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Association of Christians in Student
Development

Winter 1991

Koinonia

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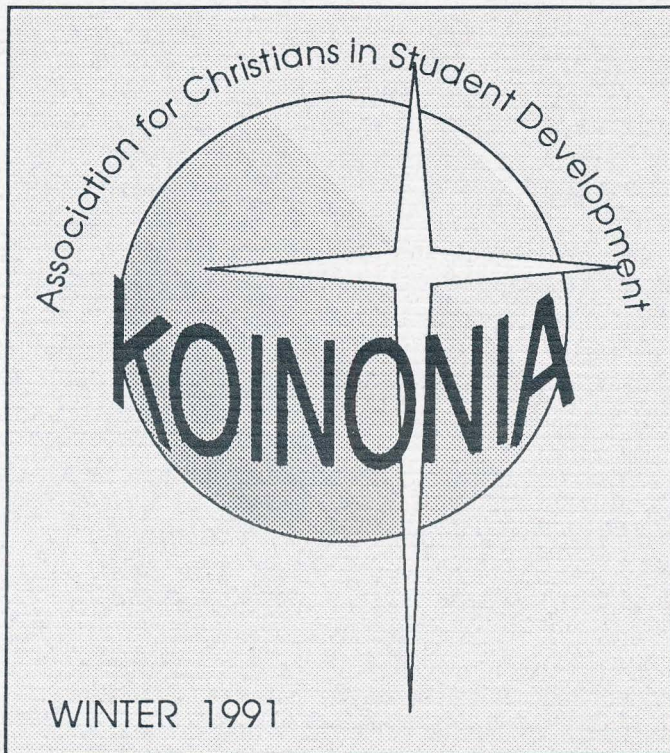


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Reclaiming the "Higher" in Higher Education: Can Wholeness be Whole?

by Russell R. Rogers, Ph.D.

In the somewhat jargonesque corners of the Student Development profession, the battle cry of "Wholeness" is as common as the air one breathes. Such is also the case in the corners of philosophical rhetoric regarding the role and purpose of General Education. Are these two "battle cries" separate, or are they indeed one and the same?

Student Development and its Wholeness

For the profession of Student Development, "wholeness" is the composite of philosophy and theory. As philosophy, it is grounded upon holism (humans are integrated/synergistic systems); humanism (humans are beings who responded to

their environment through adaptation and/or problem-solving); and, individualism (humans are individually unique in and of themselves).

As theory, Student Development is grounded upon a description of the growth process as promulgated through empirical analysis of the social sciences. Indeed, in addition to providing services to students, its professionals have sought to claim their "Expertise" in applying-within higher education-knowledge, principles, and interventions derived from the social and behavioral sciences.

From this philosophical and theoretical foundation, Student Development's "wholeness" emerges as a "developmental process" which is "individually unique" and involves such interrelated growth agendas as "developing competence," "establishing identity," cognitively moving from "dualism on to commitment," developing from "autocentrism" to "allo-centrism," attaining "positive self-regard," and becoming "self-actualized" to name but a few. Issues of "values clarification," "self-awareness," "life style," and "belief system" are pondered and probed through advising/counseling sessions, workshops, posters, designed experiences, and the all-important "one-to-one" and "small group" discussions. Morality is left to evolve as the pragmatic avoidance of harm, i.e., that which harms is

See **Wholeness** on page 2

"Say Something Nice"

David W. Aycock, Ph.D.

Your mother probably cautioned you to "Say something nice or don't say anything at all." There must be something to this advice for it's unthinkable that generations of American mothers fibbed to their kids. But remember how hard it was to follow these instructions when your sister hung around all day?

Unfortunately for many of us, growing older hasn't made it much easier to fill our conversations with accolades. Seasoning our conversations with compliments is not as simple as our mothers seemed to imply. It's often difficult to say something nice without sounding stupid or superficial.

Almost everyone appreciates a sincere compliment, and we can endear ourselves to others by offering words of encouragement. The goal is to extend honest praise in a way that seems sincere and unforced. This can be a tricky proposition.

