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Koinonia

Association of Christians in Student
Development

Spring 1998

Koinonia

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Spring 1998

KOINONIA

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT

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From Happy Flies to Sour Grapes to Happy Flies: Some Thoughts on Guthrie's Manifesto

by Bob Reed

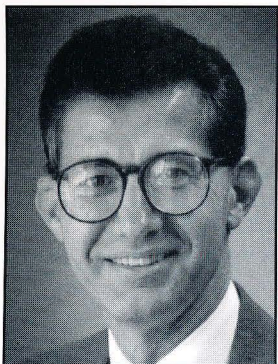
Prologue: Flashback. It is Spring, 1985. You are a fly on the wall in the capstone course of the premier Christian student development graduate program in the United States. The title of the course is "Moral and Faith Development," taught by the legendary Ray Rood from Azusa Pacific University and the brilliant and blunt Anthony Detoni from Fuller Seminary. The entire course builds toward the final assignment: Each student is to demonstrate that he/she has integrated the major developmental theorists into a unified theory of student development. The student will speak for at least one half-hour articulating this integration. As you buzz around the room looking for food, you notice an interesting trend. The humans are floundering. Student after student steps to the dais and demonstrates an embarrassing lack of the most basic understanding of the implications these theories present. Through your thousand eyes, you see nothing but clumsy and red-faced graduate students—the best and brightest—hemming and hawing as they vainly try to hide the fact that they have not a clue regarding student development theory. It is deliciously painful to watch. You are a

happy bug. The sweat on the necks of these yokels will provide you nourishment for days to come...

That is the way it went down. As a member of that class, I recall the tension clearly. Here I was, in the single most influential course I had ever taken—a course that literally changed my life—and almost no one got it! My fellow students were hopelessly lost, trying to pass off made-up nonsense, projected pathology, jokes, and even skits as scholarly integration of theory and theology. The experience for me was the handwriting on the wall. If these Christians, who had been exposed to these concepts for two years by some of the most gifted Christian educators around, didn't get it, our future as dynamic, effective student development professionals was in big trouble.

And we certainly have been. For fifteen years plus, the student development movement has knocked on the door of Christian higher education, and the good Christian folks inside have been at a loss to know what to do with it. In Christian colleges and universities, there has been an unceasing—albeit more muffled with each passing year—clamor to “do something Biblical with all this student development stuff.” At

continued on page 4



Sam Shellhammer

As we anticipate the annual ACSD Conference at Calvin during the first week of June, I want to encourage you to pray for co-chairs Jinny DeJong and John Witte and the Calvin staff as they prepare for our arrival. The membership is blessed each year to have a host institution voluntarily

plan and prepare a four day event. It requires a great deal of time and energy to serve as the host for this annual event. We now have close to 500 members who attend and benefit from the conference. Please join me in praying for the Calvin staff. In fact, it would be a real encouragement to them if you would take a few minutes and send them a note or an e-mail message letting them know that you are praying for them.

As each of us come to the end of another school year, we all feel the cumulative effect of the past nine months. I have very mixed feelings about commencement and the end of the year. I am excited to see how God will lead in the lives of graduates, but I also have a difficult time saying good-bye to the seniors. I have been reminded of the promises in God's Word as I have interacted with seniors.

Psalms 32:8 says, "I will instruct you and teach you in the way you should go; I will counsel you and watch over you." This verse serves as a source of assurance and hope for the graduates as they leave our institutions and enter a world that needs "salt and light." This promise is a reminder of God's

faithfulness in the lives of graduating seniors. As I have listened to seniors reflect upon their college experience, they have talked about how quickly the four years have gone by, how they have been stretched academically and personally, and how they have made some lifelong friends. Almost without exception, they have also mentioned God's faithfulness. God promises that He will be faithful to us, but we have to continually re-discover His truth.

Psalms 32:8 says, "I will instruct you and teach you in the way you should go; I will counsel you and watch over you." This verse serves as a source of assurance and hope for the graduates as they leave our institutions and enter a world that needs "salt and light."

God's promise that He will instruct us and watch over us applies to us as we come along side and serve students. Hopefully, students are not the only ones at our colleges who are learning! Also implicit in this verse is the assumption that for God to instruct and teach us, we need to have a teachable spirit. I learn much from the lives of students and from my fellow staff and faculty. As another class of seniors graduate, I rejoice in how the Lord has led them and watched over them. In accordance with His Word, I am confident that He will continue to guide and care for them. And I am humbled by the

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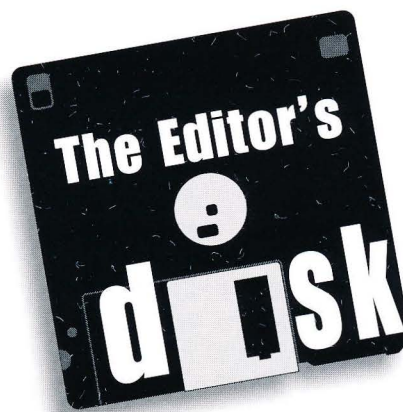
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Hopefully, students are not the only ones at our colleges who are learning! Also implicit in this verse is the assumption that for God to instruct and teach us, we need to have a teachable spirit.

many ways God has counseled and watched over me.

There are two people who have faithfully served ACSD for two terms and will step down this summer. Barry Loy has served as Treasurer/Membership Chairperson and Tim Arens as Editor of *Koinonia*. Barry has been diligent and exceptionally careful in handling the finances for ACSD. His insights and knowledge of the history of ACSD have been very valuable on the Executive Committee. Tim has expanded and improved the format of the *Koinonia*. He has also been a valuable member of the team. I am grateful for their service to ACSD, but most importantly, I am thankful for the many ways Barry and Tim have reflected the incarnate Christ in their lives.

God promises that He will be faithful to us, but we have to continually re-discover His truth.



