

Spring 2000

Koinonia

Barry Loy

Skip Trudeau

Tim Nichols

David Johnstone

Brad Bowser

See next page for additional authors

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Authors

Barry Loy, Skip Trudeau, Tim Nichols, David Johnstone, Brad Bowser, Damon Seacott, and Steve Beers

KOINONIA

Spring 2000

ACSD

20
YEARS

1980 • 2000

ACSD: Past, Present, Future

ACSD Memories

Our Scrapbook

**Why Do We Do the
Things We Do?**

A University of Character

Association for Christians in Student Development

Dualism, Multiplicity, Relativism and Commitment in Relativism ...

We all know that the starting point in our profession is assessment. This is the predicate necessary for the application of theory. It is given that if we are to promote growth we must first recognize and identify the developmental stage at which our students currently function. Here, the Plus-One Concept is our guide and we know that growth is realized incrementally rather than in broad leaps. To misdiagnose the "starting point" likely means stagnation for the student and frustration for them and us.

I would like to talk about this "starting point." Bear with me while I share an antidote from one of the classes I teach here at Spring Arbor. One of the assignments I give in my freshman success course at SAC is for the students to watch the movie *Schindler's List* and then write a paper on the issue of truth. My objective is to get the students to think about the "Christian culture" of WWII Germany and then ask themselves the question: *Why would any group of people ever succumb to the atrocities of the holocaust? Why did the German's lose site of the truth to the extent that they could no longer recognize something as being so clearly evil and wrong?* After watching this

...this student critiqued the moral decisions surrounding the holocaust by saying: "Who am I to judge the Germans?" She could not bring herself to tell me why the holocaust was wrong!

movie one of my students responded with a paper that was fairly well written. "Mary" had obviously paid attention and was engaged with the film. Her report of the movie was quite thorough but it is the concluding sentence of her report that I want to bring to your attention. Incredible as it seems, after

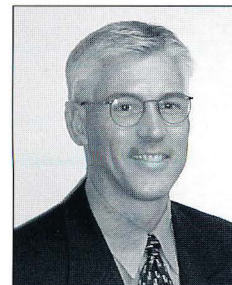
watching this heart wrenching movie this student critiqued the moral decisions surrounding the holocaust by saying: "Who am I to judge the Germans?" She could not bring herself to tell me why the holocaust was wrong!

For years, I, along with many of you, have assumed that most freshmen come to college with a dualistic and foreclosed frame of mind; everything is black or white, right or wrong. Accordingly, I have concluded that my obligation is to present a challenge to this dualism and encourage my students to recognize the various and multiple facets of

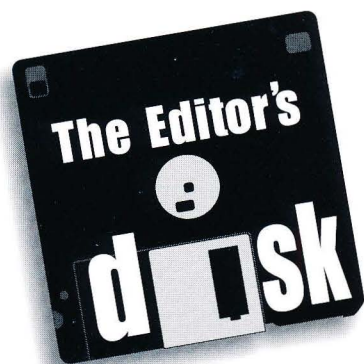
...Opinions are all that matter to many of our students... The relative value of any action or belief is the only basis for judging it as being good or bad.

truth. I am convinced of this no longer. In his recent book *Educating Post-Modern America, Generation X Goes to College*, Peter Sax comments on three basic characteristics of today's college student. Among these he cites the pervasive relativism of our culture. Sax contends that opinions are all that matter to many of our students. It isn't that everything is right or wrong, black or white, but to the contrary, nothing is right or wrong or black or white. Personal opinion is the measure of truth. The relative value of any action or belief is the only basis for judging it as being good or bad.

Is my story of "Mary" an aberration? Is Peter Sax referring to students other than those at your college or mine? I'm not sure, but I do know that I am going to take much more care in assessing the "starting point" of my students as I attempt to structure an environment that encourages them to grow toward and become committed to the truth of our Lord.



Everett Piper



By the time this issue of *Koinonia* reaches most of you, spring will have come. At least the calendar will say that it has arrived. I'm not sure that those who live in Houghton, NY will see it that way, for winter is likely to still be "hanging out" there even in May! But if you live a bit further south, it is likely that rain showers and gardens of daffodils, tulips, and hyacinths will greet you each day. A breath of fresh air!

My hope is that this issue of *Koinonia*, a portion of which is dedicated to celebrating the 20th anniversary of ACSD, might bring a breath of fresh air to you too. You will find the pages of this issue full of whence we've come, where we are and toward what we are moving. A celebration, if you will, in word and picture of our heritage, our mission, and our most valuable resource — our members.

With this issue I complete my term of office on the Executive Committee of ACSD. Thank you for giving me this opportunity to serve you as editor of the *Koinonia* these past two years. Performing this service has brought a breath of fresh air to my life and work too.

Great is your faithfulness, O Lord. Your mercies are new every morning. Grant us your power and wisdom to continue to run the race set before us. Amen.

—Sharon Givler, Editor

KOINONIA

Spring 2000

EDITOR: Sharon Givler

LAYOUT & DESIGN: Sharie Schnell, Atlantic & Hastings

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ACSD: Past, Present, Future

By Barry Loy and Skip Trudeau

Introduction

Twenty years ago the Association for Christians in Student Development (ACSD) was formed as an organization dedicated to the beliefs of Christian fellowship and the integration of a Christian worldview with the field of Student Development. The purposes of this article are to present the historical events and facts that have shaped the first two decades of ACSD, to identify ways in which ACSD is fulfilling its mission, and to present some of the challenges and opportunities for ACSD in the coming years.

The First Twenty Years

At a joint meeting on June 5, 1980, two groups, the Christian Association of Deans of Women (CADW) and the Christian Association for Student Affairs (CASA*), merged into a single entity. Walt Campbell, President Pro tem for this meeting, accepted three motions made by Miriam Uphouse. All three passed unanimously. The first motion dealt with the constitution and the third motion dealt with financial balances and encumbrances accepted by this new group. According to the minutes of the June 5th meeting the second motion read as follows:

"I make a motion to accept the membership rosters of CADW and CASA as submitted by these former organizations. The names on the list will constitute the membership of the ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT."

The birth of ACSD brought to a close the legacy of two separate professional groups, CADW and CASA, one for men and one for women, which had existed

ACSD
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since the late 1950s. The October, 1980 edition of *Koinonia* commented on the event this way:

"Our separate organizations became one, ending more than two decades of working side by side, to embark upon future decades of working together with the single purpose of glorifying God in our pursuits to help students grow."

These two parent organizations ratified their constitutions in 1958 at Fort Wayne Bible College, now known as Taylor University at Fort Wayne. Preceding the formalization of the two organizations,

seminars and professional meetings were held since 1955 at Moody Bible Institute.

The impetus for these first meetings emerged from several Christian deans who were part of larger national associations such as the National Association of Deans and Advisors of Men** and the National Association of Deans of Women. In fact it appears as though our predecessors used the names of these two national organizations as models for their own name by changing "National" to "Christian". From the beginning in Fort Wayne, these two organizations held joint conferences. According to Kermit Zopfi, the first Treasurer for ACSD, these early deans *"had a desire to hear speakers and to receive information that would be helpful to them in the Christian Schools in which they were working"* (*Koinonia*, 1981).

In the early days the "Christian Schools" referred to by Zopfi were mostly Bible Colleges and the first four annual conferences took place on the campuses of Bible Colleges. However, student affairs personnel from Christian liberal arts colleges began to attend in larger numbers, and in 1962, Bethel College was the first Christian liberal arts school to host the conference. These early joint conferences typically consisted of popular evangelical speakers, hymn singing, and "how to" workshops on topics of disciplinary procedures and Resident Assistant training.

At the merger in 1980, ACSD's membership, composed of professionals from Christian Liberal Arts and Bible Colleges, numbered about 300. The present membership has grown to over 1000. Another sign of the organization's growth is the expansion of its financial holdings. At the time of the merger at Taylor University the amount was

These founding goals of fellowship and renewal, professional development and the integration of faith and practice have remained a central focus of ACSD for the past two decades and are signature elements of the organization's unique niche in the broader field of student development.

\$2,495.28 (ACSD Treasurer's Report, October 31, 1980). Currently, ACSD has a financial reserve of approximately 100,000 dollars.

Don Boender and Miriam Uphouse, co-presidents during ACSD's first year of existence, espoused the goals of the organization to be Christian fellowship and encouragement, professional development and recognition, and the integration of scripture and scriptural imperatives and principles into the field of student development (ACSD Archives, Executive Committee Goals, 1980). These goals were reflected in the organization's first constitution. ACSD was founded to promote professional growth and provide opportunity for Christian fellowship and exchange of ideas; to integrate the use of scripture and the Christian faith in the student development profession; and to provide various services for membership (ACSD Constitution, 1980).