Suppose we want to compliment Sarah. Her hair looks very nice. Why not start there? She also made a great sales presentation last week. And we've always admired her devotion to her family and her cheerfulness around the office. Maybe that's the ticket.

If given sincerely, compliments in any of these areas will probably be encouraging. Psychologists who research compliments have found that we are most likely to say something nice about Sarah's appearance. "Your hair looks great!" or "That's a beautiful dress" are likely candidates. Next we will compliment performance, for example,

See "**Say Something Nice**" on page 3

Wholeness from page 1

wrong and that which does not, is not. Religion is assigned to the realm of opinion rather than knowledge.

In the end, the ultimate goal of this "wholeness-process" is to know oneself as a "self" (as one who chooses) and to seek to "be" oneself.

General Education and Its Wholeness

General Education, on the other hand, consists of that corpus of knowledge, complement of intellectual skills, and cluster of personal traits and attitudes which are drawn from the disciplines and deemed by the faculty to be essential to living full and effective lives.

Here, rather than pulling solely from the empirical evidence of social science research, "wholeness" is derived from the realm of educated reflection and the historicity of humanity's actions and accomplishments (as lodged in the disciplines) through which people across the ages have tried to make moral, spiritual and intellectual sense of the world. Here, morality is viewed as more than the avoidance of harm. The "soul", rather than being a composite of one's "belief system" and "life style", is viewed as an entity full of longings, loves, hates, and awes which is capable of such characteristics as nobility, courage, sacrifice, dignity, self-discipline, compassion, decency and authentic and reasoned convictions.

In the end, the ultimate goal of this "wholeness-process" is to know oneself as a "soul" (as one who chooses and stands by the consequences of those choices) and to seek to "transcend" oneself.

Is this really all that different from the Student Development view? Indeed it is to the extent that a "soul" is different from a "self"; "Truth" is different from a "belief system"; the yearnings of one's "heart" are different than a poor "career choice"; "suffering" is different than "pain"; and, the "existence of evil" is different from a "values conflict."

Further, on most campuses, the two views are also separated "geographically" and motivationally. General Education's "wholeness" is primarily a curricular phenomenon—the hope for synthesis which results in each student as a result of taking required core courses. Student Development's "wholeness," on the other hand, is primarily a curricular phenomenon — the hope for synthesis which results from personal and residence hall experiences, leadership activities, etc.

Why Two Views of Wholeness? A (Perhaps) Cynical View

As faculty move toward their specialties and abandoned the "out-of-class," and competition for scarce campus resources increased, Student Development

professionals (then Student Personnel) began to perceive the need for a "specialty" of their own. The role of "controller of student behavior" had waned with the emergence of student self-regulation even as the role of student advocate had dissipated with the growth of the Student Rights Movement. According to Kathleen Plato, the only role left to Student Development was that of "expert on students." This political reality coincided with the emergence of research studies regarding the impact of higher education and resulted in the inception of the needed specialty, i.e., "Student Development". Wholeness emerged as the description and/or aim of its process.

Simultaneously, General Education requirements continued on. With an increasingly specialized faculty, however, the possibility of synergistic wholeness was left more to happenstance than facilitated intent. As T.S. Eliot wrote: "We had the experience. We missed the meaning." And many students did. They took the requirements. They missed the wholeness.

In contrast, the specialists of the new "student development" focused on the descriptive characteristics of wholeness which social science researchers claimed should occur in order for one to be whole. They "programmed" for development despite Viktor Frankl's contention that development and self-realization cannot be a matter of direct intention — that it becomes self-

defeating for a person to intend his/her own development as a primary purpose.

And so it is on most campuses today - General

Education courses are required, taught, and taken with precious little awareness, understanding, or results in terms of the larger, deeper, more lasting synergy of historical wholeness. Student Development programs are offered, facilitated, and attended with precious little reference to the legacy of humanity's struggle to make wholistic sense of a world in which irrationality, despair, loneliness, and death are as conspicuous as birth, friendship, hope, and reason. For General Education, wholeness is too dissected and obscure to actually happen. For Student Development, wholeness is too simplistic and esoteric to really last.