In this edition you find an article written by Mr. Bob Reed, counselor at Calvin College. In a very creative and spirited fashion, Mr. Reed responds to the article Dr. David Guthrie wrote for the winter

edition of the *Koinonia*. Mr.

Reed offers an alternative viewpoint which stretches comfort zones and gives us something to consider as we approach the ACSD annual meeting in June.

If any of you are interested in doing research on a student development related topic, you may be eligible for a research grant from ACSD. If you would like more information, please contact me by telephone or e-mail and I will inform you of the application process.

As of the annual meeting in 1998, I will have completed my tenure as Editor of the *Koinonia*. I have truly enjoyed the opportunity to serve the organization as a member of the executive committee. I have been personally and professionally blessed through this involvement and encourage you to take advantage of the opportunity if it is afforded to you.

I would also like to thank those of you who contributed articles for publication. You have had an important role in the success of the *Koinonia* and made my job very easy. The next editor will need your assistance as well, so keep those keyboards warmed up. If you have any articles or suggestions for the *Koinonia* please contact me at (312)329-4191 or tarens@moody.edu.

—Tim Arens, Editor

ACSD Placement Update

Each year ACSD sponsors a placement service which provides position and candidate listings to the membership. Throughout the years this has proven to be profitable for individuals seeking positions and institutions desirous of filling openings.

As in years past, Placement Bulletins will be sent out on a periodic basis throughout the Spring Semester. In an effort to enhance this

service, any position or candidate listings received after the published deadlines will be placed on the ACSD list serve, on a weekly basis, by Denise Bakerink, Vice President. They will then also be added to the next placement bulletin.

If you are interested in subscribing to the ACSD list serve, please consult the article in this issue for instructions.

Interested in Hosting an Annual Conference?

The ACSD Executive Committee desires to know of member schools who would be interested in possibly hosting a future ACSD Annual Conference. Applications are being sought for the year 2002 and beyond. Interested parties should contact Sam Shellhammer, President, for further information.

From Happy Flies to Sour Grapes to Happy Flies

ACSD conferences and in related publications, there are inevitable attempts to “integrate development theory with Christian theology”—usually with little success and even less attention. It is not uncommon to

Student development theory has not been embraced by the masses of Christians in the field for at least three fairly obvious reasons—none of them having to do with bad paradigms, in-house lingo or Woody Allen.

find disagreement as to whether developmental theory ought to be integrated into the Christian co-curriculum at all: for some, these ideas cannot be trusted. As a result, developmental theory waits outside the door. Relevant programming languishes in the minds of the dwindling faithful and fails to have significant impact on students.

So we arrive here, in 1998, with David S. Guthrie, Director of the Master of Arts Program in Higher Education at Geneva College, offering in the Winter issue of *Koinonia* what he humbly terms “A Preliminary Manifesto for Christian Student Affairs Practitioners.” What solutions will this latest representative of cutting edge thinking provide for us? Will he finally help us understand the place of student development theory in the hearts and souls of Christian student affairs professionals? Will he help the yokels “get it”? Don’t hold your breath. Yes, yes, Guthrie starts off on what appears to be the right track. He frames good questions. He perceptively wonders if Christians have much of a voice in the “larger post-secondary arena.” He asks the questions, “...is Christian faith the starting point from which we understand why, how, and to

what end we fulfill our work as student affairs practitioners? Is our [Christian] approach a current and clear voice within the student affairs profession?” It seems Guthrie is asking, “Do we have integrity when we call ourselves Christian student affairs professionals?” These questions are of course, as he states, “vitally important”. He then continues by offering five “propositions” that, he suggests, “partially respond”

to these questions. It is at this point that Guthrie’s thoughtful but mild intro gives way to another agenda.

Turn the page. After making a few provocative observations regarding our collective professional identity, he expends a good portion of ink suggesting that the lack of a Christian voice in our profession is due to the paradigms and language of student development theory! He suggests some Christians are “circling the wagons around in-house lingo, [and] narrow theoretical constructs”. His second and third propositions directly challenge the use of student development theory and language. Student development theory, Guthrie argues, “tends to overlook the larger context in which students develop—namely college.” (An astonishing claim worthy of another article.) The core developmental construct of “meaning-making” is mocked by Guthrie as leading adherents down a Woody Allenesque path of post-modern relativism and despair. He seems to believe student development theory is at fault for our silence, with the clear implication being that perhaps it—the theories, the language, the concepts—ought to be scrapped in favor of a more “Christian” approach.

As I read Dr. Guthrie’s declaration, I chuckled (smugly) to myself, “Ah, the chickens are finally coming home to roost. I wondered how long Christians would put up with staring blankly at developmental theory until finally somebody started hollering “sour grapes’.” The handwriting has been on the wall at least twelve years. It really was inevitable that someone would blame our not getting this stuff on “bad paradigms.” The fact is, most of us never “got this stuff,” and because we never got it, we never trusted it—nor did we trust those who seemed to understand it.

Student development theory has not been embraced by the masses of Christians in the field for at least three fairly obvious reasons—none of them having to do with bad paradigms, in-house lingo or Woody Allen. First, Christians as a rule are not very reflective thinkers. No offense, people as a rule are not very reflective thinkers. Understanding complex theories takes concentration of energy, a fair amount of time, a good deal of imagination, an intuitive grasp for the abstract, a desire to encounter dissonance, a capacity for wisdom, and a persistent will to learn. In 1985, the promise of a quantum leap in understanding human behavior was not enough to motivate a group of twenty-five otherwise excellent students to tackle the concepts, and neither was the threat of a poor grade. Since then, the trend has only continued. Of course, a remnant still engages student development theory, but how many really? And how many don’t?