These founding goals of fellowship and renewal, professional development and the integration of faith and practice have remained a central focus of ACSD for the past two decades and are signature elements of the organization's unique niche in the broader field of student development. ACSD formed at a time in the history of student affairs when national student personnel organizations were advocating that human development theories developed by Chickering, Kohlberg, Perry, and others, be placed at the center of the profession's ideology and practice.

ACPA declared through *Tomorrow's Higher Education Project (THE)* that "student development" should be the guiding philosophy for the student affairs professional. *THE* defined student development as the application of human development concepts (patterned, orderly life-long processes leading to the development of self-determination and self-direction) in the post-secondary setting (ACPA, 1975). Also in 1975, the Council of Student Personnel Associations in Higher Education (COSPA) published the *Student Development Services in Post Secondary Education Report (SDSPSE)* (COSAP, 1975). Both SDSPSE and *THE* emphasized the unlimited potential for development and self-direction possessed by each individual and the importance of human development theories as the foundation of the student affairs professions.

The ACPA and COSPA reports were well known and espoused by many, including some members of ACSD, especially those attending or recently graduating from major university programs. During the joint business meeting of CADW and CASA, in which ACSD emerged, a discussion ensued regarding the organization's name. Should the new organization be known as the Association for Christians in "Student Affairs" or "Student Development"? Those arguing for the latter, because that is "where the profession is today," carried the motion; and thus, the name Association for Christians in Student Development was created.

From its beginning by virtue of its name, ACSD was and continues to be an organization committed to integrating faith with the student development profession. In the beginning ACSD embraced the "human development theoretical" movement. Some recent critics have argued that the adoption of theories focused on "self actualization" was done without sufficient examination of their compatibility with a biblical model of Christian maturation.

Within this context most efforts in ACSD to develop a philosophical basis for Christian student affairs work have

attempted to combine a Christian faith ministry based effort with human development theories. These efforts have resulted in a dilemma regarding the identity of ACSD. Are we "campus ministry people" or are we "student development professionals"? And, if we consider ourselves to be student development professionals, are we exploring ways to do student development "Christianly"? Interestingly enough, in recent years the broader field of student development in public and other private arenas has also come under some criticism for its reliance on human development theories (Reform in Student Affairs, 1994). It appears that a new paradigm may be replacing the developmental theorists of two or three decades ago. At the center of this new movement is the concept of student learning.

From its beginning by virtue of its name, ACSD was and continues to be an organization committed to integrating faith with the student development profession.

Student learning theory rests on the belief that all components of a student's collegiate experience; both academic and out-of-classroom endeavors are critical to their education. Once again the leading secular student development organizations, ACPA and NASPA, have been at the forefront in espousing the virtues of this new theoretical movement. However, unlike twenty years ago when ACSD simply adopted the prevailing secular view of the day, there has been a movement of ACSD professionals to develop a uniquely Christian perspective.

In the mid 1990s a group of ACSD members began to meet for the purpose of developing a Christian perspective for our profession. Funded by the Calvin Center for Christian Scholarship, this group effort worked to publish *Student Affairs Reconsidered: A Christian View of the Profession and its Contexts*. The book represents the first significant effort, other than a handful of articles written for the

now defunct *ACSD Journal*, by members of the organization to put in to writing some serious thoughts about the Christian faith and the work of student affairs professionals. Hopefully it is the first of many.

Throughout its history, ACSD has striven to provide valuable services to the members. The most prominent of these is the annual conference held each June on the campus of one of the members. Other activities include the *Koinonia* newsletter, a placement service, regional conferences and activities, and a New Professionals Retreat. Other endeavors, though short lived, included an attempt to establish commissions to deal with issues of theory and practice and an attempt to publish an academic journal. The commissions never materialized, but two journals were printed — one in the spring of 1983 and the other in the spring of 1984. Together, they contained 11 papers on a variety of topics ranging from the integration of student development and theology to methods of resident assistant training.

A history of ACSD is largely the history of its annual conferences, which continue to provide a good mix of fellowship, worship, and professional development. Attendance at the conferences has grown dramatically over the years. Earlier conferences attracted 200-250 people. The numbers began to grow, however, and in 1992 the Huntington College conference became the first one to eclipse the 350-conferree mark with 385. Since then, the growth has continued with the last three conferences held from 1997-99 at Asbury, Calvin, and Biola attracting more than 500 conferees.

Held during the first full week of June, conferences start on Monday evening with an opening banquet and end on Thursday afternoon. The program has typically consisted of three to four break-out workshop sessions, two to four keynote or plenary speakers, and a slate of excursion options on Wednesday afternoons. Workshops, usually presented by members, provide the presenters, as well as conferees, with valuable profes-

sional development opportunities. Keynote speakers have been predominantly individuals with a national reputation in their respective areas of expertise.

Early conferences featured speakers who shared the faith commitments of the membership. In the mid 1980s a major shift occurred; keynote addresses now featured experts in higher education who were not necessarily chosen for their faith perspective but for their leadership and scholarly efforts in the field of student affairs. Douglas Heath, Lee Knepfelpamp, Margaret Barr, Art Levine, Ernest Pascarelli, George Kuh, Phyllis Mable, and Marcia Baxter Magolda, are representative of some of the nationally-known speakers invited to highlight ACSD conferences.

The commitment to invite speakers with a shared faith continued, but there was a definite attempt to expose the membership to the top scholars from the broader field of student development and the latest in student development research. Although the organization probably lost some members over this shift, it was certainly in keeping with our "name" and our desire to integrate faith with student development.

Two other significant services to membership have been the *Koinonia* and the Placement Service. The *Koinonia* was also the official publication of ACDAM and then later CASA. Adopted as the official publication of ACSD at the merger in 1980, the *Koinonia* has undergone significant transformation. The earliest publications, largely newsletters to inform the membership of significant events of the organization, also contained articles from the members that were designed to help readers apply Christian principles to their work. More recent publications have expanded on the newsletter format to include more professional journal-like submissions.

The first Placement Service Report for 1980 revealed that 38 candidates utilized the services and colleges listed 30 positions. The number of candidates and positions listed has risen steadily; this past year there were 192 positions and

131 candidates included in this service (1999 ACSD Placement Report).

Another significant aspect of ACSD's history has been those men and women who have volunteered their time and energy to provide leadership for the organization. Beginning with the legacy started with the first slate of Executive Committee (EC) officers, ACSD has been blessed with members who have been willing to step forward and provide leadership to accomplish the goals of the organizations. The first EC consisted of the following persons, Co-Presidents, Miriam Uphouse (Grace) and Don Boender (Calvin); Vice President, Chip Jagggers (Taylor); Treasurer, Kermit Zopfi (Bryan); Secretary, Ruth Irvine (Moody); and Editor, Marilyn Star (Bethel, MN). Officers serve a two-year term and are eligible for re-election to a second two-year term.

The only significant change to the make up of the EC came in 1985 when the organization began electing a President Elect. This individual serves a two-year term and then becomes president for another two-year term. The first president elect was Don Boender (Calvin). Another significant ACSD leadership group is the Regional Directors. In the November 1980 meeting of the EC, ten geographical regions were established — the Northeast, Mid-Atlantic (now known as Appalachian), Southeast, Lake, North Central, Central, South Central, Mountain, Northwest (now known as West), and Southwest. The purpose of the regions and their directors has been to promote ACSD and to host events such as drive-in workshops and other conference type activities. The Regional Directors have also served as a valuable sounding board for the Executive Committee. Due to geographical restraints, activities have been modest in some regions while in others, like the Lake Area, regional conferences have attracted as many as 400 persons.

ACSD Fulfills Its Mission

The goals of the Association for Christians in Student Development at its inception in 1980 were to provide Christian fellowship and encourage

ment, promote professional development, seek ways to integrate biblical principles into student affairs practice, and provide services such as placement and the publishing of the *Koinonia*, for its membership. Although the organization has grown and changed dramatically in the past twenty years, these four guiding principles have remained intact and are listed in the annual membership directory, on our web site, and in periodic issues of the *Koinonia*. The purposes are:

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

We are convinced that in the world of student affairs the need for an organization such as ACSD is as critical today as it was when the organization was founded.

Diversity and multicultural awareness may well be the single most critical issue facing all of higher education in the future.

