sponsor for semesters tuition contest

CONTACT:

Skip Trudeau
Associate Dean of Students
Anderson University
1100 E. 5th Street
Anderson, IN 46012
(317)641-4214

EVENT:

TIE-DYE SPIRIT NIGHT

DESCRIPTION:

- The day before a game(s) have a tie-dying party using school colors (or any colors you want.) Then have everyone wear the items they tie-dye the next night at the game(s).
- Students may bring their own 100% cotton clothing items to tie-dye or they may purchase a shirt. Allow the students to tie and dye their items for free. Encourage them to wear them to both the women's and men's game should they happen on the same evening.

RESOURCES:

- Student Activities Council
- Art Department
- Athletic Department
- Coordinate "spirit" activities with the cheerleading squad
- Purchase shirts at Sam's Club
- Have athletic team members at the tie-dying party to assist in the direction and creation of the dying.

PROMOTION:

- Announce the event at games prior to the date
- Chapel announcements
- Posters
- Campus Notes

REACTION :

- Students responded positively

STRENGTHS:

- Involves athletes in generating school spirit among the spectators
- Shows support for both men's and women's sports
- Relatively inexpensive (low cost to students)
- Easy way to show school spirit

WEAKNESSES:

- Unless held outside, it may be difficult to find a place to do the tie-dying so that nothing gets ruined.

CONTACT:

Melissa Schermer
Assistant Dean for Student Activities
Indiana Wesleyan University
Marion, IN 46953 (317)677-9546

EVENT: **FACULTY/STUDENT DEBATE****PURPOSE :**

- To provide an opportunity for students, faculty and staff to interact and express opinions concerning current issues in a setting other than the traditional classroom.

DESCRIPTION:

- Debate teams consisting of two faculty members each addressed either the pro or con side of an issue. Teams were given at least one month to research the topic. A question and answer period followed the debate, after which an audience vote determined the winning team. Past topics included: "Resolved: 'En loco parentis' is a viable means of campus governance for Christian colleges," and "Resolved: The legalization of drugs is an effective means of fighting the drug epidemic in the U.S."

RESOURCES:

- Faculty/Staff participants
- Campus Activities Board organized
- History, Political Science, and Psychology departments contributed topic ideas; guidance

PROMOTION:

- Weekly newspaper
- Poster coverage
- Campus mailing
- Student newspaper
- Letter to Faculty encouraging them to consider offering extra credit or class credit for debate attendance

REACTION :

- Very strong, attendance: 120

STRENGTHS:

- Most thorough integration of Faculty/Staff, Administration, and students of any activity to date
- Supportive of academic endeavors
- Increased levels of student awareness concerning important topics

WEAKNESSES:

- None

CONTACT:

Skip Trudeau
Associate Dean of Student Activities
Anderson University
Anderson, IN 46012
(317)641-4218

EVENT:

- EGG ROULETTE** — A crazy and slightly sticky fun time.

PURPOSE:

- To give people a chance to laugh, get involved, and make a mess in a positive setting.

DESCRIPTION:

- A fun competition of sorts involving audience members and entertaining all because friends get egg on their faces. As competitors are called to one-on-one combat, they shield themselves with a plastic bag and arm themselves with eggs. They are unaware however if their weapon is raw or hard-boiled. The first to receive a fatal blow (raw egg on the forehead) advances to the next round. All are eliminated in this manner until one winner is found. The winner is the competitor with the most raw egg on his face.

YOU PROVIDE:

- Eggs, garbage bags, graph paper, pencil, a basket, paper towels, a video camera (optional), cleaning supplies and newspaper (if indoors), 4 volunteers to run competition, a coin, a trophy.

THEY PROVIDE:

- An "Egg Roulette" instructions sheet with helpful hints from previous experience. Write to address below for free copy.

STRENGTHS:

- Involves many people.
- Is very unique.
- Is inexpensive and flexible to your ideas.
- Helps people laugh at themselves and with each other. If video taped, provides laughs for many years.

WEAKNESSES:

- Is a bit messy, but may be held outside.
- Organization required.