Second, sadly, modern conservative and evangelical Christians have avoided student development theory because its language was too threatening. It never sounded like conservative or evangelical Christianity. Too many Christians insist that for a theory to be “integrated with Christianity,” it must adopt the language of evangelicalism. (Note Guthrie’s third proposition.) The prevailing notion seems to be that “if

We are developmental beings by virtue of our humanness, not out of philosophical orientation. We need not integrate the language of development with Christianity any more (or less) than we need integrate the language of physical development, astrophysics, or baseball with Christianity.

only William Perry's 'multiplicity' could be called 'Godless confusion,' or if Art Chickering would include an eighth vector having to do with Bible study and devotions, or if James Fowler would say Jesus is waiting for us at Level Seven, perhaps then we could 'make good meaning.'" This line of reasoning—which I have encountered repeatedly since 1985—reveals a painfully unfortunate lack of insight. Frankly—and it is way past time someone said this—there is no need to integrate developmental theory with Christian theology in this way. Any such attempt at so-called "integration" would amount to intellectual dishonesty, and would never be attempted if more of us understood development as something that happens, regardless of our faith experience. We are developmental beings by virtue of our humanness, not out of philosophical orientation. We need not integrate the language of development with Christianity any more (or less) than we need integrate the language of physical development, astrophysics, or baseball with Christianity. The dynamics described by developmental theory are as "Christian" as being born, learning new things, growing up, and growing old.

Thirdly, too many Christians fail to grasp student development theory for perhaps the most ironically tragic reason of all—many of us are too bound by fear to very actively facilitate our own development. For example, most of us do not permit our faith-related doubts or even musings to surface, and thus it is a relatively unexamined Christian faith

that drives us, a faith absent significant depth of thought. The theories of student development—intellectual, ethical, moral, faith, identity, etc.—are merely that to so many: theories that hold little relevance to actual experience. We seem unable to track our own development, and thus are at a serious disadvantage when we try to facilitate development in students. Helping students "make meaning" requires courage, faith, and intellectual keenness, all of which we woefully lack. To help students make meaning requires us to be meaning makers as well—and most of us abandoned that exercise the first time it reared its scary head.

So here we are, 1998, and David Guthrie would have us believe our "lack of voice" in the academy is due in large part to the "inappropriate, insufficient, misleading, narrow, exclusivistic" nature of classic student development theory. The problem is, most of us never understood classic student development theory to begin with. Hence, his position becomes a ready-made apologetic for justifying the death of a long dead

interest in applying these important and complex paradigms. Too many of us have become intellectually lazy, unwilling to grapple with difficult concepts, allowing fear of the implications of our efforts to keep us from moving forward. My particular fear regarding Guthrie's efforts is that this extremely intelligent and gifted thinker has in effect unintentionally lent his considerable talents to an anti-intellectual spirit that already threatens the soul of the Christian student development movement. We have been lazy and fearful and disengaged enough on our own; we do not benefit from an argument making it sound like virtue and reason.

Christian student development people need to hear that they have a responsibility to think and think and think. Too many Christian student development professionals have been poor stewards of their vocation by ignoring significant research and ideas that explain reality in ways that can make them much better at their craft. We also have been poor stewards of our vocation by not attempting to integrate these theories with personal theology. And in some cases, perhaps many, Christians in student development have not even wrestled with what it means to be just that: a Christian in the field of student development. Student development research has identified essential and fundamental dynamics in the way human beings function, and we can either use the information to

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Student development research has identified essential and fundamental dynamics in the way human beings function, and we can either use the information to facilitate that development (and further the kingdom), or we can be ignorant of those dynamics and haphazardly go about our business, assuming we are making an impact, without knowing what we are doing.

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From Happy Flies to Sour Grapes to Happy Flies

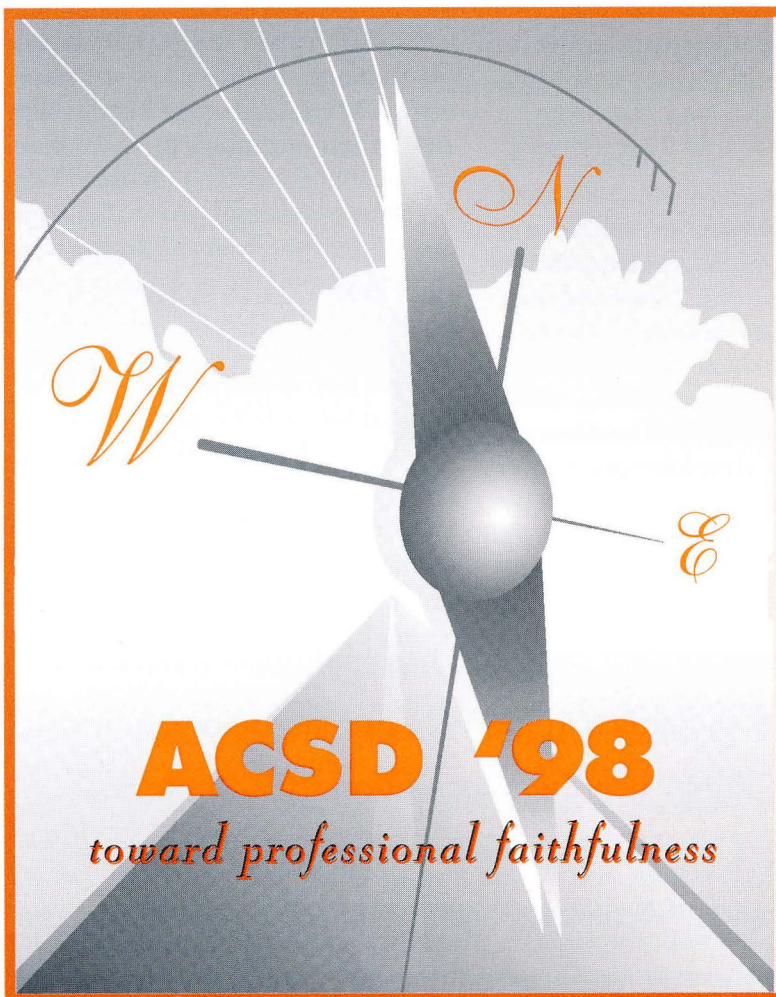
facilitate that development (and further the kingdom), or we can be ignorant of those dynamics and haphazardly go about our business, assuming we are making an impact, without knowing what we are doing. Dr. Guthrie would blame the paradigm for our lack of voice. Adopting a new paradigm will not make us any louder or clearer. To paraphrase Shakespeare, "The fault, dear David, lies not in our paradigms, but in ourselves."