It seems natural to attempt to make an assessment of how ACSD has fared in its pursuit of these goals. However, we have resisted in providing this kind of analysis for the following reasons. First, to do so we would have to rely on personal opinion, as such these opinions might very easily lack utilitarian value for the readers. Second, due to time constraints the authors have been unable to spend a sufficient amount of time to adequately address the myriad of questions that would arise from this type of inquiry. Finally, ACSD has emerged into a multi faceted organization and as such has come to mean different things to different members and groups. Due to this complexity it seems that individual members would best evaluate ACSD as

opposed to a few members providing a more corporate assessment.

Even with these caveats there are several areas or aspects of ACSD that by all or most accounts have been huge successes. The most notable of these is the annual conferences held each June. Both seasoned veterans and first time attendees look forward to the first full week in June as each year the conferences appear to get better and better. The conferences provide an opportunity to fellowship and renew acquaintances with old colleagues and establish new and meaningful relationships with new ones. It has often been said that the best part of the conferences is the informal time spent sharing the trials and successes of the past year with old and new friends alike. In addition, the morning devotions have always been a highlight of the conferences and are led by inspiring church and campus leaders who have challenged and encouraged conferees in their work with college students. For many, attendance at the annual conference has come to be a well deserved and much anticipated spiritual retreat.

The *Koinonia*, Placement Service, and Listserve are also examples of ACSD shining points. The *Koinonia* has evolved from its humble beginnings as a newsletter and has blossomed into a professional magazine quality publication. The placement service, both prior to and during the conferences, has become an invaluable tool to match institutions with quality candidates. The recent advent of the ACSD Listserve has become a valuable avenue for ACSD members to stay connected through out the year. ACSD has done a very commendable job of providing opportunities for Christian fellowship and renewal, opportunities for professional development and a variety of services to the membership.

Looking Forward: Challenges and Opportunities for ACSD

Now that twenty years have gone by it seems prudent to examine some important issues that ACSD will need to address or continue to address in the

coming years. There are at least three that deserve mention.

Diversity and multicultural awareness may well be the single most critical issue

If ACSD is going to maintain and even further solidify the Christian niche in the broader field of student affairs we must support and initiate the development of philosophical and practical research in support of our practice.

facing all of higher education in the future. It is a reoccurring theme in higher education literature, as well as a frequent highlight in national and regional conferences. It is an important issue for those in Christian student affairs as well. ACSD needs to take a leading role in educating members on the importance and impact of diversity issues. The organization also needs to insure that multiculturalism is embraced in all aspects including conference programs, membership services, etc. that are apart of ACSD. The encouraging news is that the ACSD leadership has already taken some positive steps in this area. For instance, during the last several conferences there have been scheduled dialogues designed to increase ACSD's awareness surrounding multicultural issues. The conference programs have likewise included speakers and workshops focussed on these issues. It is clear that these efforts need to be continued and that more should be considered.

Student Learning theory appears to be well on its way to replacing developmental theories as the standard for student affairs practice. The "seamless curriculum" (Student Learning Imperative 1997) prescribed by this approach calls for collaboration between all areas of the academe, especially between academic and student affairs. ACSD needs to take

an active role in helping to explore new and creative means for developing this collaboration. Efforts in this area could include sponsoring specific research projects in this area and continuing to educate members in the area of Student Learning theory. This model is emerging as the cutting edge in our field and ACSD should take a leadership role in assisting members to stay current in it.

The final issue is in the area of **scholarship**. If ACSD is going to maintain and even further solidify the Christian niche in the broader field of student affairs, we must support and initiate the development of philosophical and practical research in support of our practice. To date there has been an over reliance on the development of theoretical approaches to our discipline from persons who work outside of the Christian academe. The status quo in ACSD circles in the application of theory into practice has been to adopt and/or adapt models from other arenas. This is not to say that there have been no efforts in this area. *Student Affairs Reconsidered: A Christian View of the Profession and its Contexts* (Guthrie, ed. 1997) is one example of Christian student affairs professionals delving into the creation of a philosophical base for Christians in student affairs. However, it is only one of a very few that is evident. ACSD needs to lead the way in encouraging members to engage in this type of scholarly activity. There are at least two ways that ACSD could do this.

First, we could develop a functioning mechanism to support and reward members who want to engage in scholarship. There is or has been a research award that was given during the conference to a member for outstanding

scholarship during the year. This award has not been given for several years. In addition to this award ACSD should consider developing other avenues to support and reward scholarship. Second, ACSD should develop and actively pursue a research agenda(s). ACSD's collective and collaborative wisdom could provide the impetus and direction for scholarly activity for its members.

Concluding Remarks

The first twenty years of ACSD history have been marked by a dedication to Christian fellowship and dialogue at the annual conferences, growth in membership and financial holdings, and an emphasis on service to the membership. ACSD fills an important niche in the broader fields of student affairs and higher education. We are convinced that if the organization stays true to its founding principles and goals, as it continues to grow and adapt to future challenges, the next twenty years will also be marked by the same essential characteristics.

Barry Loy is the Dean of Students at Gordon College and has served on the Executive Committee of ACSD in the capacity of Treasurer/Membership Chair, 1994-1997. Skip Trudeau, Associate Dean of Students and Director of Residence Life at Taylor University, is also a past Executive Committee member, serving as secretary from 1993-1996.

Notes:

*In 1958, CASA was founded as the Association of Christian Deans and Advisors of Men (ACDAM). ACDAM changed its name to CASA in 1978.

**Later to become the National Association of Student Personnel Administrators.

In 1980, I had a work-study job assignment as student assistant to Roberta Dunkle, Houghton's Dean of Students. [ACSD old-timers (read: Walt and H.L.) may remember Mrs. Dunkle. Widowed at a young age, she raised four sons alone, then went back for her college degree, got a job at Houghton as a housemother—forerunner to RD—then worked her way up to Dean of Women, and finally Dean of Students right before her retirement.] A pragmatic, godly and gracious woman, it was a joy to work for her. In those pre-computerized days she had a passion for posters and lettering, and unable to do so herself, hired me to do her artwork. One of my first projects was to design a program cover for a conference of a new organization which meant nothing to me, but which she was all excited about; "ACSD: Association for Christians in Student Development." The first north-east regional conference was to be held at Houghton that fall. I still have the program in my file. David Klopfenstein of Spring Arbor was the keynote speaker. The question his address posed, "The Student Development Professional: Specialist or Generalist?" has yet to be resolved twenty years hence.

What has occurred during the two intervening decades, is that the term "ACSD" has become so familiar, indeed so beloved to me. It next popped up in 1983 when I was working as a resident director for Scott Makin at LeTourneau. Much to our dismay, Scott required each of the RDs to write an article for the fledgling *Koinonia* (Look Scott, I'm finally completing my assignment, only slightly late.) I wasn't able to attend my first conference until Messiah, 1985, but I was immediately hooked! I am not able to remember much now from the keynotes, but I remember being inspired by the workshops and even

ACSD Memories

by Tim Nichols

more by the late night banter in the lounges. How I loved hearing all of the war stories, jokes, quips, and fun exchanged by the old timers. (Does anyone else remember Anna Rose Braden of Nyack? She had me in stitches at that conference!) I was only two years out of grad school at that time, but even more than my daily work, the Association convinced me that in Student Development, I had indeed found my niche. I remember being slightly annoyed that year when Ruth Bamford of Wheaton, approached a group of us and inquired, "Now what are you young people doing here? Are some schools bringing their RAs?" God Bless Ruth! How I wish she would still mistake me for a resident assistant now!

In the great cycle of life of a student development professional, I cannot understate the importance that the annual conference has had for me. Each horrendous April (deadlines, problems, discipline, training, hiring, hassles, frayed nerves) is enough to make me start considering a career in the wonderful world of fast food. But our weeks together in June never fail to be reassuring, challenging, restorative, and yes, fun. I have so many precious friendships that are amazing in that they are only cultivated four days a year! ACSD is one of those wonderful experiences that is greater than the sum of its parts. Somehow, even the frenetic year that we hosted the conference here in Houghton managed to be fun and renewing for us as insiders.

I need the national conference every year. I needed it in 1990 when the (then) Coalition's Faculty Buying Power Survey came out and I discovered that I had just left the school at the number one institution on the list and taken a job at the school in dead last place. I needed it in 1992 after I just survived having to dis-

miss the same student for the second time from the second school (we both "transferred" at the same time!) I needed it in 1996 when my dissertation was stuck in neutral. Indeed I need it every year! ACSD has given me so many wonderful moments and experiences. I thought on the auspicious occasion of our twentieth anniversary that I would nominate a few of my favorites for you. You may want to debate some or add others; we can talk about it on the list serve. But in the meantime, thanks for the memories. . .