CONTACT:

Pam Holsinger-Fuchs
Lutheran Bible Institute of Seattle
4221 228th Ave. SE
Issaquah, WA 98027
(206) 392-0400

Another challenge to the larger Christian world includes the recognition that at least some of the members of abusive groups are refugees from more conventional evangelical churches. They are sincere, earnest seekers after God who, for a variety of reasons, have become disillusioned with mainstream evangelicalism. Many are seeking an intimacy and a kind of fellowship that traditional churches often do not provide. As Yeakley admits, "In the modern church, people come together as strangers and leave as strangers and their lives never touch."⁶

The ultimate challenge is to fix our eyes on Jesus, the Great Shepherd, who knows his sheep and who will never abandon us.

Others seek a more informal, charismatic worship style that many traditional evangelical churches do not offer. Interestingly, it is this dimension—worship style—that former members of abusive churches tell me they miss the most, as they reflect back on their experience. Still others mention the appeal of a familylike environment. I have in my files a letter from a man whose comment is not at all unusual: "One of the good things about the group was that it gave people like me a sense of 'family' and 'belonging' to an extent that I haven't had before or since."

Why are Christians being attracted to nontraditional groups? In addition to the reasons just cited—greater freedom in worship, acceptance, fellowship, and a sense of family—there is the appeal and excitement of experience, the desire for something new, something more.

Abusive churches are not, for the most part, promoting rank heresy. But their human leaders seem ever willing to make pronouncements in the name of God, thus "mistaking what God is saying in Scripture for their own particular brand of interpretation of Scripture."¹⁰ This sets the stage for the possibility of outright heresy being introduced, as well as the kind of abusive practices we have discussed.

We all struggle on in a fallen world, seeking to test the voices that call to us, to discern whether they are, indeed, from God. The ultimate challenge is to fix our eyes on Jesus, the Great Shepherd, who knows his sheep and who will never abandon us.

Ronald Enroth is Professor of Sociology at Westmont College. He received his B.A. from Houghton College and the M.A. and Ph.D. from the University of Kentucky. He has written numerous articles and books focusing on cults, and most recently on abusive churches. A follow-up book to Churches that Abuse (voted one of Christianity Today's top ten books for 1992) is Recovering From Churches That Abuse, due out soon from Zondervan. Dr. Enroth will be presenting a pre-conference workshop for the ACSD conference this summer at Westmont College.

CACSD Conference

submitted by: **Bob Wiebe**

The 1993 Canadian Association of Christians in Student Development conference was hosted by Southern Manitoba's Providence College. Student Development Professionals from over 25 Canadian schools came together for a time of renewal and refreshment. The three day national conference was held May 19-21 in conjunction with the Association of Canadian Bible Colleges conference. Within this framework CACSD provided a Student Development track which gave delegates an opportunity for professional development.

The keynote speaker for the conference was Mr. Don Posterski, Vice-President of National Programs for World Vision Canada. Mr. Posterski is best known as a researcher, author and social analyst. Keynote topics for the conference included, "The Distinctive of Our Culture & Bible College Implications", as well as "Penetrating Our Culture & the Bible College Mandate". The final session provided a very challenging address titled, "Future Trends in Our Culture, Schools and Churches". Along with the keynote address, CACSD provided its delegates with professional development opportunities in the form of various Student Development workshops. The presenters touched on such issues as; Community-life, Conflict Resolution, Creative Thinking, Para-Professional resources, as well as Sexual Harassment policies.

The CACSD also conducted its annual Business meeting during the conference. Outgoing President, Mr. Verdell Longstaff of Eastern Pentecostal Bible College chaired the meeting at which time elections were held for the positions of President and as well, Secretary-Treasurer. Mr. Harvey Zink of Canadian Bible College was appointed as President for a two-year term. For the position of Secretary-Treasurer, Mr. Bob Wiebe of Providence College was also appointed for a two-year term, replacing Mr. Earl Marshall of London Baptist College. Mr. Rick Schellenberg of Bethany Bible Institute will remain on as Vice-President having completed his first year of a two-year term.

