

Spring 1997

# Koinonia

Mark J. Troyer

Brent Ellis

Dan Vander Hill

M. Lee Upcraft

John H. Schuh

Follow this and additional works at: [https://pillars.taylor.edu/acsd\\_koinonia](https://pillars.taylor.edu/acsd_koinonia)



Part of the [Higher Education Commons](#)

---

## Recommended Citation

Troyer, Mark J.; Ellis, Brent; Vander Hill, Dan; Upcraft, M. Lee; and Schuh, John H., "Koinonia" (1997). *Koinonia*. 28.  
[https://pillars.taylor.edu/acsd\\_koinonia/28](https://pillars.taylor.edu/acsd_koinonia/28)

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

Spring 1997

# KOINONIA

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT

## INSIDE

President's Corner •  
page 2

Editor's Disk •  
page 3

ACSD Executive  
Committee Ballot •  
page 7-10

CoCCA: Leadership  
Development Made  
Less Intimidating &  
Hot Ideas •  
pages 11-13

New Professionals  
Retreat • page 13

Book Review:  
Assessment in  
Student Affairs •  
page 14

## Student Leadership Development: A Christian College Research Project and Discussion of Issues

by Mark J. Troyer

In recent years there has been a growing trend for campuses to implement leadership development programs. Irving Spitzberg reported that in 1987 between 500 and 600 campuses were offering some type of leadership development either in the classroom or through a co-curricular program.

The Center for Creative Leadership publishes an annual source book which lists leadership program descriptions, sample syllabi, and many resources for leadership education. In 1990 the initial source book listed over 30 leadership courses being taught on college and university campuses. In 1996 a separate volume was created to list additional undergraduate courses, graduate courses, majors and minors in leadership and even master's degree programs in leadership that have been added since 1990. The amount of scholarly and popular literature on the subject of leadership studies is expanding quickly, and many Christian college campuses are taking note of the current trends in the area of leadership development.

It seems that leadership education is a significant part of the mission and purpose of Christian higher education. The question is, what specifically are we doing to enhance the leadership skills and abilities of our students?

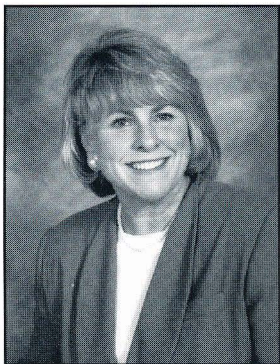
programs that focused on developing leadership. Findings of the research were reported in workshops at the 1996 ACSD Annual Conference at Bethel and the 1996 United Methodist Institute for Higher Education in Nashville. A small publication entitled Leadership Development Program Resource Guide was printed and distributed at both conferences. The purpose of this current article is not only to share some of those findings but also to explore some of the current questions and issues regarding leadership development programs in higher education, specifically at Christian colleges.

In the spring of 1996, the Executive Committee of ACSD granted funds for a research project aimed at determining what was being done on Christian college campuses in the area of leadership development. A survey was designed, piloted and sent out to approximately 120 colleges and universities associated with ACSD and the Coalition of Christian Colleges and Universities. Forty-three institutions responded, with forty returning significant descriptions of

*continued on page 4*



# The President's Corner



Judy Moseman

The call came in the middle of the night. It has probably happened to you. It's not that unusual in student development work. My husband took the call. "Jude, it's for you—says he's a Bethel student, says it's important." I stumble to the phone. "Hello?" Then, "Hello, Mrs. Moseman?" "Yes." "This is one of your Bethel students—I'm getting

drunk and you can't catch me! HA HA HA!" SLAM! The receiver goes dead in my ear. And I stand there for a minute, wondering if I know that voice, wondering why he would bother to call, pondering if there is anything I can or should do. Then, offering my caller and his friends up to God for His keeping and intervention—seemingly the only kind of help available to them under the circumstances, I trudge back to bed. But the voice and the message linger, long past the call itself...Homecoming and alumni are everywhere. My mind races to recall a name and match it with the smiling face in front of me. "Mose! Good to see you!" We talk for a minute or so and the alum catches me up on what she's doing. Then she says, "Do you remember when you told me...(Koinonia readers, you can fill in the blank here, because this too has likely happened to you)? Well, I have never forgotten your words and God has used them in my life. Thank you." I don't remember. I barely remember the person, let alone what I might have said to her in the hallway or in my office. But she remembers, and my words have lingered, long past the conversation itself...

The pride in me wants that to happen often. I sometimes say things to students that I feel are pro-

found, insightful or motivating, seemingly without effect on the student at whom my words are directed. Similarly, I have heard in retrospect that words which I offered intending to help and heal, have instead been perceived as hurtful to the student. And so I wonder how often the tone of my voice and/or my words do stay with someone, lingering there over time, and what is their long term effect?

Bill Hybels, senior pastor of the thriving Willow Creek ministry in Barrington, Illinois was on our campus last fall for a day long seminar sponsored by Bethel Theological Seminary as part of the Transformational Church Series. I was privileged to attend and hear Bill speak of the powerful influence of Gilbert Bilzekian on his young life. In class Dr. Bilzekian shared his exhilarating vision for the church and God's people in it. Bill, hearing it, began to long to have his life reflect that vision. He challenged us, "Don't underestimate how God might speak through you to change your students." Who among us wouldn't desire that, but how do we know what to say?

Our students are often "weary", of study, of relationships, sometimes of life itself. How will we find the right words to say? —words that bring comfort and hope, worthy words, as Jeremiah would say.

