

Spring 2002

# Koinonia

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# KOINONIA

**Spring 2002**

**Heeding the Call of the  
Ministry of the Towel**

**Being Honest About Why  
We Can't Just Get Along**

**A Christian Philosophy of  
Student Development**

**A Life Worth Living**

**Executive Committee  
Elections**



**H**ave any of you ever wondered why Jesus chose smelly fishermen for some of his disciples? I have - maybe that is because of the lessons my father and grandparents taught me while sitting with a fishing pole in my hand. Some of you know that Matthew 4:19 is one of my favorite verses: "I will make you fishers of men." This is a promise. He will make us fishers of men. Jesus used fish and fishing many times to teach valuable lessons.

Think about the time Jesus told the disciples to cast their net on the other side of the boat. They must have had to swallow some pride of knowledge about fishing when they obeyed. I, too, had to swallow some pride when our youngest daughter once caught an almost 2 pound bass about 3 feet from shore. I had been so content having her quiet and fishing in shallow water, I never imagined her actually catching a fish. Sometimes, God surprises us with a catch in an unexpected place.

Some other valuable lessons I have learned include:

- Be quiet - This, I might add, is some times a challenge!
- Be patient - Many factors can effect the number of fish you will catch.
- Be willing to move - Why did the fish weigh down the net on one side of the boat and not the other?
- Know the type of bait needed - Remember, not all fish like worms!!

A few years ago I arranged for our residence life staff to go fishing on the last day of RA training. For one RA who had never been fishing, catching a very small minnow was a thrill. He yelled for joy, and others cheered. I hope I still get that thrilled when I catch a little fish in Jesus name!

Probably one of the most valuable lessons about fishing came for me while walking by several fishing vessels in Portugal. There were many men sitting on the dock mending the nets and several were working on the boat. I asked one of the men how many fishermen went out on the boat

each time. His reply surprised me - only seven or eight. But there was a crew of over 25 - what did the others do? Even as I asked the question, the lesson was becoming evident. Without the nets being mended, the boat being maintained, and the fish being sold, there would be no fishing business. As I walked away, I quickly applied that to the business of student development. Not all of us are on the front lines with students. There are many tasks to be completed. As we all know, student development comes through orientation, housing, career services, counseling, intramurals, student activities, and yes, even meetings!

The final lesson on fishing I want to share comes from my father. He had a passion for fishing. Hopefully, each of you has a passion for being a fisher-of-students. If there are days of not seeing the big catch, I encourage you to go fishing and see what God can teach you.

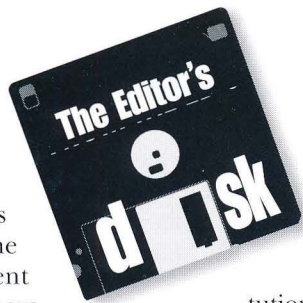
By the way, hanging out with other fishermen is also encouraging so come hang out with us at Lee University for the annual conference in June!

Judy Hiebert  
President

Vice President for Student Development  
Tabor College, Hillsboro, Kansas



*Judy Hiebert*



This spring I attended a conference dealing with items related to my job as the Director of Student Activities at Geneva College. It was a very fine conference in a great American city, held at an amazing hotel facility, attended by 630 staff and students from colleges and universities around the United States. It was very well run, and I got a lot of good information and made some productive networking connections which will make my job easier next year.

This was my fifth time at this particular conference, and for the first time I attended the conference by myself. In the past I have brought student workers and my assistant along, but finances did not allow, so I was alone.

And I felt very alone indeed. Many of the people and performers at this conference were very good at doing their jobs, but they did not have a central purpose in their lives. They were pursuing worldliness with every ounce of their strength, and encouraging us to do the same, in a vain effort to find meaning and purpose. It was a real-life representation of Ecclesiastes—"Meaningless, meaningless, everything is meaningless."

Then on the second day of the conference I met a speaker named Todd Sinelli who was attending the conference for the first time. We were discussing the book he had written and the philosophies it held, and discovered we were fellow believers in Christ. I felt like I had found an oasis in the midst of a very dry land! Over the next couple of days I spent time with Todd and his colleague, discussing God's call on our lives in our respective careers. I was able to encourage Todd to boldly proclaim the truth of Christ in his seminar, and he and his friend encouraged me to stand strong for Christ in the midst of an environment that was celebrating many things that are against God's directives in Scripture.

Upon further reflection after this conference, I discovered I had found a new appreciation for ACSD. The members of

ACSD work at various institutions that cover a vast array of educational philosophies from secular universities to Bible colleges. We are from diverse backgrounds and ACSD is made up of people from every race, color, and creed. We have a variety of denominations represented in our membership. And yet we share one central purpose in our lives—to bring glory to the living God, Jesus Christ, in all that we do through our careers and in our personal lives.

ACSD, and its annual June conference, offers you and I an oasis. Not a time to "escape" the realities of our lives and live in a dream world for a few days... not a "summer-camp for grown-ups" mountain-top experience... but rather a chance to gather with people of like purpose, time to discuss issues that affect how we carry out our job responsibilities in a way that is pleasing to God, opportunities to make friends who can be a comfort and encouragement throughout the year, and a reminder that we can laugh and play in ways that glorify the God of the Universe.

I want to encourage you to come to ACSD this June at Lee University in Tennessee. I have realized anew that this conference and this organization are a gift from God that can breathe new life into our hearts and give us courage for re-engaging in the continuing battle to redeem this world for the Kingdom. I hope to see you around the Oasis, and I look forward to the refreshment we will bring to each other.

Todd Sinelli is President of Lit Torch Productions and author of *True Riches*. More information about this book and related seminars can be found at [www.littorch.com](http://www.littorch.com).

— Susan Moody, Editor  
Director of Student Activities  
Geneva College, Beaver Falls, PA

# KOINONIA

SPRING 2002

## Spotlight on Speakers

### 7 Heeding the Call of the Ministry of the Towel

By Siang-Yang Tan

### 16 Being Honest About Why We Can't All Just Get Along

By William H. Willimon

## Perspectives on Practices

### 4 A Christan Philosophy of Student Development: The Ongoing Discussion and Debate

by Carolyn Arthur, Ph.D.

### 9 A Life Worth Living

By Daemon Seacott

### 14 The "State of Our Seniors" Address

By Melanie Sunukjian

## ACSD Matters

### 10 Executive Committee Elections

### 8 New Professionals Retreat

### 19 ACSD 2002 at Lee University

## Regular Features

### 2 President's Corner

### 3 Editor's Disk

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Susan Moody

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Maxim Design Group

# A CHRISTIAN PHILOSOPHY OF STUDENT DEVELOPMENT: The Ongoing Discussion and Debate

by Carolyn Arthur, Ph.D.  
Bethel College (Indiana)

In the 26 years of my involvement in student development, I have spent many an hour in both formal and informal discussions about a philosophy that should serve as a foundation for our profession. And, since there has never been a consensus on that philosophy in the larger academy (Bloland, Stamatakos and Rogers, 1994), it comes as no surprise that a Christian view of Student Development has not yet moved beyond the discussion point either.