Next year's CACSD conference will again be held in conjunction with ACBC May 19-21, 1994. The site of the conference will be at Ontario Bible College. For further information please contact Mr. Harvey Zink at Canadian Bible College, Regina, Sask.

Host School Needed for 1998 ACSD National Conference

Applications being taken
According to rotation schedule with
Midwest Location Preferred
But all applications accepted

Deadline: October 1, 1994

Applications available from Tim Herrmann

¹White and Blue, *Healing the Wounded* (Downers Grove, Ill: InterVarsity, 1985), 198.

²Paul Tournier, *The Violence Within* (San Francisco: Harper & Row, 1978), 137.

³Ibid., 148.

⁴Harold Bussell, *Unholy Devotion* (Grand Rapids: Zondervan, 1983), 70

⁵Ibid., 72.

⁶Flavil Yeakley, *The Discippling Dilemma* (Nashville: Gospel Advocate, 1988), 79

⁷White and Blue, *Healing the Wounded*, 40.

Regional Directors 1993-94

#1 NORTHEAST

Connecticut, Delaware, Maine, New Brunswick, New Jersey, New York, Pennsylvania, Quebec, Rhode Island, Vermont, Maryland, Massachusetts, New Hampshire

#2 APPALACHIAN

Kentucky, Tennessee, Virginia, West Virginia

#3 SOUTHEAST

Alabama, Florida, Georgia, North Carolina, South Carolina, Mississippi

#4 LAKE

Illinois, Indiana, Michigan, Ohio, Ontario

#5 NORTH CENTRAL

Manitoba, Minnesota, North Dakota, South Dakota, Wisconsin

David Harden

Asst. Dean of Students
Geneva College
Beaver Fall, PA 15010-8081
412-847-6642

John Derry

VP for Student Development
Milligan College
P.O. Box 500
Milligan College, TN 37682
615-461-8760

Randy Boyer

VP for Student Life
Central Wesleyan College
P.O. Box 1020
Central, SC 29630-1020
803-639-2453

Todd Voss

VP for Student Development
Indiana Wesleyan University
Marion, IN 46953-4690
317-677-2201

Kenneth Hadley

Associate Dean
Bethel College/St. Paul
3900 Bethel Drive
St. Paul, MN 55112-6999
612-638-6303

#6 CENTRAL

Iowa, Kansas, Missouri, Nebraska

#7 SOUTH CENTRAL

Arkansas, Louisiana, Oklahoma, Texas

#8 MOUNTAIN

Arizona, Colorado, New Mexico, Utah, Wyoming

#9 NORTHWEST

Alaska, British Columbia, Idaho, Montana, Oregon, Washington, Alberta, Saskatchewan

#10 WEST

California, Nevada, Hawaii

Phil McIntire

Residence Director
Northwestern College
208 Eighth Avenue
Orange City, IA 51041-1919
712-737-4821

Becci M. Rothfuss

Res. Leadership Coordinator
Bartlesville Wesleyan College
2201 Silver Lake Road
Bartlesville, OK 74006-6299
918-335-6264

Brent Baker

Dean of Students
Colorado Christian University
180 S. Garrison Street
Lakewood, CO 80226-1041
303-238-5368

Becky Leithold

Associate Dean of Students
Western Baptist College
5000 Deer Park Drive, SE
Salem, OR 97301
503-581-8600

Marci Winans

Dean of Student Development
Fresno Pacific College
1717 S. Chestnut
Fresno, CA 93702
209-453-2059

ANNOUNCING A NEW JOURNAL: *Research on Christian Higher Education*

The Christian College Coalition in cooperation with Messiah College has established a new journal for the publication of studies dealing with Christian higher education. Published on an annual basis, *Research on Christian Higher Education* welcomes submission of manuscripts that employ a variety of research methods, both quantitative and qualitative from different disciplines. The subjects of research might be the individual students and/or the colleges representative of the kinds of institutions that belong to the Christian College Coalition. Topics might include but would not be limited to student outcomes, evaluation of curriculum, reports on educational interventions and experiments, student and faculty development, comparisons and contrasts with the wider spectrum of higher education. Generally, the journal deals with research that uses strategies typically employed in empirically oriented higher education research. Studies that are exclusively theoretical or philosophical would not be included but works that involve the gathering and interpretation of data would be the focus of the publication.