Epilogue: Flashforward. It is June 1998, you are a fly on a long table at Calvin College during the annual

ACSD Conference. The table is in a room adjacent to a large auditorium filled with hundreds of humans listening to another human talk. The table is heaped with human food, probably meant for the humans in the auditorium. The talking human is David S. Guthrie, the provocative gadfly of Christian higher ed, and he seems intense. He is declaring the "death" of something called student development theory as it relates to Christians, and how we need to "dump this confusing gobbledegook." All his talk of death and dumping reminds you of your never-ending hunger, so you dig into some fabulous pate'. Through your thousand eyes, you see this is really a glorious feast, and you are a happy

bug. Suddenly, the air is shattered by a thunderous noise, and immediately you are on the ceiling, making sure you are in no danger. No, you assure yourself, no danger. Apparently the talking human is finished, and for some reason everyone is standing and cheering. You fly back to the table as the cheers and applause continue. "Hmmm," you muse as your fly tongue licks the pate'. "The noise from next door is still shaking the roof. I guess this yokel told them what they wanted to hear..."

Bob Reed is a counselor at Calvin College, and serves on this year's ACSD Conference Committee. In addition, he wishes to assure the reader that he shares a very close, affectionate—and lively—personal friendship with Dave Guthrie.



**The 1998
ACSD
Annual
Conference**

**CALVIN COLLEGE
GRAND RAPIDS, MICHIGAN**

June 1-4, 1998

ACSD '98
toward professional faithfulness

1998 • ACSD



Executive Committee Ballot

**RETURN BY
May 26, 1998**

1998 • ACSD Executive Committee Ballot

RETURN BY
May 26, 1998

FOR THE POSITION OF VICE PRESIDENT

Denise Bakerink

*Associate
Dean of
Students/
Director of
Housing*



College

Taylor University

Education

B.S. Houghton College, Psychology and Business

M.S. Buffalo State College, Student Personnel Administration

Experience

Houghton College, Residence Hall Director, 2 years

Indiana Wesleyan University, Residence Hall Director, 2 years

Taylor University, Associate Dean of Students/Director of Housing, 10 years

ACSD Involvement

Years of Membership:

Leadership and Presentations: Currently ASCD Vice President (1996-98);

Program Chair, ACSD National Conference, IWU, 1987; New Professionals Task Force

Goals for the Position

To continue to provide timely and efficient placement service to the ACSD membership. The list serve has made it possible to provide greater access to placement information. As Vice President, I will seek to ensure that we use the technology available in a wise and effective manner.

To explore the feasibility of providing mentoring opportunities for young professionals who are exploring employment opportunities.

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Bettie Ann Brigham

*Dean of
Students*



College

Eastern College

Education

BA, Eastern College, Communications, Secondary Education Certification

MA, Villanova University, Counseling and Human Relations, Emphasis on Higher Education

Experience

22 years experience in student development in higher education.

Involvement on every level and in every aspect of student development.

ACSD Involvement

Years of Membership: 16 - 18 years (I can't remember the exact year I joined)

Leadership and Presentations: Attendance at most conferences over the years. Presented at three. Participated in round tables at several more. The role of the Vice President includes overseeing of the annual conference's placement program. I have participated in the placement service at the annual conference many times as an employer and understand the system and have ideas for fine-tuning the process.

Goals for the Position

If elected Vice President, I will use my years of experience in the management of paper, people, and programs, to further the goals of the organization. I will work hard and think creatively in a sincere effort to provide the best leadership possible for the institutional and individual members of ACSD.

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FOR THE POSITION

Melissa Schermer

*Associate
Dean for
Student
Activities*



College

Indiana Wesleyan University

Education

B.A. Anderson University, 1991

M.S. in Education for College Student Development, Alfred U., 1993

Experience

5 years in current position; CoCCA President, 3 years; Graduate Assistant for Student Programs at Houghton College, 2 years.

ACSD Involvement

Years of Membership: 7 years

Leadership and Presentations: Presenter, Co-Presenter or panel member at the last 5 national conferences.

Presenter or Co-Presenter at Regional Conferences

Goals for the Position

As Treasurer/Membership Chairperson, my goal would be to effectively and efficiently manage with the highest integrity the collection and use of ACSD funds. I would continue the legacy of keeping accurate membership records and strive to distribute the information to all members in a timely manner.

Vision for ACSD

My vision for ACSD is to see the organization continue to meet the needs of the growing and diverse membership. I would like to see the organization continue to explore ways in which it can support research and development conducted by

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FOR VICE PRESIDENT

- Denise Bakerink
- Bettie Ann Brigham

FOR TREASURER

- Melissa Schermer
- Mark Troyer

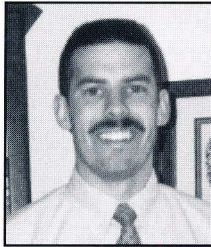
FOR EDITOR

- Sharon M. Givler
- Katie Friesen Smith

Return by May 26, 1998 to: Tim Arens, Moody Bible Institute, 820 N. LaSalle Dr., Chicago, IL 60610-3284

FOR THE POSITION OF TREASURER

Mark Troyer
Associate
Dean for
Student
Leadership
Development



College

Asbury College

Education

B.A. Communication/ Counseling, Grace College

M.A. Student Personnel Administration, Ball State University

Experience

Associate Dean for Student Leadership Development, Asbury College (1996-present)

Director Student Leadership Development, Asbury College (1990-1996)

Director Student Academic Advising Center, Grace College (1989-1990)

Associate Director Student Academic Advising Center, Grace College (1988-1989)

Coordinator Freshmen Advising/Director Visitor Center, Grace College (1986-1988)

ACSD Involvement

Years of Membership: 11 years

Leadership and Presentations: Chair Theme/Marketing Committee 1997 ACSD National Conference

Articles - Spring 1996 *Koinonia* Article "Student Leadership Development: A Christian College Research Project and Discussion of Issues". Fall 1991 *Koinonia* Article "Behind Closed Doors: A Skill Development Exercise Designed to Improve Attending and Confrontation Skills for Residence Life Staff."