This article is intended to serve as a platform for ongoing discussion and debate on the philosophical foundation of student development, an effort to distill in writing a cohesive, coherent and Christian philosophy of student development.

## Introduction

A philosophy, by definition, is a system of ideas or sum of concepts expressing fundamental beliefs (Merriam-Webster, 1993). Therefore, it is necessary to establish the concepts around which to structure this discussion. As Stamatakos and Rogers pointed out in their 1984 article, "Student Affairs: A Profession in Need of a Philosophy," there are three

"first principles or fundamental ingredients [of the profession's philosophy]: institutions of higher education (their role and purpose), students (the nature of human beings), and the relationship between the two (the process of learning)" (1984, p. 401)

It is an undeniable fact that the specialized field of student development would not exist as a profession outside of the academy. Therefore, it is appropriate to begin by asking what we believe about

these three fundamental ingredients: higher education, students, and learning. And each of these beliefs can be squarely based on a Biblical passage or principle (see Figure 1).

## Beliefs About Higher Education

The American system of higher education exists today as a unique blend of traditions and modern culture. It was fundamentally established on the British tradition from which it springs, but has been strongly influenced by the German intellectualism of the latter 19th century. And the American culture of individualism, pragmatism and democracy has left a unique stamp on our colleges and universities. Yet from the largest research university to the smallest junior college, some degree of similarity can be found in all of American higher education.

Kate Hevner Mueller, in her landmark work, *Student Personnel Work in Higher Education*, stated the purpose of American higher education in succinct fashion:

The function of [higher] education which is best understood is its responsibility for preserving, transmitting and enriching the important elements of our culture ... (1961, p. 4).

Mueller was paraphrasing the opening sentence of *The Student Personnel Point of View (SPPV)*, one of the seminal documents in our field. The SPPV goes on to list "education for a fuller realization of democracy" as one of several ways to broaden that purpose (quoted in Saddleire and Rentz, 1986, p. 123). Mueller elaborated on this concept later in her book as well:

"[T]raining for citizenship has been universally exalted as one of the most important tasks of ... the colleges of our country. Educators reiterate that such training is necessary to the survival of our democratic ideals, our government structure and our national life." (1961, p. 309).

These values were recognized, however, long before the Pilgrims leaders established Harvard University. As far back as early Biblical times, humankind has recognized the need to transmit the essential elements of culture to the next generation and to train them for ongoing citizenship in that culture. Exodus 18:20 records the advice of Jethro to his son-in-law, Moses: "Teach them the decrees and laws, and show them the way to live and the duties they are to perform." (NIV) And Proverbs 22:6 promises, "Train a child in the way he should go and when he is old he will not turn from it."

But higher education is about more than transmitting the culture to the next generation. It is about the pursuit of truth in whatever form it takes. Many college and university seals, from Harvard's "Veritas," onward, features the centrality of the pursuit of truth. Christ himself said "... you will know the truth and the truth will set you free" (John 8:32, NIV). It is important to understand that all truth comes from God, whether "capital T" Truth revealed in Scripture, or "little t" truth gleaned from a professor's lecture or a late-night discussion with a roommate.

And in every society, higher education serves as a microcosm of the larger culture. The academy is a direct reflection of the culture in every way, from student

attitudes and fashions to the demands for particular majors. Colleges and universities are impacted by the larger culture as well, through prevailing economic trends as well as the lives of their students. And, hopefully, higher education makes a contribution to the larger society in return, through the lives of its graduates, through research results and through the service its constituents provide to the community (see Figure 1).

**Beliefs About Students**

Students, after all, are the reason the student development profession exists. In fact, one of the basic tenets of the student development movement is that we must be about the business of educating the whole person. The "Student Personnel Point of View," (1937, 1949), states,

The concept of education is broadened to include attention to the student's well rounded development—physically, socially, emotionally and spiritually as well as intellectually... [The student's] full and balanced maturity is viewed as a major end goal of education as well (quoted in Saddlemire and Rentz, 1986, p. 123).

Mueller also saw development of the

whole person as one of the goals of our profession. She believed the physical, vocational, social, spiritual and emotional aspects of personality are inextricably interrelated and therefore should all be addressed in the college setting (1961, p. 14).

Likewise in Scripture we find a very short but telling verse about Jesus' life when He was an adolescent and young adult. Luke 2:52 says, "And [Jesus] grew in wisdom, and in stature and in favor with God and man." In light of His example, I believe colleges and universities hold some responsibility for not only educating the mind, but also exercising the body, nurturing the spirit and developing the self (see Figure 1).

Another key aspect of developing the whole person is recognizing the uniqueness of each individual. Again, Kate Mueller addressed this issue: "The student or learner must always be viewed first as a human being, as an individual worthy and important in his own right" (1961, p. 11-12). And God Himself found humankind so valuable that He considered us worthy of redemption, sending His only Son to die for our sins (John 3:16).

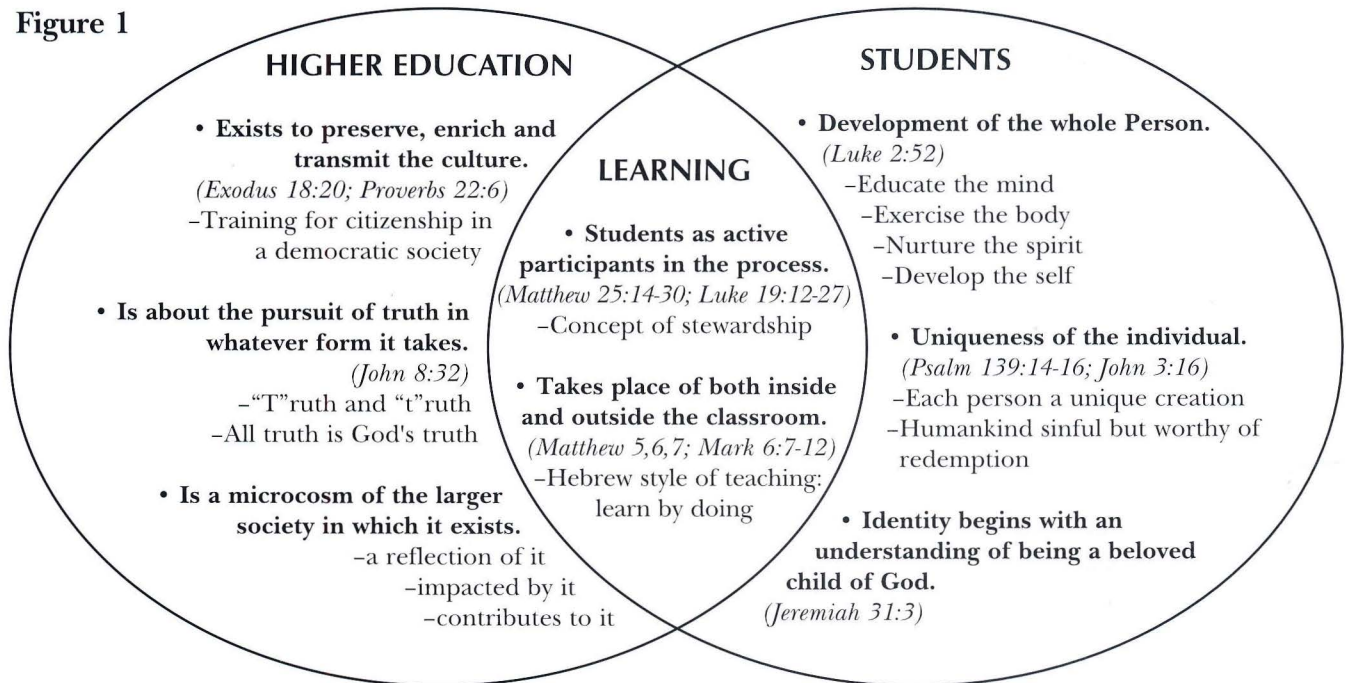
But the overall development of personal identity needs to be understood in context. It can best be summed up in the belief that each person, each student is a beloved child of God. In Jeremiah 31:3, God says, "I have loved you with an everlasting love." It is only by accepting that love that we can truly understand who we are and why we were created.