Most Memorable Devotions:

- 1991 – Richard Allen Farmer at Gordon
- 1992 – Brennan Manning at Huntington
- 1995 – Jon Mourgliia, *The Potter*, at Anderson

Favorite Keynotes:

- Phillip Yancey roasting a few sacred cows at Bethel
- Russ Rogers throwing us a learning curve-ball at Asbury
- Denise Campbell checking our tortillas at Biola

(This category also brings to mind a possible funniest moment: Skip Trudeau trying to bluff his way through a discussion of an Azusa keynote he skipped, unaware that the speaker had been unable to appear due to a medical emergency.)

Best Excursions:

- Azusa – Getting to be in the studio audience for the Johnny Carson show
- Bethel – Power Shopping at the Mall of America
- Biola – Going to Disneyland with my four-year-old son
- Huntington – Silent Retreat (hard to believe about me, but true)

Favorite Food Experiences:

- 1999 – Mexican Buffet at Biola
- 1998 – Chocolate Dessert Bar at Calvin
- 1994 – Barbecue/Cookout at Westmont
- 1985 – Hershey Chocolate World Excursion at Messiah

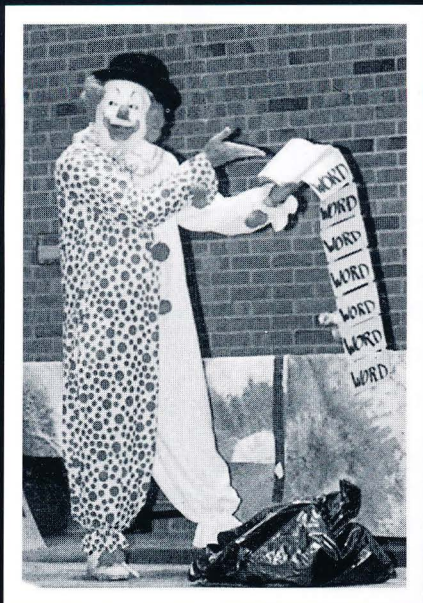
Great Conference Quotes:

- 1997 – "A room full of people, none of whom can explain to our parents what it is we do for a living" — (I forget if it was Dave Guthrie or Lee Upcraft)
- 1993 – "There's no bad hair day, like a Maid-of-the-Mist bad hair day" — Jan Bernard
- 1993 – "I'm not accustomed to speaking to such large people" — Pioneer Food Service Manager
- 1995 – "I don't even own a computer; I don't think they're of God" — Stuart Smith

My ACSD heroes:

- Professionals – whom I only know through ACSD — who have so impressed me with their commitment, character, and grace, that I want to be like them when and if I grow up:
- Carolyn Arthur - Bethel, IN
- Don Boender, Calvin
- Joe Brockington, Asbury
- Walt Campbell, Taylor
- Judy Moseman, Bethel, MN

I tried, to no avail, to decide which of my fifteen conferences was my favorite. It wasn't my first ACSD, one of the California ACSDs (I adored all three) or even the ACSD we hosted at Houghton (although it was GREAT.) I realized that my favorite ACSD is always the next one; the one we are anticipating...See you in Upland!



Our Scrapbook:

The People, The Places, The Lives We've Touched

Leading with the Mind of Christ

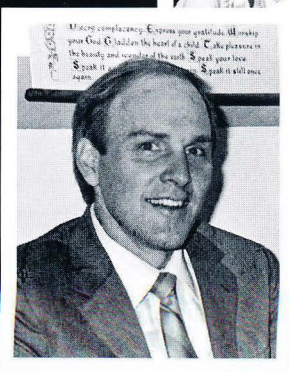
I learned much during my four years at Asbury College. Both in and out of the classroom, I received an excellent liberal arts education anchored in Biblical truth. But when I reflect on my time in Wilmore, I think of the people I was so blessed to meet.

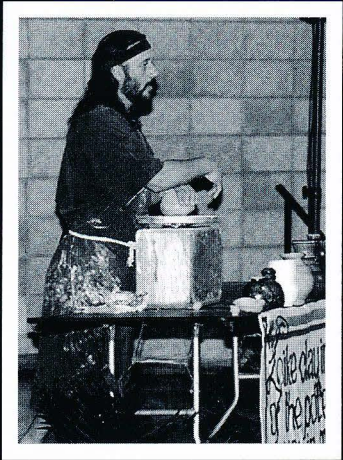
In particular, I think of three men who taught me so much about life and learning. My extracurricular activities on campus permitted me the opportunity to spend some significant time with Mr. John Morley, Mr. Mark Troyer, and Dr. Joe Brockinton.

Through hours of conversation and many challenging questions from John, I came to a deeper understanding of others and myself. Through countless training sessions and meetings with Mark, I acquired leadership skills and I came to see Christ as the quintessential leader. Through numerous informal chats and serious discussions with Joe B., I was challenged to look past myself and to see the bigger picture.

The most valuable lesson these gentlemen taught me came from four years of watching and observing how they lived and worked. Through their everyday, ordinary activities, I witnessed Christian men living cohesive, connected lives. In their day to day actions, they modeled Christ. I praise God for the influence that these men had and continue to have on my life, as well as on the lives of so many other students.

—Daniel Spillman (Asbury 1999) now works as a Resident Director at Malone College.



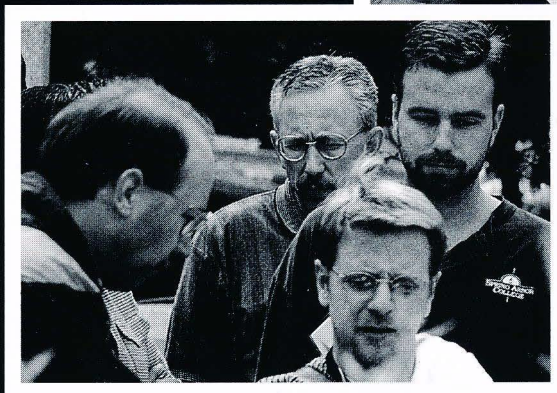


A Steel-Toed Boot & A Shelter in a Storm

As I became involved with student activities and ministry opportunities on campus, I became more exposed to the staff behind such organizations at Asbury. I quickly discovered that these staff members were more than just really nice people. As I progressed through my junior and senior year at Asbury, the student development staff quickly became my source of encouragement, guidance, and inspiration. Members of the Student Development team provided me with the motivation to push myself to higher standards of living, the challenge to achieve superior levels of academic quality, and the security to test new ideas, concepts, and thoughts.

Student Development at Asbury helped mold me into the person I am today, not because they enforced rules upon me, or disciplined me when I ventured into new territory. I am the woman I am today — a new professional working at a university — because I was given the encouragement to learn, grow, and discover, (a steel-toed boot) while being provided with a haven in which to heal, cry, and recover from the stresses of college (shelter in a storm).

—Becky Trask (Asbury), is the coordinator for community service at University of Charleston in West Virginia



ACSD Conferences

- 1980 **Taylor University**
Values In Conflict: Society and Scripture
- 1981 **Calvin College**
Building Whole Persons
- 1982 **Bryan College**
The Student of the 80s
- 1983 **Bethel College (MN)**
Community, Commitment, and Creative Caring
- 1984 **John Brown University**
The Campus and Beyond: Student Development That Impacts Society for Christ
- 1985 **Messiah College**
Promise & Paradox: Future Hopes and Present Challenges
- 1986 **Wheaton College**
Touching — Life to Life
- 1987 **Marion College**
The Road Less Traveled
- 1988 **Azusa Pacific University**
Shared Faith, Shared Vision
- 1989 **Moody**
Faith and Culture: Growing Together