Can Wholeness be Whole? The Healing of Higher Education

Clearly, if "being whole" is not to contradict its own meaning, it must cut across the full panoply of human experience and draw from all modes of knowing — psycho-social as well as aesthetic, scientific and religious/philosophic. So too, the champions of wholeness must themselves be made through, all such modes of knowing.

Imagine a campus where the "there and then" content



Clearly, if "being whole" is not to contradict its own meaning, it must cut across the whole panoply of human experience and draw from all modes of knowing.

of courses is buttressed and integrated with the "here and now" experience of students (and vice versa). Imagine a campus where educators (in and out of the classroom) band together to contribute their various areas of expertise for the sake of a larger view of wholeness instead of feigning specialty-elitism out of political insecurity. Imagine a campus where Student Development professionals are so educated and committed to the broader view of wholeness that they pull from Shakespeare, Beethoven's "Eroica," the lessons of Jesus and Jefferson and the molecular structure of iron to ignite students' visions of "becoming whole" even as they pull from the theories of Chickering, Perry and Kohlberg to facilitate the process of getting there.

Now that would be "higher" education!!

Dr. Rogers is Director and professor of the Department of Human Resource Development at Azusa Pacific University. He is also a trainer and staff development specialist with InterAct Associates consulting firm. Dr. Rogers will be a keynote speaker and pre-conference workshop leader at the 1991 ACSD national conference.

"Say Something Nice" from page 1

"Your sales presentation was very effective." We are most stingy with compliments which affirm Sarah for having positive personality characteristics. For some reason it's hard for us to say, "You are a kind person," or "I really enjoy spending time with you."

Unfortunately, these same researchers found that the compliments people value the most are those they receive the least. Sarah will be more encouraged to hear that she is a kind, ethical or fun person than to get rave reviews on her hair style. It bolsters our self-esteem to be recognized as good and worthwhile persons.

We also are more pleased with compliments about our performance than with those which extol our appearance. This is probably because we have much more control over what we do than over how we look. Appearance is modifiable only up to certain limits and we never can completely escape the effects of time and heredity. Compliments such as, "You look good," are destined to be followed by, "for someone your age" at some point in time.

On the other hand we have greater control over our actions and, except for physical tasks, performance will usually improve with time. It's gratifying for others to recognize our work. This is especially true when we have put a great deal of effort into it.

Effective communicators observe a few other cautions as well. For a compliment to be encouraging, it must be honest and given sincerely. People know when we are trying to manipulate them with compliments and this brings everything else we say into question. What woman really believes that the door-to-door salesman mistook her for Miss Georgia? How do we know that the superlative claims about his wares are not overly optimistic also? We must be realistic in our compliments too. If Fred has never swung a golf club, it's ridiculous to promise him a near par outing and a barrel of fun at the country club this weekend. These false comments do little to endear us to their recipients.

So if you love to encourage others, compliment everything positive you see to your heart's content. But if saying something nice is hard for you, or if you don't have much time to spend with someone, concentrate on

the most effective compliments. Comment on those pleasing personality characteristics instead of the new suit. Your mother will be proud!

Dr. Aycock is a licensed psychologist in practice at Affiliated Counseling Services in Jonesboro, Georgia. He also serves as the Vice President for Services of Health PRISMS, Inc. of Atlanta, Georgia and professor at the Psychological Studies Institute.

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, late fall, 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 \$15.00 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.

ACSD EXECUTIVE COMMITTEE MEETING



The ACSD Executive committee met at Gordon College in Wenham, MA on October 20-22. Many items of importance to the organization were discussed, including a report by the 1991 national conference planning committee. President Deb Lacey led the committee in a time of prayer and sharing.

Treasurer and Membership reports were given with the positive news that the association continues to be on solid financial ground. The 1990 national conference at Calvin college netted over \$5000.00 for ACSD.