To answer that question for myself, I return to Isaiah 50:4 which speaks to what we say and hear as God's people. "The Sovereign Lord has given me an instructed tongue, to know the word that sustains the

## ACSD Executive Committee

### PRESIDENT

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

### PRESIDENT ELECT

Sam Shellhamer  
Vice Pres. for Student Dev.  
Wheaton College  
501 E. College Ave.  
Wheaton, IL 60187-5593  
708-752-5022

### VICE PRESIDENT

Denise Bakerink  
Assoc. Dean of Students  
Taylor University  
500 W. Reade Ave.  
Upland, IN 46989  
805-565-6029

### SECRETARY

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

### TREASURER AND MEMBERSHIP CHAIRPERSON

Barry Loy  
Dean of Students  
Gordon College  
255 Grapevine Rd.  
Wenham, MA 01984-1899  
508-927-2300

### EDITOR

Tim Arens  
Moody Bible Institute  
820 N. LaSalle Blvd.  
Chicago, IL 60610-3284  
312-329-4191



How can we speak the words they need to hear, words that will linger and minister to them? By becoming intimately acquainted with God Himself and by offering ourselves daily to be His voice in a weary world.

weary. He wakens me morning by morning, wakens my ear to listen like one being taught." Our students are often "weary", of study, of relationships, sometimes of life itself. How will we find the right words to say? —words that bring comfort and hope, worthy words, as Jeremiah would say.

If, as Isaiah says, our voices can become instructed, educated and ready to speak on behalf of the Father, so can our ears be taught. This is more than personal communication dynamics and active listening. This passage speaks of the practice of discipleship, of waiting on God, hearing from Him the words we will then speak. God's gifts to us are both voice and ear. The function of hearing plays a major role in scripture. The ear is seemingly connected to the soul, affecting not only what we know, but penetrating and affecting the depths of who we are and who we become.

This requires of us a lifelong attentiveness, receptiveness and alertness to what God is saying to us. It requires of us enough time with the Father so that we can recognize His voice, hearing from Him the words we will then speak to others.

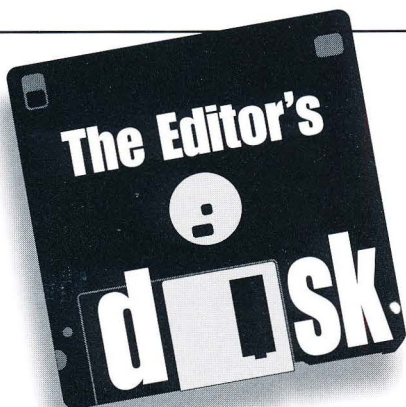
A few years ago in a small southeastern Minnesota community a pastor was brutally attacked in his own home. Two intruders viciously and repeatedly stabbed

him. Police arrived just in time to spare his life and his eventual recovery has been labeled a miracle by everyone who knew the extent of his injuries.

During the time he was hospitalized, his son was to run in the state cross country finals. Since the pastor was unable to be present, he asked his brother to be there in his place. He gave him strict instructions: "Since I can't be there, you have to represent me. Be there at the beginning; be there when he finishes. I know you're in terrible shape, but crisscross the course and catch him at every possible turn. Holler a lot. Encourage him every chance you get. At the end really cheer loudly!" And then he added the most important words of instruction—"Make your voice sound just like mine."

As our students and those whose lives surround ours run their individual life races, whose voice will they hear? And if it's yours or mine, like whom will we sound? What should we say, to God and to others? Samuel said simply, "Speak, Lord, for your servant is listening." His response as a child began a lifelong practice of listening—in fact, he became the one who often "heard" God in the lives of Kings Saul and David. And hearing God so affected the quality and effectiveness of his own voice and words that the Bible says, "the Lord let none of Samuel's word fall to the ground." None of his words were wasted!

How can we make our voices sound just like the voice of God as we interact with our students? How can we speak the words they need to hear, words that will linger and minister to them? By becoming intimately acquainted with God Himself and by offering ourselves daily to be His voice in a weary world. "Let the words of our mouths and meditations of our hearts be pleasing in your sight, O Lord, our strength and our redeemer." (Psalms 19:14) Amen.



I am excited to have you read this edition which has a theme of leadership. In the lead article, Mark Troyer from Asbury College writes about his findings in the ACSD spon-

sored research project regarding student leadership development. "Leadership Made Less Intimidating" is a very practical and helpful article written by Brent Ellis, Taylor University and Dan Vander Hill, Spring Arbor College. I trust that your thinking in relation to leadership will be enhanced as a result of these articles.

Both of the articles mentioned above are from ACSD members! I am truly appreciative of the effort made by these individuals to provide these articles. I know that there are many more of you which have some great ideas just waiting to be published. So

warm up those keyboards this summer and send me your transcript.

You will notice that the ACSD ballot is enclosed in this edition. Please take time to vote and return your ballot. In recent, past elections the response rate has not been very good. Electing officers is a very important part of the responsibility of the membership and is crucial to the operation of the organization. So please vote.

This is the last edition for this academic year. That means that I will soon be seeing all of you at the annual conference at Asbury College. Have a great summer.



## Student Leadership Development

In an article that appeared in Faculty Dialogue in the fall of 1994, Don Page, Vice President for Academic Affairs at Trinity Western University made the following statement: "We as Christian educators must give leadership development its proper prominence in our total educational enterprise, not only in student affairs, but through our academic curriculum, to facilitate the development of Christian leadership qualities and skills in our students." As one explores the web sites and important documents of many of our institutions, statements about creating leaders are not uncommon. Assertions about preparing students for "Christian leadership," "servant leadership," helping students become "leaders in the twenty first century" are common in Christian college bulletins, handbooks, and websites. It seems that leadership education is a significant part of the mission and purpose of Christian higher education. The question is, what specifically are we doing to enhance the leadership skills and abilities of our students? Often we have difficulty pointing to specific programs or initiatives that are designed to get at the "leadership" part of our mission statements. In the July/August 1996 issue of About Campus, devoted entirely to leadership development, Susan Komives strongly stated: "After studying collegiate leadership for many years, I am forced to conclude that few colleges achieve these important goals [developing leaders] and even fewer do so with quality for more than a handful of students." She concludes, "For most students, learning leadership is incidental, accidental, and clearly not purposeful."