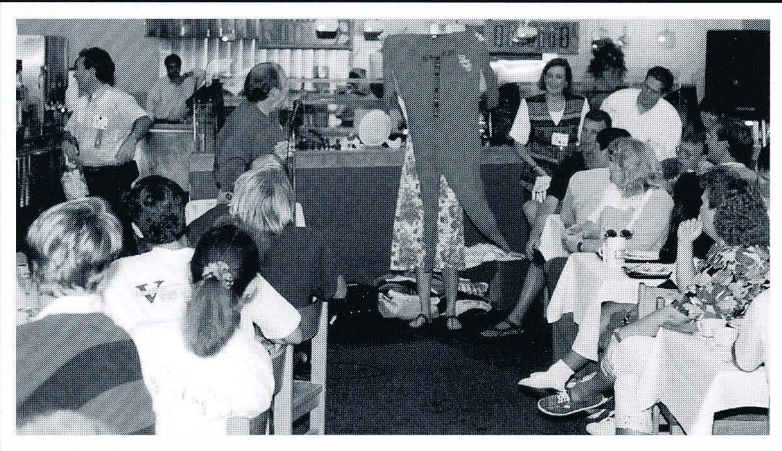
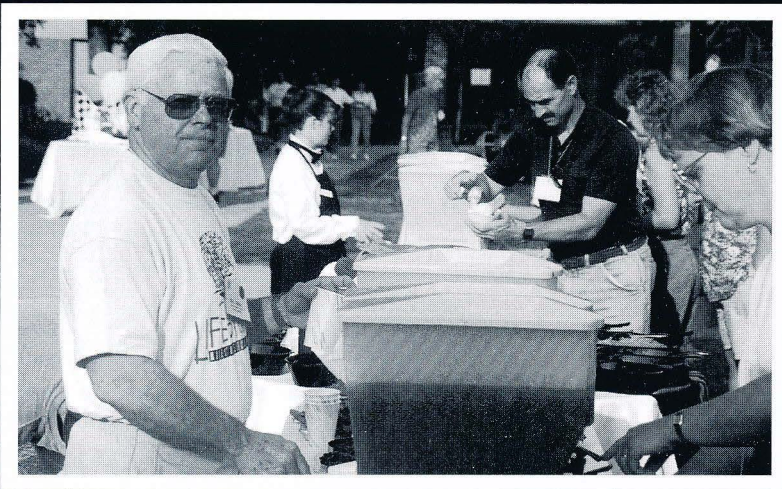
- 1990 **Calvin College**
A Firm Footing and a New Song
- 1991 **Gordon College**
Growing Up In North America
- 1992 **Huntington College**
Faith: Composing A Life of Meaning
- 1993 **Houghton College**
Understanding the Changing Face of Students
- 1994 **Westmont College**
Journey Inward, Journey Outward: Renewal and Response In Critical Times
- 1995 **Anderson University**
Lifestories
- 1996 **Bethel College (MN)**
For Such A Time As This
- 1997 **Asbury College**
When The Pieces Fit
- 1998 **Calvin College**
Toward Professional Faithfulness
- 1999 **Biola University**
Building Structures For The New Millenium
- 2000 **Taylor University**
One Heart, One Voice

Seek Truth

A significant thing I learned at Huntington College was to seek truth without fear and to embrace it as God's gift. The purpose of Christian higher education is not to train evangelists, or to provide safety, but to seek truth in and out of the classroom. My worldview has been profoundly shaped by my search for truth both on a personal level as well as in my professional pursuits.

Society is bombarded with contradictory messages, images and sometimes hidden agendas through an overabundance of information and technology. Student development must continue to challenge these messages and assumptions and seek to identify what is true. For it is only when truth is exposed and pursued that we are indeed set free.

—Dean Jackson (*Huntington, 1991*), is a broadcast account executive and writer.



Life Savers

The Student Development Office has been my life saver. If ever there is a need, I know I can go there for suggestions. I think what I like most about the Student Development Office is the support they give students. They are never too busy to listen. I love our staff, and the gifts they have been given are used to their fullest potential.

—Christy Wehrman (*Tabor*), a senior from Derby, KS



They've Done Their Job

As a senior I have had many various experiences with student development over the past four years. I feel that each of those contacts has molded and constructed much of who I am. I guess I owe a great deal of gratitude to student development because they are the ones that welcomed me into the school, turned me in the right direction when I would fall, and even taught me about who I was and am. They watched over me and tried to protect, just like a parent does in the home.

I have also had the opportunity to get to know our student development staff through working with them the past two years as a resident assistant. It has been a blessing for me. Sure, there have been tough times, tough discussions, and even tough changes, but in no way does that out weigh the good times I have had working with and for them. I never once considered the possibility of working with a group of people that I would consider good friends and even family. For me, student development has done its job...developed a student.

—Lucas King, (*Tabor*) a senior from Lenexa, KS



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1990

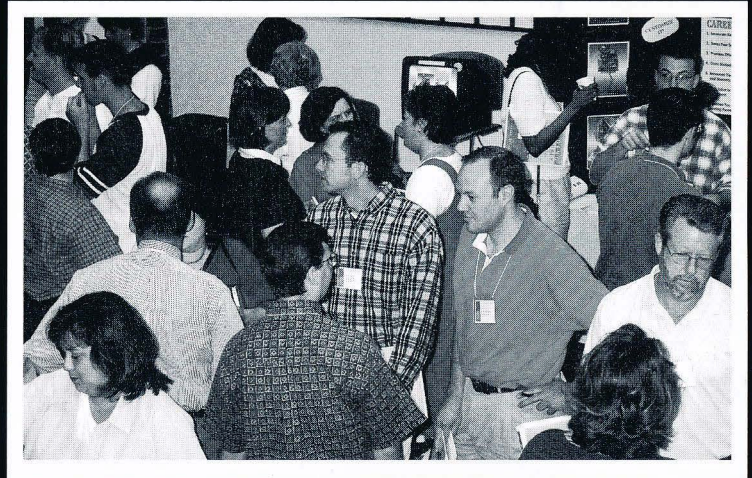
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1999

President	Everett Piper	Spring Arbor
President-elect	Judy Hiebert	Tabor
Vice President	Denise Bakerink	Taylor
Treasurer/Membership	Mark Troyer	Asbury
Editor	Sharon Givler	Houghton
Secretary	Ron Coffey	Huntington

You've Made Me a Better Worker and Strengthened My Faith

My shy, reserved personality could have been a valid reason to turn me away when I applied for Resident Assistant position. But instead of rejection, I found support and encouragement from the Student Development staff. They provided a strong base for me to build from. I learned to be assertive and take initiative with people, all the while knowing that the staff believed in me and stood behind me. Given this foundation, I found freedom and confidence to express my creativity, and to discover my own style of leadership.

Challenged to grow as a person and a leader those two years, I learned perseverance, responsibility, time management, people skills, and other valuable skills I would need for the work world. I enjoyed being a part of the team of RAs and valued the many friendships that sprang out of it. But most importantly, I was challenged and supported spiritually. My experiences led me to rely more fully on God; to place my trust and confidence completely in Him. The spiritual lessons I learned under the guidance of the staff and fellow RAs are the most valuable, as they brought me closer to God, taught me truth, and strengthened my faith.

—Juli Franz (Tabor), now works as an elementary special education teacher.

Why Do We Do the Things We Do? *Questions To Be Asked by The Follower of Jesus*

By David M. Johnstone

It was another Friday night. This time it was 2:00 a.m. A half-dozen friends and classmates had completed their weekly pilgrimage roaming the pubs and clubs of the downtown core. Their constant quest was to find a later and later "last call." Each crawled back into the residence hall in their varying degree of haze and stupor. Each was also unable to assist their fellow "drinking buddy." I rolled out of bed and quickly assessed the situation. As in previous weeks and months, I proceeded to assist my classmates struggle into their beds and safety.

My experience as an undergraduate at a large public research university was not unusual. Drunkenness, sexual license, drug use and the hedonistic pursuit of pleasure was and is a part of many campuses. The one "absolute" value that was universally esteemed was the loyalty displayed to friends and peers. As with my generation, the present one immensely values loyalty and relationships. Speaking of his students, Tom Beaudoin comments that:

"They were generally unafraid of transgressing almost any boundaries (irreverence-whether political, religious, or sexual-was almost a way of life). My students trusted their friendships over all other relationships, playfully ironized and satirized themselves and their culture..." (1998, 17)

Unfortunately, as Kenneth Cragg has observed in other cultures, relationships often tend towards a situation where "allegiance takes precedence over conviction. Belonging dominates believing." (1964, 222-223) In other words, if your convictions, values or faith take precedence over your loyalty to a "neighbor" your whole character becomes suspect.