Placement and Koinonia reports were given with discussion on annual placement services and the Koinonia newsletter. Approval was given for a new Koinonia logo and layout.

Other topics discussed included the approval of Westmont college in Santa Barbara, CA as the 1994 national conference site, The future acceptance of bids for the 1995 national conference (preference given to Midwest schools), and the future mailing of the ACSD New Professionals brochure.

The committee discussed ACSD's relationship with the Christian College Coalition and Focus on the Family. Committee consensus was to continue to build strong relationships with these organizations. Details concerning Pre-conference workshops and prayer breakfasts at NASPA and ACPA were looked at. The committee also spent time discussing spring executive committee elections and nominations to positions for President Elect and Secretary.

The final morning of the meetings were spent in discussion with the Gordon national conference planning team on details of the 1991 national conference. A tour of the Gordon facilities concluded the meetings. The next ACSD executive committee meeting will be on June 1, 1991 prior to the national conference.

Position Changes

Marty White has resigned her position as Housing Director at MidAmerica Nazarene College in order to join her husband who has assumed the assignment of Children's Pastor in Salem, Oregon.

Margaret Gilliland from Director of the Career Development Center at MidAmerica to Associate Dean of Students for Residential Life at MidAmerica Nazarene College.

Jeannette Downs is now Director of the Career Development Center at MidAmerica Nazarene College.

Sue Street is now Director of Career Development and Cooperative Education at King College.

Tim Nichols - Assistant Dean of Students at Nyack College to Assistant Dean of Student Development at Houghton College.

ACSD PLACEMENT SERVICE

As 1990 comes to a close, many of you are beginning to think about next year. What will our staffs look like? Are any of my staff going to move on to new opportunities? Do I want to find a new position at another institution?

As a service to ACSD members, the organization offers a Placement Service which provides a vehicle for candidates to indicate an interest in seeking a new position, as well as, for institutions to list new positions available. This newsletter contains forms which can be used for this purpose. Please fill them out and return them to Jane Hideko Higa, Westmont College, 955 La Paz Road, Santa Barbara, California 93108.

The listings received will be published and mailed in February, April, and May to all members of ACSD. On-site updates will also be made at the ACSD Conference in June.

DO YOU HAVE NEWS FOR THE KOINONIA?

The Koinonia will be providing space in the future for short informational news releases on new, innovative, and creative events or programs on your campus. Position changes may also be sent to the Koinonia.

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Activities are not just for fun anymore Promoting Values through Student Activities

CoCCA (Coalition of Christian College Activities) was commissioned this past June by the ACSD Executive Committee as a task force for Student Activities for the 1990-91 school year. The idea for CoCCA began in 1985 by several Christian colleges in Indiana (Anderson, Taylor, Huntington, Summit Christian and Indiana Wesleyan) that were in close proximity to each other. In the beginning the purposes of CoCCA were for networking, the generation of new ideas for activities, cooperative programming (e.g. regional airband competition) and personal support. This past year CoCCA decided to work on being a resource for more than just these five institutions. CoCCA desires to be a resource, if there is a need, for Activities Directors at other Christian colleges across the nation. Being commissioned as a Task Force is the first step to accomplish this goal.

As a task force CoCCA is working toward the following objectives:

1. To write a section on activities for the *Koinonia*. This will include a major article, a hot program idea and promotional tips for student activities.
2. To sponsor and encourage others to do workshops in the area of Student Activities at the ACSD Lake Regional Conference and the ACSD National Conference.
3. To develop, distribute and tabulate a student activities survey that assesses current student motivations, interests, and attitudes toward different types of activities. This will be distributed to at least ten Christian liberal arts and Bible colleges throughout the nation. The results will be shared in a workshop at the ACSD National Conference.
4. To continue developing the *Nuclear Programming Notebook* (activity ideas for Christian colleges) as a resource to other Activities Directors.
5. To begin developing a *Promotional Strategy Notebook* to help Activities Directors promote their programs better.