Hopefully Christian colleges who intend the development of character as an important student outcome would fare better than what Dr. Komives concludes about higher education in general. Unfortunately, our findings suggest that there is not a great agreement or consistency

among our colleges about what we are, or should be, doing in the area of leadership development. We seem to have a difficult time articulating what exactly we are doing and how many of our students are benefiting from our intentional leadership development programming.

### Defining terms

In order to discuss the results of the findings and to set the stage for dialogue, it is important to define some terms and perhaps offer ways to view "leadership" or "leadership development." In a recent issue of the Journal of Leadership Studies, over thirty historical definitions were given for leadership ranging from an "act of influencing activities of an organized group in its efforts toward goal setting and goal achievement" to "an influence relationship among

### Becoming a great musician

usually requires not just talent, but great training.

Likewise with leadership there may be a predisposition for leadership, but it will be harnessed or squandered depending on the quality of education.

leaders and followers who intend real changes that reflect their mutual purposes." Historically there has not been a lot of agreement and consistency in the literature on how to define leadership. Recently, however, some common themes have emerged that can be integrated into our discussions about leadership development.

Though only 35% of the respondents in our research project reported using any specific definition of leadership, those that did give a definition often used terms like "influence" or "servant." Building on the theme of "transformational" leadership begun

by J.M. Burns about 20 years ago, common views of leadership are now including a definition based on a "process" rather than a "position." Probably the most recent definition and one consistent with Christian higher education is given as part of the new "Social Change Model of Leadership." Helen & Alexander Astin with a group of student affairs practitioners from across the country in a team named the Eisenhower Leadership Group, collaborated to design a model for student leadership development in higher education. Their definition explains that leadership is "a process that involves collaborative relationships that lead to collective action grounded in the shared values of people working together to effect positive social change." Moreover, the leader is a person who is able to "effect positive social change for the betterment of others, the community, and society."

### Are all students potential leaders?

Another basic question for leadership development is this: are all students potential leaders? The answer to this question should drive what we are doing on our campuses in terms of intentional leadership development. Most recent leadership scholars and even popular authors are concluding that leadership is observable and learnable. Ron Heifetz from Harvard provides the following analogy as he defends Harvard's program: Our interest in leadership education is based on the assumption that leadership can be learned and, therefore, taught. Take, by analogy, the process of becoming a musician. Many a talented youngster fails to realize his or her musical potential because of poor teaching, while an ordinary child can become an excellent player with terrific teaching. Becoming a great musician usually requires not just talent, but great training. Likewise with leadership there may be a predisposition for leadership, but it will be harnessed or squandered depending on the quality of education.

Based on our mission statements, it appears that many Christian col-



leges would agree with Heifitz that leadership skills and competencies can be improved or developed in all of our students. Our spring 1996 research concluded that most of the leadership programs on our campuses were related to residence life or student government (78% and 75%). The way we "delivered" leadership development was most commonly through RA retreats (69%), workshops (64%), mentoring (61%), conferences (58%) and student government retreats (58%). Less than half reported that they had programs open to all of their students (42%). Many programs in fact were fairly new with the average length of program existence at only 4.2 years. This would seem to indicate that though many are beginning to see the importance of developing leadership programs and are perhaps doing it well with some students, there is a need for continued dialogue and work on ways to improve the leadership abilities of all students.

### **What should a program look like?**

Dennis Roberts from Miami University in Ohio proposed a balanced approach to leadership development that focuses on three areas that he termed as: leadership education, leadership training, and leadership development. In our research we asked respondents to provide an estimate on how much time they devoted to each of these areas. We found that the larger percentages of time were spent on the "training" component (preparing students for positions) and the "development" component (providing interactive reflection while participating in leadership) than the "education" component (studying leadership theory and knowledge) Only about 20% of time is spent on helping understand the concepts of leadership as opposed to preparing them for a position or reflecting on their experience (both 40%). It may be important to balance how we approach leadership so that we are both educating "for" and "about" leadership.

The Center for Creative Leadership conducted a study in 1986 that

attempted to distill what the "good" programs looked like. They concluded that programs that were effective had several of the following components: sound philosophical basis, a variety of methods, clearly stated goals, longer in term, more comprehensive, and more interdisciplinary. Though the instrument used in our research with Christian colleges did not specifically measure all of these characteristics, we did find that most of our programs were shorter term (1 - 2 years in duration), and most were offered through student affairs offices indicating that perhaps all of the interdisciplinary resources available were not being tapped. It should be pointed out, however, that student affairs oversight of a program may not necessarily infer that other faculty or professionals on campus are not involved.

### **The Seven Cs of Leadership**

As mentioned earlier in the article, a new model of leadership development for higher education has recently emerged called the Social Change Model of Leadership Development. In this model, the Astins and their colleagues call for student affairs practitioners to collaborate with faculty, students and others to develop programs that foster specific leadership skills and competencies. The seven core values, which they refer to as the "seven Cs of leadership," are broken into three areas: individual values, group values, and the societal or community value of citizenship. Individual values include consciousness of self, congruence, and commitment. Group values include collaboration, common purpose and controversy with civility. Finally, the community value of citizenship calls for effort to serve the community...in short the value of "caring for others." Astins call for us to help our students "journey inward" as they identify their own values, work with others to solve problems and effect change.

Findings from our study indicated that many of the themes and topics that Christian colleges cover in leadership programs are consistent

It may be important to balance how we approach leadership so that we are both educating "for" and "about" leadership.

with meeting some of Astin's seven Cs of leadership. The most common types of skills covered in our programs were communication (89%), conflict resolution/management (86%), goal setting (83%), time management (69%) and problem solving (67%). A key may be to ensure that students are linking these skills with the responsibility to exercise them in a way that is Christ-like and centered on service to others. The combination of both character and competence is important in defining students as leaders. As we review what we are doing in the area of leadership development, it is important to determine what competencies or skills we want our students to develop and then how they can apply those skills to be "servant-leaders" in their communities. This should not only be a student affairs issue, also a model of collaborative work with faculty and others as we determine the direction for our leadership development programs.