Yet we are living in a time when even this basic absolute has started to come under scrutiny. North American culture is in such flux and change that many are reexamining their core beliefs and primary worldviews. Wuthnow suggests that:

"Faced with growing uncertainties and with ample opportunities for choice, people will need to spend more time than ever reflecting on the deep values that make life worth living and the sources of those values, including spirituality." (1998, 14)

We therefore have a culture, reflected in our undergraduate population, which is desperately trying to understand its relationships, its values and its spirituality. Those who have the opportunity to work with college and university students have the challenge of impacting what Levine and Cureton have called a "transitional generation." (1998, 145-167) This opportunity is even more significant for those who follow Christ and seek to encourage their students "to do everything" Christ has commanded. (Willard, 1998, 311-313)

We therefore have a culture, reflected in our undergraduate population, which is desperately trying to understand its relationships, its values and its spirituality.

Twenty years ago the caution was articulated that: "The single most striking fact in the life of our churches these last twenty years is the rapid erosion of concern about whether people believe in Jesus." (Burtness, 1982, 190) If this com-

North American culture is in such flux and change that many are reexamining their core beliefs and primary worldviews.

mentary is contrasted with the current rise in concern over personal spirituality, followers of Christ have the potential to significantly impact the current generation. The challenge is presenting Christ in ways of depth and integrity which will penetrate to the heart of the struggles faced by those growing to maturity in the beginning of the twenty-first century. Many have and are exploring these attempts to present the hope, thrill, joy and faithfulness of the Gospel.¹

I believe that the message and presentation of the Gospel is fundamental, yet particularly for this generation, the messenger becomes paramount in importance. With a generation that esteems loyalty and relationships, the daily interaction becomes essential for any communication. It is in this daily contact that young adults will begin to glimpse the values and depths of one's priorities. My concern is for those who happen to be in an environment where there is an opportunity to significantly touch maturing adults. If a follower of Christ is not convinced that he or she has been placed there by God's design, how do they intentionally impact young adults?

In North American culture, one of the most significant arenas for having contact with this generation is on college and university campuses. One of the principal positions in which to make an impression on the lives of students is within the sphere of student development. The college campus is a place where one is able

to interact relationally, pedagogically, and spiritually with students. It is a place that allows the freedom to move beyond the academic to draw into and touch all aspects of a student's life.

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In my time as a student and a professional, I have observed two types of student development professionals. These types are not distinctive and the descriptions tend to blur, but they are constant enough to make generalizations. The first type is the individual who moves into the field of student development as a professional career move. Let us use the Resident Director as an illustration. Not only does it provide for most of the positions in student development, it is also the primary contact that students have with the field. As well, it is the most practical entrance into the world of student development.

Many move into a Resident Director (RD) position, not because they feel a "call" to be there by God, but as that first, not so pleasant, but necessary step into the field. Unfortunately this pragmatism is also displayed by some institutions. Many colleges and universities approach the position of RD as little more than a constant presence in a hall. As in my own experience, the residence life staff was only present to assist in evacuation of the buildings in case of fire or a bomb scare. Fortunately, most Christian colleges affirm a greater presence for the RD by articulating a pedagogical, mentoring and programmatic role. Admittedly, an individual can pursue these aspects of their job description with great expertise, integrity and professionalism.

The second type of individual I have observed has been the one who feels that

God has called him or her to touch the lives of students. Student development becomes a strategy for the vision towards which the Holy Spirit is directing them. It takes on a deeper meaning and is viewed with more importance (both personally and institutionally) since it has a place in the work of the Spirit of God. And, the Resident Director is no longer identified as or feels like a cruise director, a medic, a youth pastor or a policeman.

As a follower of Christ working on a campus, I believe that being a student life professional is not a career path or a professional track. It is a call from God. I would assert that any other view fails to provide the vision and purpose necessary for those functioning in student development. Without a sense of God's presence and direction there will most likely be instability, transience and lack of peace. *What has God called me to do? What strategies has He brought before me to accomplish this vision?* These are the larger questions that should be present in the thinking of the Christian student development professional. These are the questions that should be asked before individuals move into the vocation and these are the questions upon which they should be asked to reflect during their tenure.

In most spheres these questions revolve around the creation of institutional and personal mission statements. Yet for the follower of Christ, the "big picture" questions are even more critical and far reaching than the hopes which lie within such a statement. Determining what God has called you to do will enable you to evaluate the activities in which you immerse yourself and whether or not it is the most appropriate season to pursue a given strategy.

Without a sense of God's call [or viewing student development as a *vocation* in the truest sense of that word] an individual will struggle with stability, peace and transience. Wrapped around these areas are the notions of effectiveness and purpose. The assessment of effective programs is needed and desirable, yet assessment is also needed to evaluate why we have pursued and are present within the sphere

of student development. The issue is not our effectiveness; the concern is whether we are being obedient in our response to God. Our obedience and clarity of vision allows us to examine our programs, staff personalities, goals, etc.

Let us return to the illustration of the Resident Director and make it personal. In my first year as a Resident Director, I brought my young family to live in an undergraduate hall of 200 men and women. We had traveled several thousand miles and moved into an area with no family, friends or acquaintances nearby. My wife and boys have flourished with the interaction of our students who flow with energy, creativity and emotion. It has been rich, nourishing and fun; yet, at the same time it takes its toll. We are compelled to live transparent lives as these young adults witness the realities of our family intimacy and discipline. We are impacted daily by the lives of students sharing in their triumphs, medical emergencies, discipline issues, crisis, joys and frustrations. There are phenomenal things about being a Resident Director, yet even the good things are exhausting. Emotions and "good times" are not enduring in this position. Yet we believe that God has placed us here.

This simple conviction allows me to evaluate my programming, the growing maturity of my staff and the depth of crisis faced by the students. It is a reality check for how I balance my time between family and students. It shapes how I extend mercy and redemption in discipline issues and how I intervene in the lives of my students. The sense of God's call on how I live my life helps to bring focus to the activities in which I invest. It tempers the seasons of burnout because it forces a balance in my approach to my vocation.

Within Christian student development there needs to be a deep reflection on why and how we do the things we do? As followers of Jesus we must be cognizant of the Spirit's role in our work and play. If we fail to recognize these movements of God on our lives then this highly perceptive and intuitive generation will dis-

cern that a very real part of our lives is lacking in integrity and consistency.

This brief and inadequate reflection is meant as a primer for those who assertively follow Christ and have the privilege of working with college and university students. This generation is not only poised to enter a new millenium, but they are prepared to provide leadership for those who come after. Are we prepared to invest in them with depth, integrity and consistency of faith? I believe most would reply in the affirmative, but the bigger questions must be asked in order to discern the strategy we must each take to fulfill our role in His Kingdom. Soli Deo Gloria!

Notes

¹ See Kevin Graham Ford, *Jesus For A New Generation: Putting The Gospel In The Language Of The Xers* (Downers Grove, IL: InterVarsity Press, 1995; Jimmy Long, *Generating Hope: A Strategy For Reaching The Postmodern Generation* (Downers Grove, IL; InterVarsity Press, 1997).

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David M. Johnstone and his wife Heather and their two sons live in Santa Barbara, CA., where he works in the residence life department of Westmont College. He has graduate degrees in church history and student development.

David wishes to acknowledge Julie DeGraw's contribution to this article in the form of her experience and penetrating questions.

Be Prepared to Prepare:

Our students search for a simple faith and the simple truth

By Brad Bowser and Damon Seacott

Last month I (Brad) had the privilege to reunite with some of the student leaders who have worked for me over the past couple of years. As we were getting re-acquainted, one of the students began to talk with me about the confusion she is experiencing as she contemplates her college career and what she has received from being a member of this learning community.

"Susie Student Leader" worked both as a Resident Assistant and Campus Activities Board member. She spent a semester in Ireland and maintained a 4.0/4.0 G.P.A. during her college career. She was someone that I considered an outstanding leader.

"Susie" is frustrated because she is dealing with the notion that there is no such thing as truth. She was introduced to many new insights at the university that perpetuated this idea. Even though she received an

"Susie" is frustrated because she is dealing with the notion that there is no such thing as truth.

outstanding education, both well-rounded and content directed, she left our institution with more questions than answers relating to truth and moral integrity.

"Shouldn't students be given some guidance as to which option may take precedence, or may take on a higher standard, in the lives of Christian people?" is a question "Susie" has about her Christian liberal arts education. In her experience, these options were totally left up to the students to make their choice about truth and what determines that truth.

In his book, *Why Johnny Can't Tell Right from Wrong*, William Kilpatrick offers some explanation.

"Sooner or later, each person does have to make up his or her own mind. However, a person who has learned something of courage, respect for truth, and concern for others, who has begun to put these ideals into practice, and who cares about doing the right thing is better equipped to reach sound moral judgements than one who has been schooled only to exchange opinions." (p.94)

"Shouldn't students be given some guidance as to which option may take precedence, or may take on a higher standard, in the lives of Christian people?" is a question "Susie" has about her Christian liberal arts education.