Of course there are other ways that CoCCA can be a resource to Activities Directors and other Student Development professionals that work with activities. If you have any suggestions, or are interested in receiving any of the above notebooks, please write or call Skip Trudeau, Associate Dean, Anderson University, 1100 E. 5th Street, Anderson, IN 467012, 317-461-4218. Those of you who might be interested in working with CoCCA on some of the above objectives or other projects, should also give Skip Trudeau a call.

Escape, entertainment, and leisure. These are the underlying values of students when asked what they want in a student activities program. In the field of activities, the struggle is often waged as to what role, if any, student activities play in the development of students. The tendency is to develop activities that focus on **fun, food and fellowship**. This article hopes to broaden this perspective to include the promotion of the values and lifestyle expectations of one's particular institution. If student activities are going to gain respect from faculty and other administrators (e.g. financial affairs), they must be seen in relationship to the educational outcomes of the institution (i.e. the mission statement).

According to Michael Moffat (1989), in *Coming of age in New Jersey: A study of differences in student culture from the 60's to the 80's*, students see education taking place in tandem, the tandem of formal and informal kinds of learning. Moffat points out that students recognize that their education comes in these two separate packages. According to students interviewed by Moffat, academic learning was the credentialing necessary to move towards a positive career goal, and informal learning had a great influence on personal development. It is within this context that students saw the majority of influential discussions regarding philosophy, morality and values taking place. This study supports Alexander Astin's (1977) **Involvement Theory** which proposes that physical and psychological involvement is as vital in the co-curricular as in the curricular.

This is exciting news for the student development professional. Students are beginning to value co-curricular activities as more than leisure time or entertainment. With this shift of perspective, it becomes easier to broaden the purpose of student activities to include values promotion.

It would be next to impossible to delineate a complete list of values that are important for activities to promote. This should initially begin with one's institutional mission statement and flow through the goals of one's student development department. However, there are a few common values within higher education and student development that should be included in any list of values. For example, Boyer (1987) strongly advocates that service be a value that is promoted at every institution of higher education. He quotes Woodrow Wilson, "**It is not learning, but the spirit of service that will give a college place in the public annals of the nation.**" (219).

The profession of Student Development has created a statement of ethics in *A perspective on student affairs* (1986). The following is a partial list of the values that are argued as being essential to student development: (1) Each student is unique; (2) Each person has worth and dignity; (3) Bigotry cannot be tolerated; (4) A supportive and friendly community life helps students learn; (5) Effective citizenship should be taught.

These above values can easily be seen in Scripture (so we do not need to take time to give a convincing argument) as important when the **body of Christ** comes together. There are certainly other values, but for the sake of example, we can begin with these and add others later.

Activities programming can work alongside other aspects of the total student development program (e.g. residence life and the counseling center) to offer developmental opportunities to promote the above values. The question that the activities programmer must ask at this point is how to best design activities that will promote or support the designated value.

The following are two examples of how the value of service could be promoted through the activities program. Several activities directors have worked with USF&G to sponsor a volleyball tournament where all the proceeds go toward curing paralysis. Teams of students went around collecting pledges in order to win prizes for the most money raised. Trophies, tournament shirts and prizes were also given to the winners of the competition. Another service type of program that is being planned is Project C.A.R.E. (community awareness and recycling endeavor). Students will organize themselves in teams and spend a Saturday morning in several designated neighborhoods collecting trash and recycling as much as possible. Of course, incentives and prizes will be given to the team collecting the most trash and recycling it. This project will be entered in the community-wide competition, **The Bright Spot**. This is an award given each month for the most creative community clean-up program.

Another way to promote values is through the campus film series. Many films have been produced to depict the impact of, and demonstrate the ignorance of bigotry (e.g. *Eyes on the Prize*). This type of film can often create responses that force students to evaluate the existence or non-existence of bigotry in their own lives. To follow such a film with a panel discussion takes this type of program to an entirely different level of meaning for students.