**Beliefs About Learning**

While it is all well and good to establish the institution's responsibility to educate whole persons, that process can only take place if students choose to take advantage of all the college or university has to offer. In other words, students must become active learners, both inside and outside the classroom.

This basic premise was recognized in both The Student Personnel Point of View (SPPV), and the 1975 COSPA document, Student Development Services in Post-Secondary Education (SDSPSE). The SPPV points out that "the student is thought of as a responsible participation in his own development," and the SDSPSE sees students as possessing "the potential for development and self-direction" (both quoted in Saddlemire and Rentz, 1986, pp. 123, 393).

Figure 1



## The ACSD 2001-2002 Placement Bulletin

The ACSD 2001-2002 Placement Bulletin will again include both candidates seeking positions and institutions with positions available. Placement services are available only to current ACSD members prior to the annual ACSD conference in June.

All web-based edition entries will be posted within five business days. Those submitting should log onto [www.acsdhome.org](http://www.acsdhome.org) and then go to the placement section. Appropriate directions are included there. Submissions will remain in the Web-based listing until August 15, 2002, or until the submitter requests removal.

The only paper edition published will be distributed at the annual conference. **The Conference edition will be a compilation of those individuals who register for the placement service at the conference.**

Individuals may receive undated paper copies of the Web-based publication by sending requests to: **Dr. Stephen Beers, John Brown University, 2000 West University, Siloam Springs, AR 72761-2121.**

This same idea is familiar to Christians as the concept of stewardship. Scripture teaches, through the Parable of the Talents, that God expects people to grow and develop what has been entrusted to them (Matthew 25:14-30; Luke 19:12-27). That cannot be done without personal initiative, each student taking responsibility and following through on that task.

(The difference between the Scriptural interpretation and the statements in the SPPV and SDSPSE is in the purpose for the growth. The academic documents present growth and development as ends in themselves, while in Scripture personal growth and wise stewardship are means to an end, which is ultimately to glorify God.)

If it is safe to assume the active participation of students, then it is possible to argue that education happens outside the classroom as well as in it. And, in fact, it is in the co-curricular arena that student development makes its unique and most valuable contribution to the institution. The SPPV argues that the learning process is a "cooperative and integrated functioning of classroom and extra-class activities" while the SDSPSE states that "[e]ducation includes the content of behavior (what is to be developed by a person) and the process of development (how and when it is to be acquired)" (both quoted in Saddlemire and Rentz, 1986, pp. 132, 392).

Jesus modeled "co-curricular" learning in most of His teaching. It was through the parables he told and in His everyday interactions with others that some of His greatest "life lessons" were taught. For example, the occasion of the Sermon on the Mount was an informal teaching session on a hillside (Matthew 5,6,7). He was a master of the Hebrew style of teaching, learning by doing, and incorporated it often in the training of His disciples (Mark 6:7-12).

In the same way, some of the greatest "life lessons" for our college students happen through living in residence

halls, playing on sports fields, discussing issues around a cafeteria table or in quiet moments praying alone in chapel.

### Conclusion

This article has examined beliefs about the nature of higher education, the nature of students and the interaction between them, learning. Every effort has been made to present objective, academic arguments for these beliefs, based on major works in the field of student development and supported by Scripture. The author recognizes that there may be gaps in logic or misapplications of Scripture and takes full responsibility for them, although both are unintentional.

No doubt the discussion about the profession's basic philosophy is still in its infant stages. May the debate continue!

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- Dr. Carolyn Arthur is a former Dean of Students who currently teaches student development courses in the M.A. in Counseling program at Bethel College, Mishawaka, Indiana.*

# Heeding the Call to the Ministry of the Towel

by Siang-Yang Tan

**I**t is difficult to focus on servanthood when the overwhelming emphasis in the business world and the church is on leadership.

I am not against leadership or leadership development per se. In fact, I have been involved for many years in the training and mentoring of leaders. But I have become deeply convinced that God has called us first and foremost to servanthood. Not leadership. Not even servant leadership. Just servanthood. Servanthood 101 is the foundational course of life for followers of Christ, and

“Learning leadership begins with learning humility, vulnerability, a willingness to do what is needed, ‘preferring one another,’ giving our lives away, and recognizing that we are stewards—never owners—of the gifts of God,” he wrote. “There is a growing amount of modern literature on servant leadership. But I’m not sure I agree with leadership as the fundamental concept and servanthood

Recently I took a two-week ministry trip to Singapore, my country of origin, and Jakarta, Indonesia. One of our most moving experiences came during the closing session of a two-day spiritual retreat for pastors and church leaders at a prayer retreat center near Jakarta. I spoke on the theme of “rest” and concluded with a message on servanthood. When I asked the participants to embrace servanthood

*We will experience tremendous freedom...when we learn to be true servants of Jesus Christ.*

it should be the foundational course for any leadership-training program.

Jesus clearly called us to a life of discipleship and servanthood that involves dying daily to our ego-centeredness and surrendering to Him. As He says in Luke 9:23, “If anyone would come after me, he must deny himself and take up his cross daily and follow me.” To follow Jesus is to follow the Servant Himself. He came not to be served but to serve. (Mark 10:45) He even washed His disciples’ feet and, in so doing, gave us an example of and a call to the ministry of the towel: servanthood. (John 13:14-15)

In the summer 1998 issue of *World Vision Today*, Dr. Steve Hayner, former president of InterVarsity Christian Fellowship, wrote a brief but excellent article titled “Playing to an Audience of One.” In it, he said servanthood is the most fundamental quality the Bible connects with godly leadership.

as the modifier. Jesus gives an unmodified call to us to be servants — serving God and serving one another. Our ambition is not leadership, but servanthood. Our task is not to grow leaders, but to make disciples who will follow Jesus.” I fully agree!

and to follow Jesus all the way—even possibly to death (which is a real possibility in Indonesia) — all 140 of those present stood up and wept.

God also is calling us to embrace genuine and faithful servanthood in our





## Association for Christians in Student Development presents the ninth annual

# New Professionals Retreat

To be held immediately prior to the ACSD national conference at Lee University - Cleveland, TN June 1-3, 2002

The New Professionals Retreat is open to individuals with 1-4 years of experience in the field who are currently employed in Student Development. Enrollment will be limited to provide for a highly interactive format, so be sure to register early! Several experienced professionals will be involved in leading and teaching activities and facilitating small groups.