### **Conclusions/Applications of the Study**

Though many of us are providing specific programming that we would term leadership development, often it seems to be offered to a relatively small portion of our student body. Though we generally "know leadership when we see it," it seems that often we do not operate out of a specific model or definition that allows us to measure how we are doing in the area of leadership development. Given recent articles and discussions about the importance of seamless learning, I would suggest modeling a collaborative approach to looking at how our individual campuses are addressing the leadership issue. Some

*continued on page 6*



## *When the Pieces Fit*



# *The 1997 ACSD Annual Conference*

ASBURY COLLEGE  
WILMORE, KENTUCKY

*See where YOU fit.*

**JUNE 2-5, 1997**

### **KEYNOTE SPEAKERS:**

**DR. RUSSELL R. ROGERS**

**DR. PHYLLIS MABLE**

**DR. WILLIAM E. PANNELL**

**DR. DAVID A. SEAMANDS**

*continued from page 5*

## **Student Leadership Development**

questions and suggestions are given below, not as an exhaustive guide but perhaps a starting point.

1. How do we define leadership? Is it in the mission of our institution. If so, what are we doing intentionally to meet that mission, in the curriculum or co-curriculum?

Chances are there is quite a bit happening on campus. Probably those initiatives are housed in different offices, have different purposes, or view leadership differently. The trick is to do an inventory of the campus and put all of the pieces together in some sort of comprehensive model that can aid in understanding where the gaps may be in the campus approach to leadership education. This model should include as many students as possible, have specific outcomes projected, and be designed to be longer than a semester or year program. It should also identify what types of leadership theory, skills and application are important.

2. Is there a way to model collaboration and bring the many campus "leadership educators" together? Students are a terrific resource in providing insight and advice in their own development. Beginning with focus groups or surveys with interested students and faculty may provide a good starting point.
3. What competencies do we feel are important? In building a strategy

The combination of both character and competence is important in defining students as leaders.

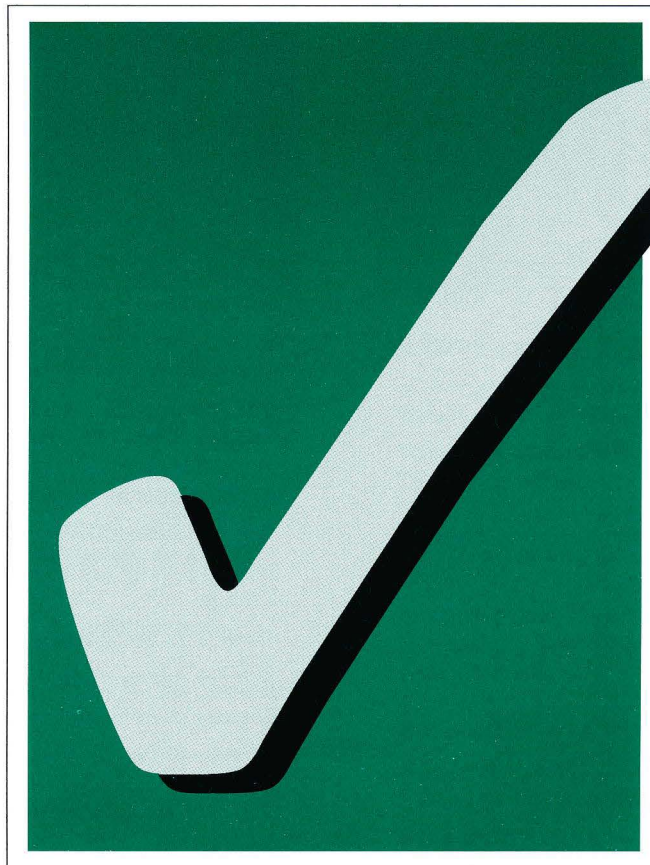
for leadership development, it will be important to brainstorm on those skill areas or competencies (based on your definition of leadership) that will be important for students to develop.

4. What are other people doing? There is a great number of resources available for developing programs. A few that may be helpful: Leadership Development Programs in Higher Education by Dennis Roberts; Leadership Education: A Source Book by Kenneth Clark; The National Clearinghouse for Leadership Programs at University of Maryland; or the The Leadership Development Program Resource Guide printed from results of the research project described in this article.

---

For more information on the Leadership Development Program Research project or any of the resources mentioned, contact Mark Troyer, Associate Dean for Leadership Development at Asbury College, 1 Macklem Dr., Wilmore, KY 40390, Phone (606)858-3511. E-mail mark.troyer@asbury.edu.

**1997 • ACSD**



**Executive Committee Ballot**

**RETURN BY  
May 16, 1997**

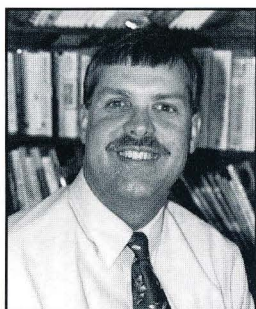


# 1997 • ACSD Executive Committee Ballot

RETURN BY  
May 16, 1997

## FOR THE POSITION OF PRESIDENT

**David Guthrie**  
*Dean of Student  
Development*



**College**

Calvin College

**Education**

B.A. in Sociology and Religion,  
Grove City College

M.A. in Religion, Pittsburgh Theological Seminary

Ph. D. in Higher Education, The Pennsylvania State  
University

**Experience**

Dean of Student Development, 5 years

Faculty member, 12 years in both undergraduate and gradu-  
ate programs and in several different fields

Campus ministry, 8 years

**ACSD Involvement**

Member, 4 years

Presentations at both regional and national levels

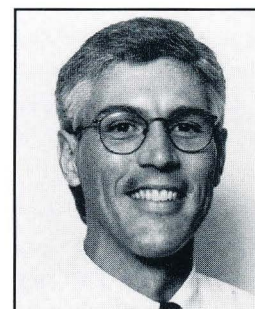
**Goals for the Position**

My goals as the president of ACSD are two-fold. First, to enhance the organization's capacity to serve as a resource to its membership, particularly with respect to professional and spiritual support. And, second, to develop the organization's profile and impact among the higher education arena in general and the student affairs profession in particular.