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FOR THE POSITION OF EDITOR

Sharon M. Givler
Director,
Career
Services



College

Houghton College

Education

M. Ed., Counselor Education, Millersville University, PA. 1984

B.A., Communications, Geneva College, PA 1974

Experience

Director, Career Services, Houghton College, NY. 1985 - Present

Assistant Dean of Students, Geneva College, PA. 1983 - 1985

ACSD Involvement

Years of Membership: 13

Leadership and Presentations: Program Co-Chair for the 1993 ACSD Conference at Houghton College, Presented workshops at the 1991 (Gordon College), and the 1995 (Anderson University) ACSD conferences.

Goals for the Position

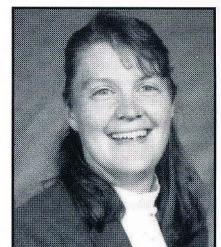
The *Koinonia* editor is in a unique position to give representation to the diversity of voices within ACSD. Through our official publication, I am hopeful of being able to regularly bring to you the opinions, ideas, and scholarship of our full membership to stimulate your thinking and practice.

Vision for ACSD

Many of our membership work in small colleges where the number of personnel in each service area is limited to one or perhaps two individuals. Through the past efforts of ACSD, a number of cooperative ventures have been formed both formally

Continued on page 10

Katie Friesen Smith
Associate
Dean of
Student Life



College

Northwestern College (MN)

Education

B.S. Northwestern College, Youth Ministry and Christian Education, 1990

B.S. Northwestern College, Bible, 1990

M. Div. Bethel Seminary, Emphasis in Pastoral Counseling and Christian Education, 1995.

Experience

Assistant Resident Director, Northwestern College, 1 year

Residence Hall Director, Bethel College, 5 years

Associate Dean of Student Life, Northwestern College, 3 years

ACSD Involvement

Years of Membership: 9

Leadership and Presentations: Served on the planning committee for 1996 ACSD Conference hosted by Bethel College; Served on the planning committee for ACSD Regional Conference (5 years); Presentations at ACSD Regional Conference: "A Lie, Appearing Real" (1990), "S.O.S.P.I.E., Surviving the RA Experience" (1991, 1992), "Pillow Talk, Workshop on Sexuality" (1993, 1994), "Seasons of Prayer" (1997), "Temptations of Leadership" (1996); Presentations at ACSD Annual Conference: "Bridging the Gap Through Training Programs" (1996), "Worth a Second Look, Sexual Harassment/Assault Policies" (1997)

Continued on page 10

FOR THE POSITION OF VICE PRESIDENT

Denise Bakerink

To assess the effectiveness of the placement service and make whatever adjustments are necessary in order to enhance the networking opportunities for ACSD members.

Vision for ACSD

I believe ACSD as an organization is in a very strong position. The organization is fiscally solid, growing in numbers, and is providing an ever expanding variety of services. As a member of the executive committee I strongly desire to be a wise steward of the blessings the Lord has bestowed upon the organization. We must continue to seek ways to empower our membership to grow professionally as well as spiritually. We need to provide avenues for scholarly research that will lead to practical applications while adding to the theoretical base of our profession. We all need to find effective means of expanding the diversity within our organization. In all our activities we must seek to honor Christ through the opportunities He has given us.

Bettie Ann Brigham

Vision for ACSD

I believe, as we approach the year 2000, the ACSD is ready to emerge as a premiere organization with international appeal and application. This will be realized if we build stronger connections between both the member institutions and member individuals and strengthen relationships with Christians in secular college and university settings. On an international level, ACSD has much to offer. It is my hope that we will work to find ways to offer the collective experience and wisdom of the membership of ACSD more effectively, to Christians working in student development and to Christian Colleges and Universities worldwide.

FOR THE POSITION OF TREASURER

Melissa Schermer

its members. I'd like to see the organization serve as a clearinghouse for innovative student development programming in the area of faith development. I would like to see the organization continue to encourage new professionals and offer timely placement services. I'd like to see the regions grow stronger and offer financial assistance for them to host national speakers for drive-in type workshops.

Mark Troyer

Conducted 1995-1996 ACSD funded research project on Student Leadership Development Programs.

Workshop Presentations - 1989 Moody National Conference: Retention Issues; 1991 Appalachian Regional Conference: Leadership Development; 1992 Huntington National Conference: Leadership Development; 1995 Anderson National Conference: RA Hiring/Training; 1996 Bethel National Conference: Leadership Program Research

Goals for the Position

To promote the expansion of our membership to include more practitioners not traditionally associated with our membership.

To efficiently account for the funds of the organization and to provide membership with accurate and easily understandable reports of funds.

To help executive committee explore future directions for an expanding pool of organizational funds and to help determine the best use of funds consistent with the mission of ACSD.

Vision for ACSD

As an organization that has been consistently growing and expanding its membership, ACSD should begin expanding its services to members in order to encourage work in making our faith more and more relevant to the practitioners is important. Additionally, I would like to see ACSD take steps toward supporting more formal research, writing, and professional development in the field. Being salt and light in the field of student development should be supported and encouraged throughout all that we do. Networking and sharing "best practices" is a present strength that should continue encourage and expanded.

FOR THE POSITION OF EDITOR

Sharon M. Givler

and informally to provide additional input and expertise to these individuals. I hope to see that continue and be strengthened. Additionally, I would like to see us assist one another in evaluating our individual campus programs and services for meeting professional standards and Christian focus.