The students we serve have grown up in a time when talk shows, movies, education, politicians, and even churches have promoted the acceptance of all lifestyles and philosophies. As long as the individual feels comfortable about their decision in a particular matter then all is well. Because of this lack of direction and guidance relating to moral development, students are coming to college confused about what it means to have integrity.

Kilpatrick states that students, at a very early age, are learning that tolerance and open-mindedness are some of the best virtues to develop when talking about character and integrity. Psychologists (Lawrence Kohlberg and Carl Rogers) and educators (Louis Rath, Merrill

Harmin, and Sidney Simon) who developed the booklet "Values and Teaching" [p. 80]), thought it would be more effective to help students "clarify" their own values rather than transmit these concrete values to the students. The transmission of values has become old fashioned and out-dated. "Values Clarification" is now thought of as a more substantial education for children and a more sophisticated approach to teaching and training our young people.

Kohlberg developed the stages of moral growth. These stages of development include moving from a concern about self, through a process of learning to have concern for others, and into an understanding of ethical principles that will apply to everyone. In the final stage, the most important ethical principles deal with justice, equality, and the dignity of all people. Kohlberg also developed a curriculum based on the discussion of ethical dilemmas that he felt could help students mature through these stages of moral growth. Kilpatrick points out that some years later Kohlberg questioned his own practices.

"Some years of active involvement with the practice of moral education at Cluster School has led me to realize that my notion ... was mistaken ... the educator must be a socializer teaching value content and behavior, and not only a Socratic or Rogerian process-facilitator of development ... I no longer hold these negative views of indoctrinative moral education and I believe that the concepts guiding moral education must be partly 'indoctrinative'. This is true, by necessity, in a world in which children engage in stealing, cheating and aggression." (p. 92)

As Christians in the Student Development profession, let us consider the following questions:

How do we keep a balance between challenging students to grow and supporting those same students to develop in Christ-like ways?

How do we assist our students in creating a Christian worldview/philosophy of

life that can endure the many attacks this society launches?

In his book, *How Now Shall We Live?*, Chuck Colson offers a good place to begin our search for answers:

"How now shall we live? By embracing God's truth, understanding the physical and moral order he has created, lovingly contending for that truth with our neighbors, then having the courage to live it out in every walk of life. Boldly and, yes joyously." (p. 487)

Let's get specific.

- Be reading, studying, and searching for truth. By utilizing God's word, classic Christian authors, and challenges from today's Christian leaders we maintain our focus, vision, and vitality. Most importantly, we set a standard and offer an example to the students we serve.
- Be diligent in our daily disciplines. Prayer, solitude, worship, Bible study, and service to others must not take second-place to what we do as a career. Our lifestyle must integrate our active faith with all the other demands, expectations, and duties that we have undertaken.
- Meet with faculty members to discuss ways that you can assist one another in the training of your students.
- Talk to your student leaders about what they are being taught about truth, morality, a Christian worldview, and integrity. If they're unable to articulate what they are or are not learning, bring in professors to talk with them about these issues. Assign readings to your student leaders.
- Integrate significant faith and moral development components into all student leadership training.
- Include lifestyle decisions, faith commitment, and moral character in discussions with students as they prepare to graduate, go to a summer job, do a semester off campus, begin an internship, or enter a relationship.

Oz Guinness also gives guidance to us in his book, *The Call*:

"The theme of tutoring and imitation, which goes far deeper than current notions of 'mentoring,' is conspicuous in the teaching of the early church. We grow through copying deeds not just listening to words, through example as well as precept, through habit and not just insight and information. Calling therefore creates an ethic of aspiration, not just of obligation. Ignatius of Antioch urged the Philadelphians 'to imitate Jesus Christ as he imitated the Father.' Clement of Alexandria wrote, 'Our tutor Jesus Christ exemplifies the true life and trains the one who is in Christ....He gives commands and embodies the commands that we might be able to accomplish them.'" (p. 85)

We need to be role models to our students and prepare them to be examples to those around them. Guinness urges, "Real lives touch us profoundly — they stir, challenge, rebuke, shame, amuse, and inspire at levels of which we are hardly aware. That is why biographies are the literature of calling, few things are less mechanical." (p.86)

As Christian Student Development professionals, we must be about the task of preparing our students for battle once they leave our institutions. We cannot neglect the responsibility given to us by our Lord Jesus Christ. "He spoke to them again and said, 'Peace be with you. As the Father has sent me, so I send you.'" John 20:21 (*Life Application Bible*)

Brad Bowser serves as the Director of Student Activities at Anderson University. Damon Seacott is the Associate Vice-President for Student Development at Spring Arbor College.

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- Guinness, Os (1998). *The Call: Finding and Fulfilling the Central Purpose of Your Life*. Nashville, TN: Word Publishing.
- Kilpatrick, William (1992). *Why Johnny Can't Tell Right from Wrong: Moral Illiteracy and the Case for Character Education*. New York City, NY. Simon and Schuster, Inc.



ideas!

...from CoCCA

Here is an activity idea that will surely put you in the middle of some sticky situations. This activity involves two main ingredients — Noodles and Oil. Noodle '98 was held on the campus of Taylor University, Fort Wayne, as an Olympic activity. The basic concept is simple — to have students compete in various competitive events which involve noodles.

Now, we have all pigged out on our share of spaghetti or some sort of fettuccini dish. We all love noodles. Imagine for minute a large swimming pool full of noodles. Wouldn't it be tempting to jump in and connect with that inner-child tucked away?

Noodle 2000, which it would be called this year, doesn't require you to fill a large pool full of noodles, but you definitely need to fill a couple of kiddie pools to pull off this event. Be sure to douse the noodles in some vegetable oil, so that they are nice and slippery. Have your students form teams to compete in a variety of wacky competitions. Some of the things you can do with noodles are: (1) Run the Noodle; (2) Ride the Noodle; (3) Wrestle the Noodle; (4) Throw your Noodle; and (5) Wear the Noodle.

Run the Noodle

Supplies: plastic spoons, shell noodles and plastic jugs

Objective: This relay race between teams has as its goal the filling of a jug with noodles. Team members should hold the spoon in one hand away from the body and place a noodle on it. Each team member must take turns racing a noodle to their team jug placed at the opposite end of a given distance. Teams must work to fill the jug with noodles. If

the noodle falls off the spoon on the way down, the team member must stop, turn around, and return to the starting position to get another noodle before racing once again toward the jug.

Ride the Noodle

Supplies: spaghetti noodles, oil and plastic tarps

Objective: Locate some celebrities (faculty will do fine) to judge this competition on a scale of 1-10 with 10 being the highest score. Place plenty of oil and noodles on a plastic tarp (may need more than one). The teams receive points by creatively sliding through the noodles on the tarp. Extra points are given to teams who really try to incorporate the noodles as they are sliding on the trap. Each member of the team must slide; points for each individual are tallied for an overall team score.

Wrestle the Noodle

Supplies: tarp and spaghetti noodles

Objective: Each team picks a given number of members to wrestle in the noodles against another team. This is done as a single elimination tournament. To win a wrestling match an individual must attempt to cover an opponent with as many noodles as possible. A one minute time limited is

given for each individual match, judges must determine the winner. Determine points based on how teams have finished.

Throw the Noodle

Supplies: all kinds of noodles

Objective: This is a single elimination tournament and works like dodge ball. Teams are paired against each other. Spread the pair of teams around an outdoor field and determine boundaries for their areas. When a team member is hit by a noodle, they are out of the game. The goal is to eliminate the members of your opposing team to be declared the winner. If a team uses all their noodles before all their players are eliminated, they are disqualified (this should never happen). Teams are allowed to pick up noodles off the ground. A point value is determined for each round.

Wear the Noodle

Supplies: all kinds of noodles

Objective: This is a decoration competition for each team. Judges will determine the most creative display of noodle mania. Individuals and teams can be dressed in noodles. Most creative and original use of noodles will be declared the winner.

Additional games may be added to this Olympic event. Trophies are awarded to the winning team. This is a great annual event. Promotions should be fun and creative. Noodle necklaces, for example, make great promotion pieces. Warning: Make sure participants wear old clothing, and be careful of women wearing white T-shirts.

Hot Tip from CoCCA submitted by Brad Bowser, Director of Student Activities at Anderson University, Anderson, IN.