Getting at values through activities programming helps us as programmers to move beyond the "entertain me" mentality that student interests often dictate. With learning and service as the over-arching goal of the college experience, it becomes essential to look at student activities from the perspective of promoting values.

Moffat, M. (1989) *Coming of age in New Jersey: A study of differences in student culture from the 60's to the 80's*. New Brunswick: Rutgers University Press.

Chamber, J. M. (1986) *A perspective on student affairs*. Washington D. C.: NASPA.

Astin, A. W. (1977) *Four critical years*. San Francisco: Jossey - Bass.

Boyer, E. L. (1987) *College: The undergraduate experience in america*. New York: Harper and Row.

HOT PROMOTIONAL TIPS

The following are two principles that have proven very effective in promoting activities with students.

Tease Them To Please Them: Use partial information ahead of time to arouse their curiosity and create enthusiasm about the upcoming event. These "teasers" should be put up two to four weeks ahead of time. The following are some examples of this principle.

- ✓ Put all around campus the phrase, "They're Coming". Then replace this phrase with the numbers 1 (to promote ONE) or broken hearts (to promote Mylon and Broken Heart) or eyes (to promote Michael W. Smith in his Eye to Eye tour).
- ✓ Put up posters that have keys with the devil's pitch fork drawn on them. This is to promote Tom Key's performance of "Screwtape in Person".

Grab Their Minds When They Are Mindless: Utilize creative and crazy methods of advertizing the day before and the day of the event. Here are two examples.

- ✓ The following is to promote Tom Key's performance of *Screwtape in Person* where he talks about the student devil, Wormwood. Spread gummy worms and half sheet posters all over the tables in the cafeteria before the students come in for lunch. Also take cassette tapes and scatter the unraveled tape all over the tables.
- ✓ The following is to promote The Refreshment Committee's performance of *Hot Under the Collar*, a musical comedy revue. At lunch have some senior administrators and popular faculty ironing collars of shirts and dresses that students bring in. Also run a dirtiest collar contest at supper with a free large pizza as the prize. Then have students wear surgical neckbraces around campus the day of the event with *Hot Under the Collar* written on them.

MAGiCaL MYSTERY TOUR

Purpose:

- ✓ To provide opportunities for developing friendships around a fun activity.
- ✓ To promote problem solving skills and creativity.

Description:

- ✓ There are teams of 5-6 students who must have a car to ride around from one clue to another. Each team has a captain who is given a packet which includes: a helpful hint sheet, a packing list of items to bring, a solution sheet and a map with all the clue numbers on it. Students report at a certain time to receive instructions. They all leave at the same time, but start at different clue locations. At each location the student will see two colored stakes. One stake indicates this is the general area where the clue is located. The other colored stake indicates where the clue is actually located. The clue they receive will solve to a number which gives them the location of the next clue. Clues can be riddles, puzzles, physical objects to manipulate (e.g. a toilet that you plunge which sends a ping pong ball up a pipe so the participants can see it has a number on it for the next location). Each team has to go through a sequence of clues and then report back to where they originally met. The teams are judged on solving the most clues without opening any emergency clues (these are used if the team can't figure out the clue); going around the course the fastest; and solving the clues with the correct logic.

Preparation:

- ✓ Decide on the clues for each location
- ✓ Get faculty houses for each clue location
- ✓ Get maps of your city
- ✓ Get packet ready for each team which includes a solution sheet, helpful hint sheet, general guidelines and packing list
- ✓ Make enough clues for each team at each location
- ✓ Make colored stakes for each clue location

Promotion:

- ✓ Put up a typical clue to let the students try to solve it. Give a prize for the first one who does.
- ✓ Campus Notes and chapel announcements
- ✓ Through RAs in their living units
- ✓ Posters in the high traffic areas
- ✓ Play the song "Magical Mystery Tour" in the dining hall and residence halls

Student Reaction:

- ✓ Excellent. 40-50 in attendance at a campus of 500

Strengths:

- ✓ Students get to know those in their car
- ✓ Sharpens problem solving skills and creativity

Weaknesses:

- ✓ It takes a lot of time, creativity and organizational skills to coordinate this event

Contact Person: Scott Makin, Associate Dean for Student Development, Indiana Wesleyan University, Marion, IN 46953, (317)677-2202



REGIONAL CONFERENCES

South Central Regional Conference

The South Central Regional Meeting was held at John Brown University November 2 and 3. The focus for the meeting was student housing and in particular the work of the Resident Assistant. Four colleges were in attendance, Bartlesville Wesleyan College, John Brown University, Southwest Baptist University, and Southern Nazarene University. Sixty participants enjoyed a program which included topics on RA bonding, understanding eating disorders, and residence programs that work. Participants especially liked the opportunity to see how others accomplish their work. Concluding the time together was a recommitment to our work and its spiritual significance. Evaluations show that this was a time of renewal and strengthening for many that attended.

Appalachian Regional Conference

The Appalachian Regional Conference was held September 21-22, 1990, at King College in scenic Bristol, Tennessee.

There were approximately 60 in attendance, representing Asbury, Bryan, King, Milligan, and Virginia Inter-mont Colleges. Mr. Bill Kallenberg, an expert on leadership development who is a regular and favorite speaker at the Taylor University Annual Student Leadership Conference, was the general sessions speaker. The Conference theme was "Leadership". Mr. Kallenberg used humor, audience involvement and individualized worksheets to effectively communicate his general session topics "Principles of Leadership", "Sharpening Your People Skills", and "The Leadership Challenge".

One other popular feature of the conference was the Roundtable Discussions. These small groups focused on such subjects as "Encouraging Discipleship", "Building Healthy Relationships", "Residence Hall Programming", "Alcohol Abuse", and "Discipline".

Bryan College in Dayton, Tennessee, has enthusiastically accepted the responsibilities for hosting the 1991-92 ACSD Regional Conference. Bud Porter, Dean of Students at Bryan, will be sending a preliminary survey to all ACSD Appalachian member schools to determine the date for the 1991-92 Conference. A quick response would be appreciated.

Great Lakes Regional Conference

On November 2 & 3 Christian colleges from the Great Lakes Region (Illinois, Indiana, Michigan, Ohio and Ontario) met at Huntington College in Huntington, Indiana to consider the theme: Leading and Following in the 90's.

Approximately 50 workshops were presented by colleagues such as:

- Understanding the students of the 90's
- Media discernment
- Women in leadership roles
- Childhood memories and counseling
- Careers in the 90's
- Alcohol education on the Christian college campus.

Huntington wishes to thank all those who participated in this ACSD Lake Regional conference and offer an invitation to join us for the ACSD National conference in June of 1992.



ACSD placement services is accepting listings for its 1991 placement bulletins. Placement bulletins will again include both candidates seeking positions and institutions with positions available. Placement services are available only to current ACSD members. Three placement bulletins will be mailed to all current members prior to the annual ACSD conference in June. The deadline for submission and the mailing dates for the 1991 placement bulletins are as follows:

Publication: Winter edition	January 25, 1991	Mailing Date: February 15, 1991
Spring edition	March 8, 1991	April 1, 1991
Pre-conference edition	May 3, 1991	May 15, 1991

Listings will only be printed in the bulletin they are submitted for, listings must be resubmitted to be included in subsequent bulletins. Complete forms should be return to: Jane Hideko Higa, Westmont College, Student Life Office, 955 La Paz Road, Santa Barbara, California 93108. Forms may be photocopied for additional listings.