The following comments are from past participants who would like to share their experiences:

*"The NPR was the highlight of my first trip to ACSD. I think it is a great program that allows New Professionals the opportunity to connect and network with other professionals in their field. After those few days, I felt more confident about my position and came away with some valuable tools to use back at Palm Beach Atlantic."*

Ronda Wells/Resident Director  
Palm Beach Atlantic College

*"I was able to connect with other new professionals from around the country and make friends within ACSD that I never would have otherwise. I got ideas from them, shared stories with them, and now have a whole new group that I can't wait to meet up with again in June! I'm very glad I was able to attend!"*

Ann Snow/Resident Director  
Taylor University

*"As I reflect back and assess my ASCD conference experience I can't imagine now not attending the New Professionals Retreat. Taking advantage of the opportunity to meet other new student development professionals will be a benefit I will carry with me for many years. It is so wonderful to have a group with which to call upon during the year for support, guidance and encouragement. I honestly would not have this group in my life had I not attended the retreat. The activities and small group times during the retreat allow participants the chance to develop relationships beyond the introduction level. Hearing others share during the retreat made me realize that I wasn't alone as I faced professional challenges, disappointments and successes. I have only one regret about attending the retreat, that the staff doesn't allow me to go through the experience again! It was so fun!"*

Nicole Hoefle/Resident Director  
Simpson College

More information will be arriving soon. Plan now to arrive early for ACSD and attend the New Professionals Retreat!!

For more information, contact:

Martha Smith  
Assistant Dean of Students  
Huntington College  
260-358-4040

or

Tim Arens  
Dean of Students  
Moody Bible Institute  
312-329-4191

workplaces and churches here. But such servanthood is not the same as servitude. We are not called to be doormats under bondage to everyone's whim and fancies or beck and call. That would be servitude. We are called to loving and humble obedience to God and His will for us: servanthood.

We will experience tremendous freedom (from ego-centeredness, from over sensitivity to criticism and lack of appreciation and from the need to impress) when we learn to be true servants of Jesus Christ. We will enjoy His peace and His deep love for us, as His friends. (John 15:15-17) We will know the joy of the Lord as our strength (Nehemiah 8:10) and the fullness of joy in Him. (John 15:11)

And we will enter into rest—deep rest, such as Jesus promised us in Matthew 11:28-30. We will experience suffering and sacrifice, but they can be embraced with grace. Servanthood will revolutionize how we live in our families, workplaces, churches, communities, nations, and ultimately, in our world. Through us, others will be drawn to the Servant who came to seek and to save the lost. (Luke 19:10)

*The Rev. Dr. Siang-Yang Tan is professor of psychology at Fuller Theological Seminary and senior pastor of First Evangelical Church in Glendale, CA. He is author or co-author of nine books, including Rest: Experiencing God's Peace in a Restless World (Vine Books, 2000) and Disciplines of the Holy Spirit with Dr. Douglas Gregg (Zondervan Publishing House, 1197). He can be reached at the Graduate School of Psychology, Fuller Theological Seminary, 180 N. Oakland Ave., Pasadena, CA 91101. This originally appeared in the following: The Life @ Work Journal, Vol. 4, No. 4, Nov./Dec. 2001. Used by permission. The Rev. Dr. Siang-Yan Tan will be a keynote speaker at ACSD 2002 at Lee University in Cleveland, Tennessee.*

# A Life Worth Living

by Damon Seacott

In the midst of teaching our students about servant leadership, the Christian worldview, and the value of being in a faith community let's be sure to authentically live out the life God has given us to live. Great sermons, dynamic lectures, fascinating books, and tremendous mission statements reflect the life of Jesus Christ, but our students need more than a reflection. They need living examples of individuals who choose to boldly live the life of Jesus Christ in front of them each day.

Student leaders must see us putting our faith into action in dramatic ways. In these days of instability we must demonstrate that our faith leads us to living a life that goes beyond saying the "right" thing. Dallas Willard speaks to the current condition of American Christianity:

"Whatever the ultimate explanation of it, the most telling thing about the contemporary Christian is that he or she simply has no compelling sense that understanding of and conformity with the clear teachings of Christ is of any vital importance to his or her life, and certainly not that it is in any way essential...."

"More than any other single thing, in any case, the practical irrelevance of actual obedience to Christ accounts for the weakened effect of Christianity in the world today, with its increasing tendency to emphasize political and social action as the primary way to serve God." (Willard)

So what do we do? As we work with our students let's put into practice the attributes the New Testament offers to us. Eugene Peterson's *The Message* describes these attributes in simple, straight-forward statements:

"But what happens when we live God's way? He brings gifts into our lives, much the same way that fruit appears in an orchard — things like affection for others, exuberance about life, serenity. We develop a willingness to stick with things, a sense of compassion in the heart, and

a conviction that a basic holiness permeates things and people. We find ourselves involved in loyal commitments, not needing to force our way in life, able to marshal and direct our energies wisely." — Galatians 5 (Peterson)

And:

"So chosen by God for this new life of love, dress in the wardrobe God picked out for you: compassion, kindness, humility, quiet strength, discipline. Be even-tempered, content with second place, quick to forgive an offense. Forgive as quickly and completely as the Master forgave you. And regardless of what else you put on, wear love. It's your basic, all-purpose garment. Never be without it." — Colossians 3 (Peterson)

Working with students often causes schedules and routines to be dismantled as we manage the crisis of the moment or sit for yet another emergency counseling session. Taking time for reflection should not be considered a luxury that must sometimes be discarded. Being a role model for young Christian leaders requires us to be aware of whom we are, what we're doing, and why we're doing it. As you go through your weekly routine, find a quiet spot and answer these questions:

- Why you do what you do — what motivates you?
- What is your attitude toward the people around you?
- What are your key values?
- Who influences you?
- How do you spend your time?
- How is your relationship with God — how intimate is it?
- How is your relationship with the people you love?
- Who do you influence?

Throughout his life, Rich Mullins, a Christian musician, was always challenging and attempting to ignite the

American Christian culture. His words inspire us to be passionate about how we serve others.

"...[I]f the Holy Spirit lives in us, if we are Christians, and if we are the light of the world, then people should be affected by our presence, and people should be curious about what's making the big difference. If people aren't asking us questions, maybe it's because we're unproductive and ineffective. But goodness, knowledge, faith, self-control, perseverance, godliness, brotherly kindness, and love, these things keep that from happening. These things make visible everything that is important about our knowledge of the Lord Jesus Christ." (Mullins)

Christian Student Development professionals do not need more pressure placed upon them. We work way too many hours; we struggle with budgets that are insufficient to cover the programs needed to care for our students; we constantly try to figure out the role we are to play on the Christian College/University campus; and we are broken-hearted when a student makes a decision that leads them away from their faith in Jesus Christ.

Yet, in all that we do and in all that we are, our faith must be what sustains, nurtures, empowers, and guides our lives. Our students can recover from our mistakes. They may not recover from lacking fellowship with a soul sold out to Jesus Christ.