**Vision for ACSD**

Building on the two goals mentioned above, I envision an organization that helps its constituents define and continually shape a clear sense of the various callings they fulfill within the student affairs profession. Such an effort necessitates coming to terms with how our personal and collective understandings of Christian faith may challenge and support us to make sense of and enact our common vocations in ways that please the Lord. Moreover, as we clarify and strengthen our personal and corporate Christian "voices" my hope is that we will not only offer a stronger testimony to one another, but advance much needed perspectives and approaches within the larger academic and professional audiences in which we exist.

**Everett Piper**  
*Vice President for  
Student Development*



**College**

Spring Arbor College

**Education**

B.A. in Psychology, Spring  
Arbor College

M.A. College Student Personnel, Bowling Green State  
University

Ph.D. in progress, Higher, Adult and Lifelong Education,  
Michigan State University

**Experience**

V.P. For Student Development, Spring Arbor College

Interim V.P. for Institutional Advancement, Spring Arbor  
College

Dean of Students, Greenville College

V.P. for Advancement, Grace College

Director of Advising Center, Grace College

Director of Development, Bowling Green State University

**ACSD Involvement**

Member, 10 years

Presentations include topics such as; retention, centralized advising, career planning and developmental approaches to discipline. In addition to the above presentations Spring Arbor College and its student development staff hosted the 1995-96 ACSD great Lakes Regional Conference. The Conference theme was "Generation X: You shall Know Them by Their Fruit". I have also conducted research regarding ACSD colleges and corresponding student disciplinary policies and procedures. Pending research includes the definition of evangelical Christian liberal arts colleges and what students, parents, faculty and staff expect from this definition.

**Goals for the Position**

The president should work with the ACSD executive committee, the CCCU leadership, and other regional leaders within the profession to identify needs, clarify vision, and goals. The "game plan" for the organization should reflect

*Continued on back*



### FOR PRESIDENT

- David Guthrie
- Everett Piper

### FOR SECRETARY

- Mary Ann Searle
- Stephen Wilson

Return by May 16, 1997 to:

Tim Arens  
 Moody Bible Institute  
 820 N. LaSalle Dr.  
 Chicago, IL 60610-3284

## FOR THE POSITION OF SECRETARY

**Mary Ann Searle**  
*Director of Student Services*



### College

University of Wisconsin Center - Sheboygan County

### Education

Doctor of Education in Higher Education Administration, Indiana University  
 M.S. in Adult Education and College Student Personnel, University of Tennessee  
 B.S. in Marketing Education, University of Wisconsin - Stout

### Experience

Director of Career Development, Palm Beach Atlantic College  
 Director of Cooperative Education & Career Services, Gordon College  
 PLAN/Information Specialist, Indiana College Placement & Assessment Center  
 Research Assistant, University of Tennessee  
 Marketing Education Teacher - Coordinator, Hendersonville High School  
 Marketing Education Teacher - Coordinator, Kenosha Tremper High School

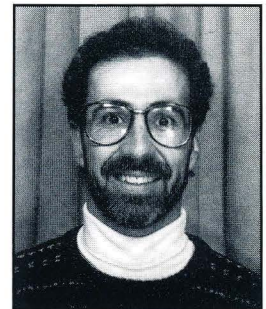
### ACSD Involvement

Member, 5 Years  
 Conducted seven presentations at annual conferences

### Goals for the Position

- Submit accurate, timely reports for executive committee meetings
- Serve as a resource person for Regional Directors who coordinate professional development activities.
- Utilize my education and experience at two Christian college campuses and four state university campuses to provide a unique perspective on issues and projects related to Christians in student development.

**Stephen Wilson**  
*Director of Student Life*



### College

Ontario Bible College & Ontario Theological Seminary

### Education

BRE in Christian Education and Camping

### Experience

Director of Student Activities & Commuter Services, Ontario Bible College  
 Director of Student Life, Ontario Bible College and Ontario Theological Seminary

### ACSD Involvement

Member, 9 years  
 Leadership positions and presentations: Joint presenter "Orientation" and "Student Activities" at the 1994 ACSD Annual Conference

### Goals for the Position

- To enthusiastically maintain the high standards for dedication and leadership established by previous secretaries.
- To actively search out "new blood" in the ranks of ACSD to serve as Regional Directors.
- To encourage a higher level of involvement in ACSD from my Canadian colleagues as we seek the continued growth of Christian Student Development in Canada.

### Vision for ACSD

I envision ACSD seeking to maintain Godly, Biblical principles, standards and practice as we seek to impact our campuses for Jesus Christ. I envision ACSD and its members as key personnel in the shaping of the moral fabric of students and campuses across North America; to be influencers of our culture rather than be influenced by it. God has placed us in strategic positions of both power and influence and as an organization we need to prayerfully re-evaluate our activities and perhaps our mission based upon the Biblical premise that in all we do we bring glory to God.

*Continued on back*



## **Everett Piper**

the practical needs of the student development practitioners and the students we serve. The President should establish a regular meeting schedule with as many deans, respective professionals and corresponding student groups as possible so that ACSD retains its relevance and is pertinent to the contemporary and prevalent issues at hand.

### **Vision for ACSD**

As followers of Jesus our responsibility is first and foremost to Him, His lordship, and His kingdom. This must be more than cliché but rather the very reason for us holding our positions is student development. ACSD should be distinguished by its clear priority of promoting, encouraging and assisting professionals to model lives committed to Jesus. Only with such mentoring as our primary goal will we see students learn to believe in our Lord and make healthy life choices consistent with such belief. There is a “fabric” that fosters faith and faithful living. ACSD should provide us with the support, ideas, direction and vision to mentor with passion for and commitment to Christ.