POSITION AVAILABLE

Model Format

COLLEGE: Taylor University, Upland IN 46989
CONTACT PERSON: Tim Hermann, Associate Dean of Students
POSITION: Residence Hall Director (male or female)
RESPONSIBILITIES: Facilitate a physical and interpersonal environment in the residence hall that maximizes growth and development in the lives of students. Specific responsibilities include: Counseling, programming, discipline, and administration.
QUALIFICATIONS: Master's degree in counseling, student personnel, or related areas. Experiences in an area related to working with college students.
SALARY: Competitive
AVAILABLE: August 1991
ATTENDING CONFERENCES: ACSD, ACPA, NASPA, Oshkosh Placement Exchange

COLLEGE: _____

CONTACT PERSON: _____

POSITION: _____

RESPONSIBILITIES: _____

QUALIFICATIONS: _____

SALARY: _____

AVAILABLE: _____

ATTENDING CONFERENCES (circle): ACSD NASPA ACPA Oshkosh Placement Exchange



CANDIDATE

MODEL FORMAT

NAME: *Herschman, Rebecca*
ADDRESS: *626 Hartford Street, Cambridge, MA 04777*
PHONE: *(617) 555-1212*
EDUCATION: *BA in Sociology, MA Counseling*
EXPERIENCE: *Currently counselor at Houston Road Christian Counseling Center (2 years), 2 years short-term missionary experience, 3 years teacher.*
INTERESTED IN: *Student development work, counseling college students, student ministries.*
AVAILABILITY CONFERENCES: *ASCD, NASPA*

NAME: _____

ADDRESS: _____

PHONE: _____

EDUCATION: _____

EXPERIENCE: _____

INTERESTED IN: _____

DATE AVAILABLE: _____

GEOGRAPHIC PREFERENCE: _____

ATTENDING CONFERENCES (circle): ACSD NASPA ACPA Oshkosh Placement Exchange

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*Growing up in
North America* 

society's impact on today's student

Joining us as keynote speakers will be:

✚ ANTHONY CAMPOLO, PH.D.

Author, Pastor, Professor of Sociology & Director of the Urban Studies graduate program at Eastern College and founder & President of the Evangelical Association for the Promotion of Education.

✚ ARTHUR LEVINE, PH.D.

*Senior faculty member at the Harvard Graduate School of Education & Chair for the Institute for Educational Management, author of Shaping Higher Education's Future (1989) & When Dreams and Heroes Died: A Portrait of Today's College Student (1980), executive editor of *Change Magazine*, and consultant.*

✚ REBECCA MANLEY PIPPERT

International presenter on Christian evangelism & spiritual life and author of Hope Has Its Reasons (1989) and Out of the Saltshaker & Into the World (1979).

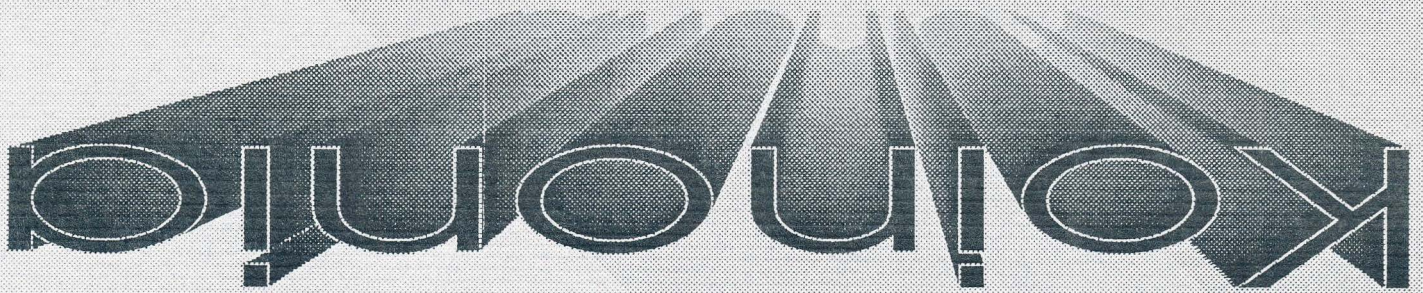
✚ RUSSELL ROGERS, PH.D.

Director of Graduate Programs in Human Resource Development at Azusa Pacific University, trainer & staff development specialist with InterAct Associates, and Staley Foundation Scholar.



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