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*Damon Seacott is the Associate Vice President of Student Development at Spring Arbor College in Spring Arbor, Michigan. He is a member of CoCCA (The Coalition of Christian College Activities).*

# EXECUTIVE COMMITTEE ELECTIONS

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Linda Cummins

### EDITOR

Kim Case

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## FOR THE POSITION OF VICE PRESIDENT



**Steve Beers**  
Vice President

**John Brown University, AK**

**Education:**

ED. D., Ball State University, Education Leadership M.S., Wright State University, Counseling A.S.P., Moody Bible Institute, Advanced Biblical Studies B.A., Taylor University, Biblical literature and Psychology (additional work done at Mankato State University in Experiential Education)

**Experience:**

Vice President of Student Development, John Brown University

Director of Discipleship, Taylor University  
Associate Dean of Students

Northwestern College Resident Director, Northwestern College  
Additional experience in para-church youth work and work with multiple-felon youth.

**ACSD Involvement:**

Number of years as a member: 16

Leadership positions and presentations

Leadership - Vice President, ACSD (2000 - present); Regional Director (1988 - 1990); Special project initiator to better integrate Student Ministries professionals into ACSD

Presentations at ACSD (5): Residence Assistant training; Educational programming; Drug and Alcohol education, programming, and policies; Student Ministry programs and policies; Professional transitions.

Koinonia Articles (2) - "Recapturing the ministry of university discipline", "Preparing for Professional transitions."

Growth research article - "The effects of a study abroad/Mission trip on the faith development of college students".

**Goals for the position**

(1) To fulfill the specific responsibilities of the VP's position and to be a significant team member in the leadership of ACSD.

(2) To intentionally seize every God-given opportunity.

(3) With sensitivity to current issues and trends, respond to the development needs of individuals and institutions within my sphere of influence.

**Vision for ACSD**

(1) To provide international leadership in the development and dissemination of philosophies, policies, and practices pertaining to the development of students, professionals, and institutions.

(2) To respond with sensitivity and clarity to current issues (specifically for the next few years, Christians in secular institutions and minority issues), while remaining steadfast to our original mission.

(3) To always remain supportive of the Christian professional in the field.



**Linda Cummins**  
Associate Dean of Students

**Anderson University, IN**

**Education:**

BA, Bible and Religion, Taylor University, 1974

MA, Youth Ministries, North Park Seminary, 1976

MA, Student Personnel in Higher Education, Ball State University,

**Experience:**

Resident Hall Director, Anderson University, 1983-85

Director of Student Activities, Anderson University, 1985-87

Career Counselor, Anderson University, 1987-Jan, 1989

Associate Dean of Students, Anderson University, 1989- present

Young Life Staff ( Chicago North Shore and Muncie, IN )

Director of Youth Ministries, First Covenant Church, Willmar, MN

**ACSD Involvement**

Number of years as a member: 18

**Goals for the position:**

1) My intent is to continue to provide efficient and timely placement services while personally being a resource and seeking ways to enhance the process.

2) At the conference, I'm committed to providing a comfortable and supportive environment to enhance job search connections for new professionals and colleagues currently in the field.

**Vision For ACSD:**

1) To continue increasing our membership base of individuals from secular and Christian institutions while pursuing ways in which we can best meet their needs year round.

2) To continue pursuing excellence in higher education and honoring Christ in our publications, projects and conferences.

3) I would like to see ACSD be even more welcoming to conference first-timers. I would encourage a more intentional plan especially for those who come by themselves and don't attend the New Professionals Conference. Whether serving on the executive committee or not, I want to be a part of people feeling "connected" as soon as possible.

## FOR THE POSITION OF EDITOR



### **Kim Case**

*Associate Dean for Student Programs*

**Northwestern College, Orange City, IA**

#### **Education:**

Asbury Theological Seminary, Master of Arts in Religion

Asbury College, BA

#### **Experience:**

Taylor University: Residence Hall Director, Director of Wellness Programming

Northwestern College: Director of Student Programs — Activities, Orientation,

Leadership Development, Yearbook and Retention



### **Susan Moody**

*Director of Student Activities, Director of Student Development Publications*

**Geneva College, Beaver Falls, PA**

#### **Education:**

M.A. in Higher Education, Geneva College

B.A. in Youth Ministry, Gordon College

#### **Experience:**

Residence Director, Geneva College (1994 - 1997)

Assistant Director of Student Activities, Geneva College (1994 - 1997)

Director of Student Activities and Director of Student Development Publications, Geneva College (1998 - present)

#### **ACSD Involvement:**

Number of years as a member: 14

Presentations: Designing a Campus-Wide Wellness Program (1990)

"Real Life Stuff" and Theory Collide (1994)

Simplicity – Tools for the Journey (1998)

Conference: ACSD 2001

Committee Co-Chair—Hospitality, Publicity, Excursions

#### **Goals for the Position:**

We are part of a rich tradition! As the ACSD organization comes of age, I celebrate the wealth of wisdom of those who are a little further along in the journey. I also value the freshness that new professionals bring to the circle. My vision for the Koinonia would be to share this rich blend of wisdom and freshness by promoting stimulating ideas and practical insights for excellence in student development. Professionally, I am passionate about keeping students at the center of my focus and faithfully contributing to students' educational experience by partnering with areas of the institution beyond student development. These two themes will be evident in my contribution to the Koinonia.

#### **Vision for ACSD:**

ACSD has been a wellspring of professional and spiritual growth for me for many years. As a new professional, ACSD became a pivotal influence in my vocational path. Through strong mentoring and positive experiences at ACSD conferences, I became more certain of my calling in student development. There seems to be a trend of more of our college students seeking out student development as a profession. I desire to see ACSD direct efforts in assisting "pre-professionals" in their decision to pursue a vocation in student development.

In our fast-changing world, it is a challenge to remain current on the things that affect our students. ACSD will serve the membership well if it creates on-going opportunities to dialogue, research and reflect on these changes that directly influence our students' lives.

Lastly, I think it is very exciting that many of our member schools are providing leadership in higher education through the example of their innovative programs and initiatives. My vision for ACSD entails inspiring our member schools to be leaders, not just in Christian circles, but in higher education in general.

#### **ACSD Involvement:**

Number of years as a member: 8

Leadership: Editor, Koinonia magazine (2000 - present)

Presentations: Load 'Em Up to Keep 'Em In (volved, that is!) (1998)

Editor's Disk column for Koinonia - Fall 2001, Winter 2002, Spring 2002

#### **Goals for the position:**

(1) To continue to produce a quality magazine that is appealing and up-to-date.

(2) To increase the variety of writers and topics included in the Koinonia.

(3) To pursue limited advertising for the Koinonia in order to fund an increase the number of pages in the magazine and to allow color to continue to be a part of the magazine.

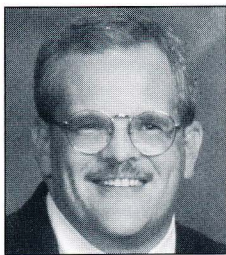
#### **Vision for ACSD:**

(1) To have ACSD continue to provide quality, meaningful services to its members through regional and national conferences, maintaining a presence at other professional seminars, and publication of the Koinonia and the Growth Journal.