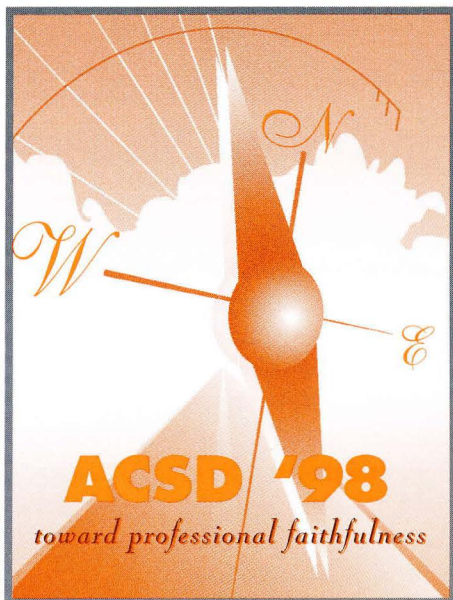
Katie Friesen Smith

Goals for the Position

As Editor of ACSD, my primary task would include responsibility for the *Koinonia*. It would be my goals to continue to develop this professional newsletter 1) by soliciting relevant articles from those within and those outside the ACSD, 2) by maintaining a clear and precise layout, and 3) by delivering the newsletter in a timely manner.

Vision for ACSD

My experience with ACSD has benefited me both professionally and personally. My vision for ACSD continues along this two fold theme of meeting needs professionally and personally. In the years that I have been a member of ACSD, I have seen the organization grow in its' emphasis of meeting professional needs. ACSD ought to be a place that provides and challenges us with developmental theories, current trends, practical programming, and a place to network. It seems to me the heart of ACSD lies in the emphasis of meeting personal needs. ACSD ought to be a place that allows for the freedom and permission to reflect, withdraw, and a place to be renewed. My vision for ACSD is that it continue and further its' objective of being a place where we can come and experience the benefits of professional and personal renewal.



CALVIN COLLEGE
GRAND RAPIDS, MICHIGAN
June 1-4, 1998

Grand Rapids — The Place to Be

Visitors to Grand Rapids find it to be such an amiable place, they frequently return for another visit. In fact, this family-friendly community has invested \$150 million in brand new visitor attractions to make the community one of Michigan's most exciting visitor destinations.

On the banks of the Grand River, the Public Museum's Van Andel Museum Center and Roger B. Chaffee Planetarium take visitors to the stars and back into time for a look at the city's furniture heritage.

The Gerald R. Ford Museum, with artifacts and exhibits about the 38th president, and the Victorian Voigt House add perspective to the area's rich history.

Natural wonders delight the senses at the Frederik Meijer Gardens, the largest tropical conservatory in Michigan, and the Blandford Natural

Center.

Works of stunning beauty fill the galleries of the Grand Rapids Art Museum. Children have their own museum downtown, devoted to interactive fun. The John Ball Zoo promises a day of exciting viewing and adventures.

The weekend following the ACSD conference, Festival 98, will be happening downtown Grand Rapids. This is the annual festival of the arts: music, arts, films, poetry, food booths, children's activities, and live entertainment on six stages in downtown Grand Rapids. This annual festival is attended by more than one half million people and makes it one of the largest arts festival in the United States.

ACSD members are promised a wonderful time in Grand Rapids. Come early and stay late!



The ACSD Electronic Discussion Group

The electronic discussion group (or list serve) concept may be new to you so we hope the following

introduction to the group's purpose and use will help you utilize this new tool which we believe will have a positive impact on your work with students.

The purpose of the ACSD Discussion Group is three fold:

- 1) To provide a forum for convenient and FREE conversation with other Christian student development professionals;
- 2) To facilitate rapid sharing of information. As the group grow numerically, subscribers will be able to quickly receive numerous responses to their questions from all over the country;
- 3) To promote the goals and mission of the Association for Christians in Student Development.

Here is how it works:

Membership to this group is free, but limited to ACSD members. To subscribe, send a message from your E-mail account to LISTPROC@SPU.EDU. In the body of the message, type only "subscribe ACSD your-firstname yourlastname"(without quotes).

You should start receiving messages from the group within a day. To send a message to the group which will go to all subscribers, simply send it to ACSD@SPU.EDU if you want to respond to a message sent to the group, you may do so by replying to all subscribers or just to the individual who sent the original message.

If you wish to stop receiving messages from us, send a message to LISTPROC@SPU.EDU saying only "unsubscribe ACSD" (without quotes).

We hope this discussion group will be a valuable tool to its users so we encourage you to use it but not to "clutter" it with information or questions not pertinent to the group's purpose.

If you have questions or suggestions about the operation, purpose, or use of the discussion group, please send an E-mail message to Alan Muia at amuia@paul.spu.edu. ENJOY!!

Following Jesus: Success in Developing Christian College Students

**Damon Seacott, Associate Dean of Students,
Spring Arbor College**

Christian Student Development professional — what an incredible title with overwhelming responsibilities and expectations. Humility, intimidation, inspiration, and joy are a few of the major feelings that come to mind when considering the roles we attempt to live out each day.

How do we work together with our faculty to give our students the challenges, support, and examples needed for growth?

Is it possible to balance being a disciplinarian, mentor, teacher, customer service representative, landlord, activity coordinator, and spiritual director?

What are the most significant aspects of the Christian Student Development professional's position?

Reality is that building significant relationships with students is the foundation of any successful answer to these questions. We have the privilege to interact and impact the lives of college students who are seeking acceptance, intimacy, purpose, and relevance. As we consider ways to train and develop our student leaders we need to appreciate the necessity of offering Jesus as a role model and the importance of helping students understand the reality of the society they are/will be interacting in outside of the Christian College community.