## **Mary Ann Searle**

### **Vision for ACSD**

As we look to the 21st century, the Association for Christians in Student Development should:

- Advocate for student development professionals to view themselves as educators who foster student learning outside of the classroom.
- Pray for the personal and professional needs of student development professionals and today’s college students.
- Provide Biblically-based professional development opportunities for Christians who serve students in Christian and non-Christian colleges.
- Promote research projects that will help student development professionals do their jobs more effectively and efficiently.
- Maintain a presence at regional and national conferences that serve the broader higher education community.



# Leadership Development Made Less Intimidating

by Brent Ellis, Taylor University and Dan Vander Hill, Spring Arbor College

**Y**ou and your group are lost at sea. The boat that you were traveling in has sunk and you are now stuck with six others in a life raft in the middle of the ocean. You have about fifteen items that you need to prioritize in terms of their usefulness for survival. Is this the end? No. It is a leadership development exercise designed to demonstrate and promote synergy. Leadership development is an important part of the student affairs professionals' work. It goes beyond just training students to perform in the positions they hold at college; it is training them for a lifetime of leadership in God's kingdom.

Teaching leadership can be intimidating. M.F. Green states in her article, *Developing Effective Leaders: Can It Be Done*, "Leadership is both studied and intuitive, effective and cognitive, teachable and unteachable, an art and a science. But because leadership is untidy, difficult to capture and to measure, that is hardly sufficient reason to dismiss the important efforts we can make to teach and learn leadership." Creativity and variety in the way that we go about teaching leadership is vital. Simply giving lectures about different elements of leadership will not likely be effective. An old proverb says, "Tell me and I forget. Show me and I remember. Let me and I understand." In teaching students our aim should be to let them hear, see experience, and reflect on the principles that we want them to appreciate.

The following is not meant to be an exhaustive list of tools available to student affairs professionals interested in leadership development. It is a collection of ideas that have worked at our schools for addressing principles and skills of leadership such as: teamwork, servant leadership, communication, confrontation, conflict management, vision, and more.

## **Mentoring:**

Paul Staley and Robert Clinton have defined mentoring as "A relational experience

through which one person empowers another by sharing God-given resources." It is an excellent way to develop student leaders. It gives them a chance to bounce ideas around, work through issues, and learn from the life journey of a more experienced person. You can promote mentoring during new student orientation, in leadership classes, or in the training of your student leaders. Some schools require their Resident Assistants or other student leaders to choose and meet with mentors. A program could be designed in which someone on staff serves as a coordinator to match interested students with adults in the community. This can make it less intimidating for students to get into a mentoring relationship because they don't have to ask someone to do it.

## **Adventure Based Programs:**

Walking on aircraft cable twenty-five feet high, orienteering through forest, stream and meadow, or leaping to grab a trapeze eleven feet from where you are standing thirty feet from the ground below. These are just a few of the many activities utilized to teach leadership and team building skills to a wide array of people.

Ropes courses are probably the most popular, or well known, adventure based educational programs. There are several colleges and universities in the coalition that own and operate high ropes courses. Many others either visit these places or construct their own ground and low ropes initiatives. Ground initiatives are very easy to set up and can be done in almost any setting. Safety is very important. Make sure the environment (ground, trees, etc.) is clear of hazards. Most ground initiatives can be done with little or no equipment. Low initiatives call for a little more set up, but can still be assembled with relative ease on any campus. The trust fall, nitro crossing, and log jam are three great initiatives that can teach leadership, communication, and trust. For instruction on setting up these initiatives consult books published by Project Adventure such as *Silver Bullets*. High initiatives should only be done with a certified facilitator at a

In teaching students our aim should be to let them hear, see experience, and reflect on the principles that we want them to appreciate.

**COCA**  
**COALITION OF CHRISTIAN COLLEGE ACTIVITIES**



## Leadership Development Made Less Intimidating

ropes course. All three initiative types are excellent tools for teaching and developing leadership. The key to any initiative is the group processing led by the facilitator after each initiative. Facilitator training is available all over the country at various times during the year.

Orienteering and camping trips are also wonderful ways to teach and develop leadership. After the facilitator takes adequate time finding the proper location and becoming familiar with the terrain and area, the group

can be dropped off at a certain point and with the use of a map and compass find their way back. These trips generally last three days. During the three day period, each person in the group should have a certain allotted time where he or she is the designated leader.

Allow ample time for processing after each person's turn at leading. It is important for the facilitator to stay with the group and to know their location at all times, however, the facilitator needs to allow each leader to make decisions on his or her own.

### Film Series:

Movies like *Dangerous Minds*, *Schindler's List*, *A Time to Kill*, *When We Were Colored*, *La Familia*, *Glory*, *Ghost of Mississippi*, and *Gandhi* are excellent tools to spur dialogue on certain issues. After showing a movie like those listed above, lead or have another staff or faculty member lead a discussion about the issues raised in the film. Allow the students to discuss the questions that they feel are important and need to be addressed and also those that are important to you. Conversations on religious world views, multiculturalism, culture, justice, and many other topics raised in films can be very useful in challenging students to grow and aid in their development as people, Christians, and leaders.

### Conferences:

Every spring it happens. Just as your current group of student leaders are beginning to understand their roles and gel as a group, elections are held, applicants are interviewed, and a new group of campus leaders are selected for the following year. One great way to begin preparing students for their leadership positions is to have them attend a student leadership conference. During these conferences stu-

dents have an opportunity to meet and discuss various topics with other campus, church, community, and national leaders. Conferences also give student leaders an opportunity to hear different perspectives on leadership. As they interact with other campus leaders they will hopefully become motivated and catch a vision for the upcoming year. The best part about conferences, however, is the fact that all you have to do is bring your students, the host school will do the rest.