(2) To continue to expand the diversity of ACSD membership by pursuing Student Development professionals at traditionally black colleges and universities, institutions with large minority populations, and international institutions.

(3) To maintain the Christ-centered excellence of ACSD's history as we journey into the future together.

## FOR THE POSITION OF TREASURER



**Jim Ferreira**  
*Dean of Students*

**Bethel College, MN**

**Education:**

Doctoral work in progress, University of Minnesota, Educational Policy and Administration/Higher Education  
Master of Arts, Assemblies of God Theological Seminary, Counseling  
Bachelor of Arts, Taylor University, Psychology.

**Experience:**

Dean of Students, Bethel College, 3 years.  
Dean of Students, North Central University, 8 years.  
Residence Director, Evangel University, 7 years.

**ACSD Involvement:**

Number of years as a member: 10 years  
Leadership - 4 years North Central regional director.  
9 years planning committee for North Central region student leadership conference.  
Presentations - 4 presentations at the North Central region student leadership conference.

**Goals for the Position:**

- To provide accurate and timely financial reporting to the ACSD executive committee and the organization membership.
- To maintain strong financial stability and accountability for the organization.

- To support the executive committee's efforts to build a strong organization that serves its members effectively.

**Vision for ACSD:**

ACSD should maintain and strengthen its tradition of support and service to student development professionals in Christian colleges and universities and to those serving in secular settings. We should continue to develop an organization that focuses on professional development for its members as well as a community that worships together and celebrates one another's accomplishments. We must also continue our recent emphasis on research and scholarship in student development grounded in a Christian worldview, which will strengthen and support our work with students as well as allow us to actively contribute to the study of our field in the broader higher education community.



**Janice G. Trigg**  
*Director of Student Activities*

**Palm Beach Atlantic College, FL**

**Education:**

BA in Elementary and Special Education, Ottawa University, Ottawa, KS  
MS in Counselor Education, Emporia State University, Emporia, KS

**Experience:**

Ottawa University:  
Resident Director – 6 years  
Coordinator of Student Activities – 6 years  
Assistant Dean of Students – 3 years  
University Counselor – 1 year  
Palm Beach Atlantic College:  
Director of Student Activities – 8 years

**ACSD Involvement:**

Member since 1994 – 8 years  
Leadership Team for New Professional's Retreat 1999

**Goals for the Position:**

To serve the executive committee and the membership of ACSD through presenting timely and accurate financial reports.  
To continue to manage the ACSD funds in a fiscally responsible manner.  
To explore avenues for growth and diversification of funds with the purpose of supporting new ACSD initiatives.

**Vision for ACSD:**

I have seen such tremendous growth and development in the organization in the eight years I have been a member. Under the previous and current leadership I have seen the

organization set out on a course of membership expansion, enhanced professionalism, increased academic pursuit, and technological advancements all the while supporting the goal of ACSD to enable its members to be more effective in ministering to students. My vision for ACSD is in line with the course it is on. I believe we need to listen to the needs of our membership, keep an eye on the trends in higher education and the changing needs of our student populations, remember where our foundation lies and forge new paths accordingly. I am so thankful to be a member of this organization and look forward to serving in anyway I can.

# Wisdom from the Veterans

Do you have a question about an aspect of student development that you would like to ask an expert? Please send your questions to the Editor of the *Koinonia* and answers from 2 or three veteran members of ACSD will be printed in an upcoming issue of the *Koinonia*.



## The "State of Seniors" Address

by Melanie Sunukjian  
Resident Director at Biola University  
& Self-Proclaimed Senior Advocate

The following is a summary of hopeful Senior Experience improvements that I wrote for Biola University's Planning Group. For some time now, a passion for this relatively scattered and forgotten group of students has evolved in me for a number of reasons, but specifically as I have noticed the significant effort that we direct toward the assimilation and orientation of new students into Christian colleges and universities. Unfortunately, very few of our college campuses are matching that effort toward the "disorientation" of our graduating seniors into the "real world."

Dr. John N. Gardner, Executive Director of "The Senior Year Experience," asserts that the time in which students leave college should be as special as the time in which they enter. "The Senior Year Experience" movement has been growing in secular colleges for at least 5 years, out of the University of South Carolina's already successful "The First Year Experience" program. This fall I had the opportunity to attend the Students In Transitions conference, the umbrella under which the previously mentioned programs reside, as well as those concerned with other major transitional issues such as: the sophomore slump, transfer students, international students, students with disabilities, issues of retention, and others.

My purpose in sharing this information with you is to bring fellow Christian Colleges and Universities up to speed with what's going on in our profession outside of our own realm and to encourage you to participate. Whether supported by surveys and statistics or just our own aching intuition, we know that we are not doing what we can to truly fulfill our similar mission statements, particularly in regards to preparing and supporting seniors. So the following commentary serves as a confession and

admonition that we must better "equip our students to affect the world for the cause of Christ."

College students today are very different from previous generations and therefore have a unique set of needs to be met. They experience higher stress levels, increased work hours, overwhelming debt, and more intense psychological issues than students in years past (1). Also, because of the many differences between college life and life after college, the transition into the "real world" is a rough one. College allows for a flexible schedule, more time off, and the option to choose your own performance level, whereas the working world provides a highly structured schedule, limited time off, and the requirement of "A" level work at all times (2). Because of the unique differences of the contemporary college student compared to students past, we need to assess our current approach to fulfilling their needs and desires and ask ourselves if there is more we should be doing. Of most urgent importance are those students that we are about to send out into the "real world," yet seem to feel less equipped than we'd like to believe.

Biola is providing a few means of meeting these unique demands through Senior Coffee Talks and other transitionally related programs, Career Services resources, Alumni Relations events, and the Last Impressions Committee formed to create and implement transitional assistance. However, they are not living up to their full potential. Most of the programs are not as highly attended as senior programs at other universities; Career Services is not as well known as it could be; Alumni Relations has had a difficult time knowing how to communicate to and solicit responses from seniors; and the LI committee has all but disbanded due to departmental employment shifts and a lack of leadership, funding, unity,

and attention. A once thriving senior class committee of volunteer student leaders has become extinct as well.

There are a few employees across campus that have a vision and passion to better the Senior Experience. Within the next year we hope to implement a number of ideas at Biola. We will continue to increase the quality of our existing programs and advertising with seniors, as well as improve our communication with them. We are in the midst of creating a Senior Survival Handbook containing a variety of pertinent information to be given to seniors during registration, such as a calendar of events, department directory, list of senior requirements before graduation, and a "customer service-type statement" communicating how much we value them. Finally, we hope to offer a general Senior Capstone Course next fall with the purpose of bringing closure to their college career and providing preparation for the life season ahead, knowing that less than half of the departments on campus provide such an opportunity for graduating seniors.

Our hope for the future is strong as well. Through my position as Resident Director of Upper Classman Housing I am planning to propose a position for the 2003-2004 academic school year called a Senior Experience Director. This person's responsibilities would include, but would not be limited to: chairing the Last Impressions Committee, conducting exit interviews and focus groups to gather vital information about senior life, supervising a council of senior leaders, communicating regularly with seniors about upcoming opportunities, bringing back the senior class tradition of giving a gift back to Biola, and creating and maintaining senior rituals and programs to reflect on the senior year and college experience.