"His message of love was rejected by a world in search of power, efficiency, and control" (Nouwen, p. 23), Henri Nouwen, professor, priest, and author who died in 1996, states in his book, *In the Name of Jesus*. As we prepare our students to succeed in our society we're faced with the fact that offering them the skills that Jesus called people to develop will be contradictory to the skills that our society utilizes in day-to-day living. Nouwen continues, "The question is not: How many people take you seriously? How much are you going to accomplish? Can you show some results? But: Are you in love with Jesus?" (Nouwen, p. 24).

Consider getting your Student Development staff together with a few key

faculty members and discuss how to develop significant relationships with your students and what characteristics you would like to instill in your students. The faculty members you work with will then be able to present ideas to the entire faculty and hopefully increase the potential of necessary action being taken.

As the leadership of our Christian College community, let us appreciate Nouwen's additional insights. "One thing is clear to me: the temptation of power is greatest when intimacy is a threat. Much Christian leadership is exercised by people who do not know how to develop healthy, intimate relationships and have opted for power and control instead. Many Christian empire-builders have been people unable to give and receive love." (Nouwen, p. 60) Nouwen continues, "I leave you with the image of the leader with outstretched hands, who chooses a life of downward mobility. It is the image of the praying leader, the vul-

"The question is not: How many people take you seriously? How much are you going to accomplish? Can you show some results? But: Are you in love with Jesus?" (Nouwen, p. 24).

nerable leader, and the trusting leader. May that image fill your hearts with hope, courage, and confidence as you anticipate the next century." (Nouwen, p. 73)

Once we've tackled the task of getting faculty and student development staff members to join together in finding ways to develop significant relationships with students, then arise the issues of dealing with the complexities of our students. In his book *The Fabric of Faithfulness* Steven Garber, faculty member of the Coalition for Christian College & Universities' American Studies Program, explores the uniqueness of today's college students who are striving to live a Christian lifestyle. "...For when there is a question as to whether a man is good, one does not ask what he believes, or what he

hopes, but what he loves.' Simply and profoundly, Augustine brought together what my own more limited experience and ability has concluded, as I have wondered how we can teach students a worldview that will become a way of life." Garber continues, "...What do you love?..." (Garber, p. 21-22).

Too often we are astonished to find the lack of depth of character in students we have determined to be "leaders." Expectations not realized, responsibilities not carried out, faith not lived out, and trust taken advantage of by these students. Are we inept at discerning leadership qualities? Hopefully not. Are our students manipulative, heartless delinquents? Again, hopefully not. Today's Christian college students desperately need us to help them build a foundation on which to balance their life upon. Garber states, "Integrity and consistency are what they long for, as an expression of their humanness; and yet modernity seems to exact the price of integrity and consistency for those who want to participate in the public world," (Garber, p. 96).

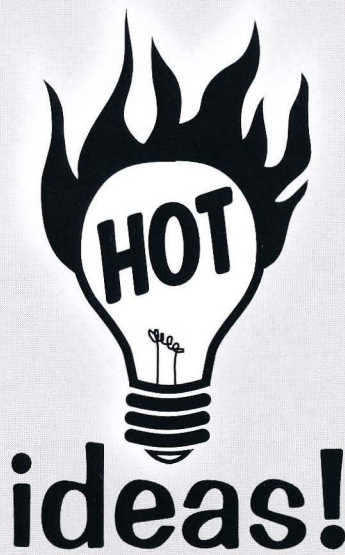
We are obliged to rectify some of the damage we've allowed our culture to cause in the lives of our youth. It is essential that we turn to God in our efforts to give guidance. When considering how to reach our young people Larry Crabb, Christian College professor and psychotherapist, offers some wisdom in his book *Connecting*. Crabb states, "As soon as we enter the battle for someone's soul, our very next step is to think vision."

- How has God built this person?
- What is he wanting to release through all the joys and heartaches of this person's life?
- What is right now being released?
- What strengths does this individual have that, if surrendered to God, could powerfully advance the kingdom?
- What potential remains unrealized because of undealt-with weaknesses?"

"...For when there is a question as to whether a man is good, one does not ask what he believes, or what he hopes, but what he loves.' Simply and profoundly, Augustine brought together what my own more limited experience and ability has concluded..."

- How does this person uniquely bless me?
- What does that tell me about the character strengths that God is specially weaving into the fabric of this individual's soul?" (Crabb, p. 161).

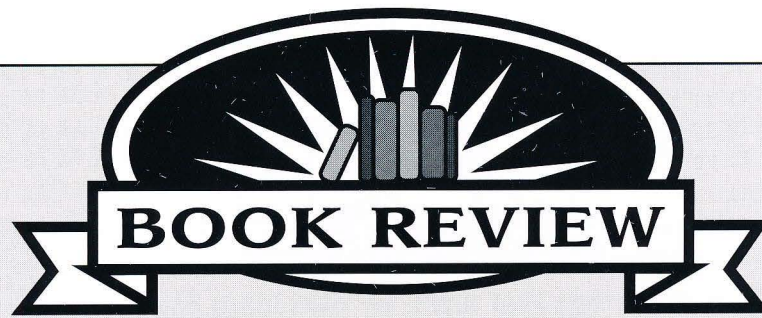
Christian Student Development professionals have accepted a task that we cannot accomplish without God working through us. As we strive to serve our students, may God give us the courage and strength to endure. "So this is my prayer: That your love will flourish and that you will not only love much but well. Learn to love appropriately. You need to use your head and test your feelings so that your love is sincere and intelligent, not sentimental gush. Live a lover's life, circumspect and exemplary, a life Jesus will be proud of: bountiful in fruits from the soul, making Jesus Christ attractive to all, getting everyone involved in the glory and praise of God," (from Eugene Peterson's *The Message*, p. 412 — Philippians 1:9-11).