### Role Playing:

"Show me and I understand." Student performed or staff performed role playing can be an excellent tool for leadership development. It allows students to become involved in developing a principle or technique. Skills such as confrontation, conflict management, and listening can be demonstrated in fun interactive ways. Students can experiment with and get feedback on different principles in a relatively risk free way. Humor can be added by role playing both the very right and extremely wrong way to handle a situation.

### Discussion Facilitation:

**Panel Discussions:** Use alumni, community members, or even other student leaders and hold a panel discussion on a topic pertaining to leadership. Normally a panel will provide varied personal experiences and variety in the discussion.

**Case Studies:** Create a scenario which presents a leadership problem. Ask your student leaders how they would respond to the described situation. This forces students to go from the theoretical to the practical. It forces them to think about issues that you want them to get a grasp on.

**Word Sweep:** Feel like you are losing people's attention when you are trying to teach something? Do a word sweep. Ask everyone in the group to summarize what you have been saying in three words. Another idea is to be holding a ball and toss it to someone to indicate that you want a response from them.

**Take a Stand:** Divide the room in which you are speaking into four parts. The quadrants should be labeled: slightly agree, strongly agree, slightly disagree, and strongly disagree. Create a list of statements having to do with a leadership concept. After you make the statement the student s must physically move to the section of the room that reflects their opinion. After they have moved you may ask them to defend their position. Techniques like this force students to form an opinion and voice it in front of those who may not share the same conviction.

**Student leaders need to  
learn the value of service.  
After all, as Christians,  
leadership is service.**



## Service Projects:

Student leaders need to learn the value of service. After all, as Christians, leadership is service. Through participating in volunteer activities students may discover interests that they didn't know they had. Many projects can be planned through existing organizations such as: Habitat for Humanity, city missions, prison ministry, nursing home ministry, etc. Projects can be as simple as community clean up. If students are allowed to lead the projects, or have some responsibility in leading them, then it can teach them responsibility, organization and many other skills and effective leader needs.



**Hot Idea #1:** Kick off discussions on leadership topics by showing scenes from popular movies. Example, to spur a discussion on integrity show the last scene of *Clear and Present Danger* where Harrison Ford's character tells the president he won't do the "old Potomac two step".

## Hot Idea #2: Name on the Door

**PURPOSE:** To recognize student leaders who hold positions in student organizations.

**DESCRIPTION:** Have plastic nameplates made with student organization leaders names and their title on it. The name plate can then be temporarily attached to their room door so that all students can see the name plate.

**RESOURCES:** Location to make the nameplates such as the institutions maintenance office or an office supply company to have the name plates made (ie. Quill Office Supply).

List of student leaders and their titles.

**CONTACT:** Melissa Schermer  
Assistant Dean of Student Activities  
Indiana Wesleyan University  
4201 S. Washington Street  
Marion, IN 46953  
765-677-2204  
mscherme@indwes.edu

## New Professionals Retreat

Once again the association will be hosting a new professionals retreat in conjunction with the annual conference. Our goal is to explore the process of translating committed Christianity into competent professional practice in the field of Student Development. To this end, the purpose of this retreat is to provide new professionals with the opportunity to:

- explore the task/responsibility of Student Development with special attention to the realities of today's campuses
- Stretch their interpersonal skills
- build a vision for dynamic professionalism in which competence and compassion are enabled to constantly grow
- encourage in a collective endeavor of asking questions, considering ideas, wondering together, and enjoying the camaraderie of kindred colleagues

The retreat will use a variety of educational methods to meet the needs of diverse learning styles. Enrollment will be limited to provide for a highly interactive format. Several experienced professionals will contribute to the discussion.

Topic areas will include College Students of the '90s, Institutional Realities, Christianity and Student Development, Conflict Management, Power and Influence, Supervisory Relationships, Balance Amidst Pressing Priorities, Managing Expectations, Circle of Influence, Physiological Stewardship, Time Management, Personal Mission and Personal and Spiritual Reflection.

This retreat is open to individuals with 1-4 years of experience in the field who are currently employed in a Student Development position. The retreat will be held at Asbury College, site of this years annual conference and will start with dinner on Saturday, May 31, and conclude Monday morning, June 2. Cost to the participant is \$130 for ACSD members, and \$160 for non-members. This includes retreat fees and room and board through Monday morning. This special price has been made possible by a grant from ACSD.

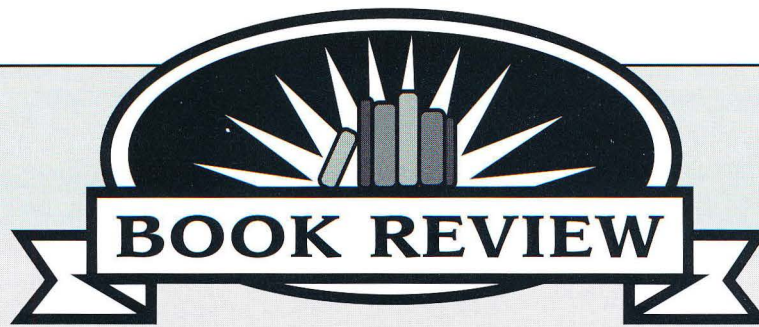
### For more information, contact:

Norris Friesen at 219-356-6000 or  
nfriesen@huntcol.edu

or

Tim Herrmann at 317-998-5344 or tmher-  
rman@taylor.edu





# Assessment in Student Affairs

By M. Lee Upcraft and John H. Schuh

In the past several years, the assessment movement in higher education has grown dramatically. Colleges and universities have come under increasing pressure from their various constituencies to demonstrate their effectiveness in measurable terms. The federal government, state legislatures, state boards of education, accrediting associations, boards of control, parents and families, students, and the general public are demanding better results and greater accountability from higher education. (pg. xi)

The authors suggest that these pressures lead to the question "Why Student Affairs?"