When that is underway, the ultimate vision is to unfold such a position into a Director of Student Transitions, who, along with a staff, would accomplish similar responsibilities for each class. This is necessary because each class level has its own unique set of needs and struggles. The first year, students need assistance with assimilation: making friends, feeling at home, surviving

academically, etc. The sophomore year brings on such pressures as choosing a major and having a life direction. The junior year has been known to involve disillusionment with academics and spiritual life as well as bring in new transfer students. And, of course, the senior year deals with the oncoming pressures from the "real world".

In conclusion, Biola students need to feel cared for and supported through each season of college life. They need to feel wanted for more than their money. They need consistency, opportunities to learn, grow, and discuss, connection with staff and faculty, support through their transitions, and excuses to celebrate their accomplishments.

Unfortunately, colleges can tend to run like corporations: they want returns right now, so they can tend to be impatient with the process. We need to make decisions that will have long-term returns. We need "big picture thinking." The big picture is that there is a need for symmetry between the arrival, sojourn, and departure of our students. This will not only bring betterment to the life and ministry of our students, but, ultimately, it will benefit Biola's reputation, alumni participation, and financial support.

- (1) Alexander Austin, UCLA, Cooperative Research Counsel
- (2) Elwood F. Holton, III, "Preparing Students for Life Beyond the Classroom." Gardner, J.N. & Van der Veer, G. (1997). *The Senior Year Experience: Facilitating Integration, Reflection, Closure, and Transition*. San Francisco, CA: Jossey Bass Publishers.

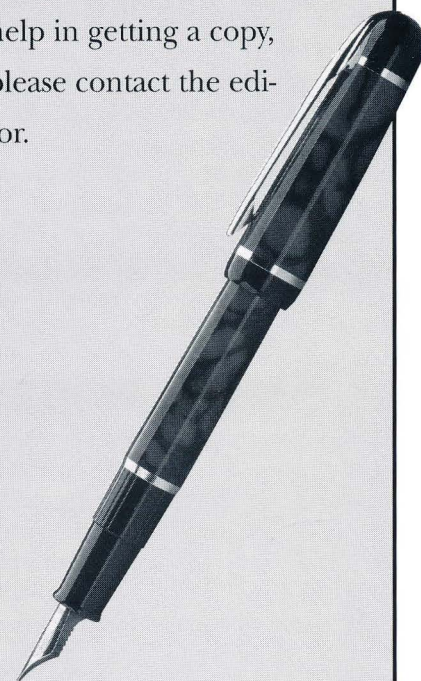
For information on this relevant and informative program, check out [www.sc.edu/fye](http://www.sc.edu/fye)

*If you'd like to continue this important discussion or want more specific descriptions of some of our ideas, feel free to contact me at [melanie\\_sunukjian@peter.biola.edu](mailto:melanie_sunukjian@peter.biola.edu).*

## Submissions Sought

Deadline for submissions to the FALL edition of the KOINONIA is set for August 15, 2002.

Please submit articles, program reviews, personal reflections, and book reviews to the Koinonia Editor. Documents should be attached in Word or WordPerfect format. Please be sure to include your name, title, and institution as well as a contact phone number. If you want to review a book, but need help in getting a copy, please contact the editor.





# Being Honest About Why We Can't All Just Get Along

by William H. Willimon

In *The Trouble with Friendship: Why Americans Can't Think Straight About Race* (Grove/Atlantic, 1996) Benjamin DeMott notes that America's problems with race appear to be solved, at least at the movies, one-to-one. From *Pulp Fiction* to *The Little Princess*, whenever whites and blacks meet on film, we are the best of friends, common humanity. See? We really don't have a racial problem in America. Look how we all get along in film. *Driving Miss Daisy*, *Forest Gump*, *The Shawshank Redemption*, *Philadelphia*, *The Power of One*, *Places in the Heart*, *Sister Act*, — friendship in black in white dominates our movies.

As Demott notes, such films mask hard facts:

"Black infants die in America at twice the rate of white infants....One out of every two black children lives below the poverty line (as compared with one out of seven white children). Nearly four times as many black families exist below the poverty line as white families. More than 50 percent of African American families have incomes below \$25,000. Among black youths under age twenty, death by murder occurs nearly ten times as often as among whites.... The net worth of the typical white household is ten times that of the typical black household. In many states, five to ten times as many blacks as whites age eighteen to thirty are in prison."

Quite a gap between Hollywood and Harlem. Demott says that the message of Hollywood sells because it is a message we are desperate to believe: One day we had a problem with racism; white people didn't like black people, therefore whites felt guilt and blacks capitalized upon white guilt to win certain entitlements. Whites had to cough up the cash for welfare, Head Start, affirmative action. Finally, whites came to the real-

ization that they really did like African-Americans after all. Their guilt was lifted. Therefore the expenditure of all that money was no longer needed.

The sub-plot of our national fantasy is, Here are all these well-meaning white people, with the open hand of friendship extended to all of these black people. Fortunately, some enlightened black people return the favor and become friends with the whites, even protect them (as in *Grand Canyon*) from the evils of their less enlightened brothers in the ghetto who want to rip off their cars. The image is appealing because it is offered without mention or ownership of our sordid past, coated with thick sentimentality, which always helps things go down easier in Hollywood.

We use such well-meaning sentimental gestures to relieve ourselves of our responsibility. Despite his own testimonial to the value of affirmative action, we seem determined to use Colin Powell in this project. "Look at Colin Powell," we love to say to ourselves and our white friends. "He made it. You don't hear him whining on TV."

DeMott charges us with "culture-wide evasion." But what's wrong with our story that all we need to do is to reach out with an open hand, to see that, after all, we are all, though we are black and white, fairly much the same, human beings all? DeMott says our current racial fantasy, which sees racism as a personal problem of bad feelings "miniaturizes, personalizes, and moralizes."

We attempt amnesia. We thus make the present situation of whites and blacks in this country into something strange — why can't we just all get along, after all, aren't we all in the same boat, aren't we all "human beings"? Why can't we just forget caste and race and join hands and

sing, "We Are the World"?

Because to do so would be not only a great injustice to the history of past African-American suffering at the hands of this democracy but also to gloss over the very real political and economic facts which keep black and white America separated and show the lie in our talk about "after all, we're all in the same boat."

The current attacks on affirmative action are, in great part, an attempt to deny history, to act as if that mythical "level playing field" has been reached and all black Americans must now do is quit whining and join hands with all us well-meaning whites who are ready to forgive and to forget.

To admit to our history might mean to admit that we did not arrive here overnight so our solutions will not be overnight. A first step would be to own our history, for whites to admit to our historic entitlements, and to admit that there are good reasons — historic, economic, political reasons — that the myth of black-white sameness is a lie.

Current appeals for one-on-one friendliness as the key to what ails us are based, at least in Hollywood, on a dangerous suppression of differences. First we must all shed our history, our language, and anything else which makes us uniquely us, then we can be friends.