Battle of the Bands

This year was the second ever battle of the bands hosted by CoCCA. This is basically an opportunity for one band from Anderson, Huntington, Indiana Wesleyan, Spring Arbor, Taylor, and Taylor/Ft. Wayne to showcase their musical talent by performing music for the battle of the bands. Each band is given 20 minutes to perform their musical set and judges decide which band is the best based on creativity, musical talent, and several other criteria. This year the winning band received 10 hours of free studio time which is enough to record several songs. There were 300-350 students who showed up for the concert this year and it was an overall positive event for the students who participated and the bands. The second part of the evening was a free trip give-away to Chicago. As an incentive to get students to come to the concert we gave away a trip to Chicago for 4 women and 4 men. We are going to treat the students to museum trips, a Broadway show, and great food. This has been a great event and one that we hope to continue in the future.

—Brad Bowser, Anderson University



Student Affairs Reconsidered:

A Christian View of the Profession and its Contexts

David Guthrie, editor

As professionals in the field of student development, we have available to us many texts, monographs, and professional journals that discuss a wide variety of issues and current trends in student affairs. However, one is hard pressed to find a scholarly work that couches a discussion of student affairs within a Christian context. At last, our ACSD colleagues, led by David Guthrie, have offered up just that. Their work entitled *Student Affairs Reconsidered: A Christian View of the Profession and its Contexts*, reviews the development of student affairs as a profession, discusses the current aspects of student affairs programs at Christian institutions, and offers some direction for centering student affairs programs around the theme of student learning, and particularly, what those programs "look like" at our Christian colleges and universities.

The book begins with David Guthrie's and D. Terry Thomas' discussion of "A Framework for Understanding" which introduces a Christian world view lens through which the reader is to frame the authors' discussion of higher learning. This Christian world view may be best summarized in their statement "the Christian world view that we embrace emphasizes both

an allegiance to seek and follow Jesus Christ and a commitment to pursue thoughtfully and diligently what such an allegiance means in the context of living in God's world" (pp 9-10).

This Christian world view may be best summarized in their statement "the Christian world view that we embrace emphasizes both an allegiance to seek and follow Jesus Christ and a commitment to pursue thoughtfully and diligently what such an allegiance means in the context of living in God's world" (pp 9-10).

Chapter two presents a history of the development of student affairs as a profession. Authors Barry Loy and William Painter divide this development into five

distinct periods: student affairs as spiritual development (1636-1860); student affairs as humanitarian guidance (1860-1925); student personnel as service (1925-1960); student affairs as developmental science (1960-1985); and student affairs in transition (1985-present).

Chapters three and four are both authored by editor David Guthrie. Chapter three begins the discussion of student affairs and its relationship to student learning. Guthrie begins by arguing that student affairs practitioners must view their work in the larger context of student learning, suggesting that we view student learning as a "purposeful endeavor." He goes on to identify various aspects or principles of student learning. Finally, the author closes the chapter with a discussion of wisdom development, suggesting it as a model for student affairs programs and offering a series of questions for practitioners to consider as they evaluate the educational viability of their programs.

Chapter five, authored by Jeanette Bult De Jong, presents an overview of the emergence of theory into the field of student affairs and discusses the role of theory in a student affairs program that is grounded in a Christian world view. The chapter includes both

endorsements and cautions in applying theory in a Christian student affairs setting.

In chapter six, Jay Barnes and Kate Harrington offer their choices of some model programs in Christian student affairs. These programs included efforts in student programs, residential living and student discipline.

In the final chapter Kate Harrington offers practitioners several sets of questions to utilize when assessing programs at their own institution. Each set of questions addresses a specific component of the learning centered-wisdom development based Christian student affairs program. Areas addressed include: acknowledging a world-view; exploring historical contexts; emphasizing wisdom focused student learning and discerning appropriate applications for theory.

In assessing the value of this book we need to start with a hardy thank you to David Guthrie and the other contributors to this effort. Finally, someone(s) maximally engaged in student affairs in a Christian college setting has put into print a significant scholarly effort to describe our work in this unique context. Too often we in the "business" tend to Christianize or cannibalize (choose which ever one makes you feel better) theoretical frameworks that are most useful in other arenas. If for no other reason than this, this book is a commendable effort.

There are other compelling reasons to read this book. Most noteworthy are the author's critique of the theoretical status quo in Christian student affairs and their challenge for Christian student

affairs practitioners to enter the educational mainstream (Wisdom Development) of the collegiate experience of our students.

At the core of this book is the author's concept of "wisdom development". Building on the principles of Student Learning Theory, they offer wisdom development as the ultimate purpose of student learning and describe it as the "interwoven, evolving, and dynamic processes of remembering, discerning, and exploring..."(p. 56). The writers pose this concept as the purpose (main-

At the core of this book is the author's concept of "wisdom development". Building on the principles of Student Learning Theory, they offer wisdom development as the ultimate purpose of student learning and describe it as the "interwoven, evolving, and dynamic processes of remembering, discerning, and exploring..."(p. 56).

stream) of Christian colleges and challenge Christian student affairs personnel to not carve out their own niche in this endeavor

(excluding academic affairs), but to dive in and become partners in it.

We appreciated the authors' discussion of Chickering's theory and how that may apply to the work of the practitioner at our church-related institutions. However, we were unclear as to how Wisdom Development might fit into the authors suggestions/critiques of applying Chickering's theory. Recording a dialog around applying Wisdom Development to the work of the Christian student affairs practitioner would have been equally helpful.

Guthrie et al. have done us all a valuable service by pointing out the gap between good theory and good practice in Christian student affairs. The authors imply (and we tend to agree) that by and large the status quo for most existing programs is that we claim adherence to a developmental theory base but in our "day-to-day activities reflect a virtual non-affirmation of theory and its potential import" (p. 83). They challenge the practitioner to adopt and/or create good theory and then incorporate it into good practice.

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ACSD '98

toward professional faithfulness

The 1998 ACSD Annual Conference

**CALVIN COLLEGE
GRAND RAPIDS, MICHIGAN**

June 1-4, 1998

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.

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