*Assessment in Student Affairs* addresses this issue and offers methods and suggestions on how to justify the existence of student affairs and how to communicate that justification to faculty, students, administrators and important outside constituencies. The authors also suggest that in addition to proving the worth of student affairs, assessment is a necessary tool for program development, improvement, meeting student needs, discarding outdated programs, and understanding the current student cohort.

For the purpose of this book the authors define assessment as "any effort to gather, analyze, and interpret evidence which describes insti-

tutional, departmental, divisional, or agency effectiveness." (pg. 18) When undertaking an assessment the following questions need to be considered:

1. Why are we doing this assessment?
2. What will we assess?
3. How will we assess?
4. Who will assess?
5. How will results be analyzed?
6. How will the results be communicated and to whom?

**Assessment is a necessary tool for program development, improvement, meeting student needs, discarding outdated programs, and understanding the current student cohort.**

It needs to be made clear from the beginning that the assessment is not being done as a means to

"get" somebody. Answering these questions will help to avoid that perception. It must also be made clear that the assessment is not being done as an attempt to bring to light any staff members' weaknesses or limitations. As a result of an assessment, it may be determined that a particular divisions' services or products are not effective. This result needs to be addressed by providing training and resources in order to "beef up" the division, not by replacing individuals or eliminating divisions.

There are essentially three different assessment methods. Determining which method to use depends on the purpose of the study. The three methods are: qualitative, quantitative, and a combination of both. Quantitative methods require the use of standardized measures and require large samples for statistical comparison and analysis. Upcraft and Schuh write that "the two purposes of statistics, are to (1) manipulate and summarize numerical data (descriptive statistics), and (2) compare the results with chance expectations (inferential statistics)." (pg. 93-94)

Qualitative methods gather data from interviews, observations and documents. These methods allow the evaluator to delve into specific issues in more depth and detail and have the advantage of



providing more detailed information about a small group of people. Qualitative methods are especially helpful for answering questions of "how" or "why". Open ended questions force the respondents to elaborate and talk about their experiences and attitudes.

Because both methods have advantages, it is important to consider using a combination of both methods. "Qualitative methods allow students to determine the range of responses they can provide to certain questions, whereas the investigator provides the range of answers when quantitative methods are used." (pg. 79) Whether conducting a qualitative or quantitative study it is important to clearly define the purpose of the study. There is no point in conducting a study if there is no clear purpose or goal for using the results of the study.

After the authors finish describing the methods of assessment they discuss the various dimensions of assessment in student affairs. The first dimension that is discussed is tracking clients' use of services, programs, and facilities. The main question to be answered would be "who uses the services, programs, and facilities?"

Knowing the answer to this question can help determine what services, programs and facilities to offer, assist in allocation of resources, and establish areas for improvement. Secondly the authors discuss assessing student needs and satisfaction. The most difficult issue when talking about students' needs is making the distinction between "needs" and "wants". The authors discuss a number of definitions but conclude with the following:

Assessing student needs is the process of determining the presence or absence of the factors and

**Assessment has typically been conducted as an afterthought. It now needs to become a priority.**

conditions, resources, services, and learning opportunities that students need in order to meet their educational goals and objectives within the context of an institutional mission. (pg. 128)

The third dimension involves assessing campus environments. Environmental assessment is probably the most difficult area in the field of assessment and it is also given the least attention. The purpose of an environmental assessment is to determine the conditions and climate of the campus milieu and how it affects student learning and growth.

The fourth dimension is assessing student cultures. It is important to understand where our students are coming from, and what is important to them and why. The more we know about our students the better we can serve them. We are also more likely to care about our students if we understand them better.

The fifth dimension is assessing programs and service outcomes. "Outcome assessment is the most valid way of demonstrating the effectiveness of student affairs, but also in meeting accreditation criteria." (pg. 238-239) The last two dimensions are, Benchmarking: Comparing performance across organizations and measuring effectiveness against professional standards. Both of these dimensions aim at proving the worth of student affairs in higher education. "Benchmarking" compares the student affairs division to other

administrative units on campus, to other student affairs divisions at competitive institutions, and to other organizations that are not necessarily direct competitors but that have similar products or services. Measuring effectiveness against professional standards gives merit and value to our student affairs programs.

Assessment has typically been conducted as an afterthought. It now needs to become a priority. With student affairs taking on the brunt of budget cuts in higher education it is imperative that comprehensive assessment programs be implemented to answer the tough questions related to "why do we have student affairs?" Assessment is a process that has been common in other areas of academia, but has not been common in the field of student affairs. A comprehensive assessment program can be critical in proving the importance and necessity of the student affairs in higher education. It is also a necessary tool for improving our services, programs and facilities. Purposeful assessment programs are critical to proving the importance, necessity, and worth of student affairs in higher education to administrators, boards of trustees, society and other constituents. Upcraft and Schuh conclude with, "we have a firm belief that through assessment we can demonstrate our worth and effectiveness to ourselves, our institutions, our society, and most of all to the students we educate and serve." (pg. 323)

---

Upcraft, M. Lee and Schuh, John H. *Assessment in Student Affairs: A Guide for Practitioners*. San Francisco: Jossey-Bass Publishers, 1996.

*Reviewed by Matthew Webb, Director of Student Programs, Houghton College*



# When the Pieces Fit



## The 1997 ACSD Annual Conference

ASBURY COLLEGE  
WILMORE, KENTUCKY

See where *YOU* fit.  
JUNE 2-5, 1997

## KOINONIA

c/o Tim Arens  
Moody Bible Institute  
820 N. LaSalle Blvd.  
Chicago, IL 60610-3284

Non-Prof. Org.  
U.S. Postage  
**PAID**  
Moody Bible  
Institute

*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 \$25.00 per year. Information on membership may be obtained by contacting Barry Loy, ACSD Membership Chairperson, Gordon College, 255 Grapevine Rd., Wenham, MA 01984-1899, telephone (508)927-2300. 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** Tim Arens

**LAYOUT DESIGN** Sharie Schnell