But our past, in black and white, is not just a matter of a few negative people who refuse to get along; it results from an entrenched, established caste structure. My colleague, John Hope Franklin, says,

"Perhaps the very first thing we need to do as a nation and as individual members of society is to confront our past and see it for what it is. It is a past that is filled with some of the ugliest possible examples of

racial brutality and degradation in human history. We need to recognize it for what it was and is and not explain it away, excuse it, or justify it. Having done that, we should then make a good-faith effort to turn our history around so that we can see it in front of us, so that we can avoid doing what we have done for so long." (John Hope Franklin, *The Color Line Legacy for the Twenty-First Century*, University of Missouri Press, Columbia and London, 1993., p 74.)

Our past tells us that we are not members of a "universal human culture" in which some of us "just happen" to be white, and others "just happen" to be black. We have a past. The question is, How is it possible to live together despite our past? How is it possible to be honest?

Christians live by the conviction that honesty is impossible, that the past is not

only irretrievable but also invincible without some means of telling our story in a truthful way. Repentance does not come naturally. We need a God who forgives, even our history, in order to be honest about our history.

Repentance, in the current context of American race relations, means to be honest about our history. This is the first step down the road toward getting along in black and white.

*This article originally appeared in The Trumpet, January, 1997, Durham, North Carolina. Used by permission.*

*William H. Willimon will be a keynote speaker at ACSD 2002 at Lee University in Cleveland, Tennessee.*

# ACSD ACCOLADES

*Has someone in ACSD been recognized at your institution? Submit their name and the details for future publications of "ACSD Accolades".*

*Contact the editor of Koinonia.*

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For More Information, call 724-847-5564, e-mail [hed@geneva.edu](mailto:hed@geneva.edu), or see our display at Lee University during ACSD's Annual Conference.



# North Central Region Student ACSD Conference



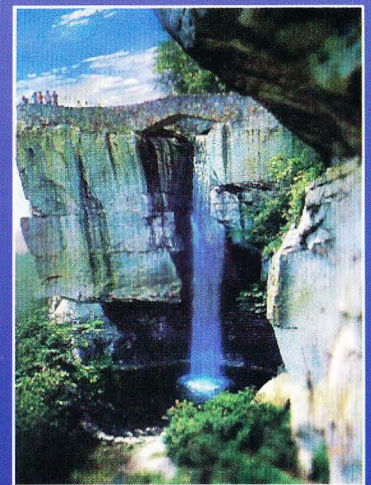
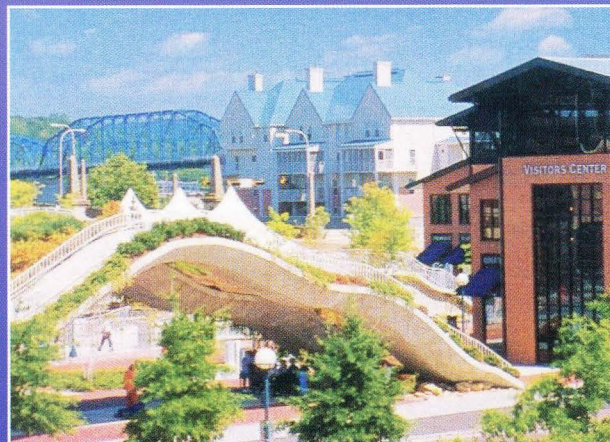
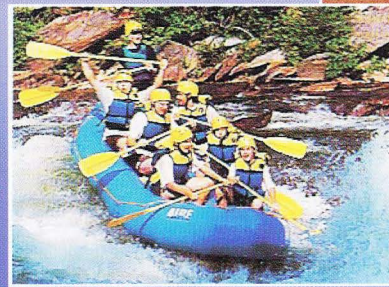
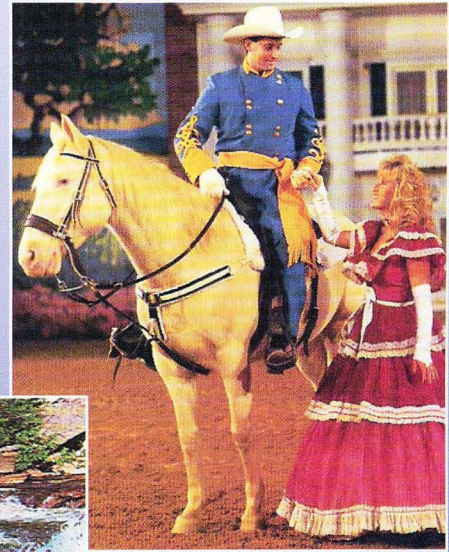
On Saturday, January 26, 2002, 286 student leaders gathered at the North Central Regional ACSD conference. The eight colleges represented included Trinity Bible College, North Central University, Bethel College (MN), Northwestern (MN) and Northwestern (IA) and Oak Hills Bible College and Providence (Canada).

Students and professional student development staff met at Crown College in St. Bonifacius, Minnesota for the day-long look at "Ethics in Leadership." The day opened with a student-led worship time which was followed by keynote speakers Scott and Sandi Bernstein. The addressed issues of sexuality and leadership.

After lunch in small groups with students in similar leadership positions from other schools, students and professional staff had two workshop sessions, covering twenty-two different topics. Subjects ranged from Depression, teamwork, exploring careers in student development, homosexuality,

pornography and mentorship. Second and third year student leaders, as well as professional staff presented the workshops. Ryan Wilson, a senior psychology major and Residence Life intern at NCU said of the conference, "I appreciated the opportunity to present as a student. This should help me as I look into a career in student development." He also shared that he enjoyed the presentation of the keynote speakers. All involved were able to find something throughout the day that could help them become better leaders. The highlight for most students was the opportunity to just meet student leaders with other schools and share their common experiences. This conference is held annually and rotates between the colleges in the North Central ACSD Region and is led by the regional committee chaired by Janice Knight, Director of Christian Service and Leadership Development at Crown College.

# Celebrating Community



*Come celebrate with us!*

**ACSD 2002**

**Lee University • June 3-6, 2002 • Cleveland, TN**  
**[www.leeuniversity.edu/acsd](http://www.leeuniversity.edu/acsd)**



*KOINONIA* is the official publication of ACSD (Association for 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 \$35.00 per year. Information on membership may be obtained by contacting Tom Emigh, ACSD Membership Chairperson, Cornerstone University, 1001 E. Beltline NE, Grand Rapids, MI 49525-5897. Address changes may also be sent to 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** Susan Moody  
**DESIGN** Maxim Design Group

### **ACSD Executive Committee**

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Vice President for Student Development  
Tabor College, Hillsboro, KS

**PRESIDENT ELECT** Skip Trudeau  
Assoc. Dean of Students/Dir. Res. Life  
Taylor University, Upland, IN

**VICE PRESIDENT** Stephen Beers  
Vice President for Student Development  
John Brown University, Siloam Springs, AR

**TREASURER** Mark Troyer  
Associate Dean, Student Leadership Development  
Asbury College, Wilmore, KY

**SECRETARY** Ron L. Coffey  
Associate Dean of Student Development  
Huntington College, Huntington, IN

**MEMBERSHIP CHAIR** Tom Emigh  
Dean of Students  
Cornerstone University, Grand Rapids, MI

**EDITOR** Susan Moody  
Director of Student Activities  
Director of Student Development Publications  
Geneva College, Beaver Falls, PA

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