Information including instructions for submission of manuscripts may be obtained from: Ron Burwell, Editor, *Research on Christian Higher Education*, Messiah College, Grantham, PA 17027

ACSD Placement Service

ACSD is pleased to again provide a placement service to all ACSD members. There are two ways to utilize this service: 1) Listing yourself as a candidate and/or an employer in our Placement Bulletin which is published four times during the Spring semester and 2) Utilizing the Placement Center at the ACSD National Conference. At the Conference, a listing of candidates and positions will be compiled and a system for interested parties to communicate will be available at the Placement Center. At ACSD there will be many opportunities to meet informally in the cafeteria at meals, or on the walkways between sessions.

Included in each *Koinonia* is a form which candidates and employers should use to submit any listings. (Note: It is wise to make several copies of this form and keep in your files for future use.) Unless you notify us that you would like your listing withdrawn, your listing will continue to appear. A post card acknowledging receipt of your listing will be sent to all persons listing with us.

The following are the deadlines for submitting a new listing to us for each of the Bulletins: Winter edition, January 28, Spring edition March 1, and Pre-Conference edition May 2, 1994, and one is done at the National Conference on-site.

We hope that this service will be helpful for you. All listings or questions should be directed to: Jane Hideko Higa, Vice-President for Student Life, Westmont College, 955 La Paz Road, Santa Barbara, CA. 93108-1099, (805) 565-6028.

**ACSD
Executive
Committee**

PRESIDENT

Tim Herrmann
Assoc. Dean of Students
Taylor University
Upland, IN 46989-1001
317-998-5344

PRESIDENT ELECT

Judith Moseman
Vice Pres. for Student Life
Bethel College
St. Paul, MN 55112-6999
612-638-6300

VICE PRESIDENT

Jane Higa
Vice Pres. for Student Life
Westmont College
Santa Barbara, CA 93108-1099
805-565-6028

SECRETARY

Skip Trudeau
Assoc. Dean of Students
Anderson University
Anderson, IN 46012-3462
317-641-4214

EDITOR

Jim Krall
P.O. Box 71
LaGrange, IN 46761
219-463-2178
219-463-7444 Fax

TREASURER AND

MEMBERSHIP

CHAIRPERSON

Jack Braun
Vice Pres. of Student Dev.
Tabor College
400 South Jefferson
Hillsboro, KS 67063-1799
316-947-3121 ext. 259

JOURNEY INWARD
JOURNEY OUTWARD

Renewal and Response in Critical Times

A.C.S.D. WESTMONT COLLEGE JUNE 6 - 9, 1994

Koinonia

c/o Jim Krall
P.O. Box 71
LaGrange, IN 46761

BULK RATE
U.S. POSTAGE
PAID
PERMIT NO. 184
LAGRANGE, IN

.....

Koinonia is the official publication of ACSD (Association of Christians in Student Development). The purpose of the publication is to provide interchange, discussion, and communication among Christian professionals in the field of Student Development. It is published three times per year, in early fall, winter, and spring. Both solicited and unsolicited manuscripts and letters may be submitted to the editor for possible publication.

The *Koinonia* is mailed to all members of the Association. Annual ACSD membership dues are \$25.00 per year. Information on membership may be obtained by contacting Jack Braun, ACSD Membership Chairperson, Tabor College, 400 South Jefferson, Hillsboro, KS 67063, telephone (316) 947-3121, ext. 259. Address changes may also be sent to the Membership Chairperson.

The ideas and opinions published in the *Koinonia* are not necessarily the views of the executive officers, or the organization of ACSD, and are solely those of the individual authors or book reviewers.

EDITOR

Jim Krall

LAYOUT DESIGN

Sharie Schnell