Preparing for a Professional Transition

By Steve Beers

All of us can remember a time we went through the registration line to sign up for course work. After waiting in a line long enough to have finished a Ph.D. program, you learn that you are missing a half page form that is available across campus and must be signed by a vacationing administrator. You cry out to the heavens, "How was I supposed to know?"

The same feeling of frustration is magnified in the search for and transition into a middle management leadership position in student development. This article provides information for the student development professional who wishes to make a transition to a middle management position. The information presented here may also be helpful for the student development professional attempting to give guidance to a new professional in the field.

Last year, three of us who have made recent professional transitions, developed a short survey to gauge how to best prepare for a professional transition to a middle management leadership position in student development. The survey was distributed and completed by eight Council of Christian College and University (CCCU) Vice Presidents/Deans (VP), five Career Development Directors (CDD), and seven Student Development Middle Management Leaders (MML). There were a total of 17 (approximately 20%) different CCCU schools represented in the returned surveys. Surveys were analyzed for basic descriptive statistics. Although those surveyed were not randomly chosen, the author believes that the data gathered provides helpful information.

The individuals surveyed were asked to rank nine professional activities/competencies using a five point Likert scale.

A review of the results indicates there are four key preparatory foci that can be developed from the survey list...the person in transition needs additional education...to develop the ability to work with and supervise people...to diversify their job exposure by taking on additional responsibilities when and where appropriate...[to] go the extra mile by becoming involved in professional organizations and conferences.

The responses (mean) of the VPs and MMLs placed the nine activities in descending order of importance:

VPs

- (1) Masters Degree (5.0);
- (2) Proof of collegiality (4.75);
- (3) Demonstrated ability to supervise (4.62);
- (4) Demonstrated ability to facilitate programs (4.37);
- (5) Exposure to diverse areas in SD (4.12);
- (5) Professional membership (4.12);
- (7) Demonstrated ability to budget (3.87);
- (8) Publishing/Conference Presentation (3.00);
- (9) Classroom instruction (2.62).

MMLs

- (1) Demonstrated ability to supervise (4.66);
- (2) Masters Degree (4.57);
- (3) Proof of collegiality (4.1);
- (4) Exposure to diverse areas in SD (4.00);
- (5) Demonstrated ability to facilitate programs (3.80);
- (5) Demonstrated ability to budget (3.80);
- (7) Professional membership (3.20);
- (8) Publishing/Conference Presentation (3.10);
- (9) Classroom instruction (3.00).

A review of the results indicates there are four key preparatory foci that can be developed from the survey list. First, the person in transition needs additional education (a minimum of a Masters Degree). Second, the individual needs to develop the ability to work with and supervise people (more easily said than done). Third, the person needs to diversify their job exposure by taking on additional responsibilities when and where appropriate (responsibilities that include supervisory, collaborative, and programmatic responsibilities are best). Finally, the person should go the extra mile by becoming involved in professional organizations and conferences (leadership and collegial opportunities). Such additional involvement provides opportunity for personal growth and will strengthen the profession as a whole. As a side note, the compiled survey responses to the question concerning the "optimal 'live in' time for residence hall directors" was four years.

The order of importance for these professional activities, as recorded by the VP and MML survey responses, was supported by the data from a similar survey question posed to the CDDs. The CDDs acknowledged that the "most important" preparatory activity for a transition into a Student Development middle management position is acquired experience in the specific area for which they are applying (i.e. a Career Development internship for an individual who is applying for a Career Development position). The acquisition of diverse skills developed through becoming involved in other areas of campus followed as the second most important preparatory activity.

Included here is a note of advice from a VP who returned the survey:

"Exhibit a sincere desire to grow professionally. Take an active interest in the institution and plug in where possible. Take advantage of opportunities, and be open to assuming new responsibilities within reasonable limits, but be careful not to overextend yourself. Be careful not to neglect current responsibilities in light of future opportunities."

There are a myriad of issues that go into preparing for a professional transition into a student development middle management leadership; a few are listed above. What was not noted but remains vital to a Christian's successful transition into any leadership position is the person's developing sensitivity to the Lord's leading, a servant's heart, and a commitment to integrating the fruits of the spirit into one's character.

Transitions are always filled with challenges. Knowing what is expected helps one prepare to be the best one can be. Knowing what is expected increases the probability that when the time comes to make a transition, one will arrive prepared.

Steve Beers is the Vice President for Student Development at John Brown University (JBU). Others from JBU involved in developing, administering, and interpreting this survey include Dan Noyes, Career Development Director, and Chris Abrams, Director of Residence Life.

REGIONAL NEWS:

North Central Region Hosts Largest Regional Conference To Date

Over 250 student leaders and professional staff from 10 colleges converged on the campus of Crown College in St. Bonifacius, MN on January 22, 2000 to participate in the North Central Region's annual student leadership conference. Attendees came from North and South Dakota, Iowa, Minnesota, and as far away as Manitoba, Canada to participate in this year's conference. In addition to students currently involved in Residence Life and Student Government, the conference was open this year to Activity Committee members and Class Senators.

Dr. Gary Benedict, President of Crown College, kicked off the conference and welcomed everyone, followed by worship from the Crown College praise team. Jim Ferreira, Dean of Students at Bethel College in St. Paul, MN, gave an inspiring devotional on being excited about being light.

Conference goers spent the morning hearing from other students and professional staff in workshops designed to cover such topics as mentoring, creativity, job-hunting on the internet, and reconciliation. At lunch, students met in the cafeteria to eat pizza and meet students from the different colleges. During the afternoon, another round

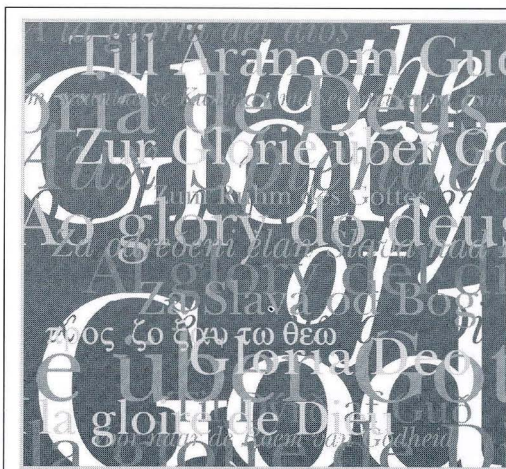
of workshops highlighted such topics as burnout, situational leadership, sexual purity, and eating disorders.

Students then split into small groups based on the leadership position they hold to initiate conversation over issues of conflict management, residence hall policies, student salaries, staff benefits, and other topics. Professional staff took part in a discussion of the changing face of college students, our involvement within the secular organizations, and other related topics. The conference concluded with its annual T-shirt give-away.

According to those in attendance, the conference provided an excellent opportunity to meet leaders from different colleges and share what they had in common. Said one conference goer, "I was very excited to hear about different schools and what it is like to be an RA somewhere else."

Thanks to all who attended and to Crown College for their excellent hospitality, and to the North Central Region's Conference Planning Committee for their diligent work in making the 2000 Conference a great success.

Submitted by Dave Kennedy, Resident Director, Northwestern College, St. Paul, MN.



One Heart, One Voice

ACSD June 5-8, 2000

Taylor University
Upland, Indiana

Executive Committee Proposes Constitution Change for ACSD

Submitted by Everett Piper, ACSD President

ACSD is growing! With over 1000 members and all of the corresponding demands, the Executive Committee now believes it necessary to split the responsibilities of the Treasurer/ Membership Chair so that they become the responsibility of two individuals instead of one. We need to make this change, however, within the confines of the ACSD Constitution and Bylaws. Article VII of the Constitution calls for proposed amendments to be presented to the membership at least 30 days in advance of the annual business meeting whereby a vote can be taken on proposed amendments. With this in mind I would like to offer the following clarification as you consider this year's ballot of officers and the upcoming business meeting at Taylor University.

Proposed Amendments:

1. Article V of the current constitution calls for the election of a "treasurer/membership chair" as one of the officers of the Executive Committee. It is proposed that the wording of this article be changed to "treasurer and membership chair" to reflect two separate positions.
2. Article II, Section 2,e of the current bylaws offers a description of duties for a "treasurer/membership chair". It is proposed that this be amended to reflect the duties of the treasurer only and that the wording be: "Treasurer - The treasurer shall receive and account for all monies and make payments authorized by the Executive Committee, and prepare a financial report for the annual meeting."
3. Under Article II, Section 2 it is proposed that point "g" be added to read as follows: "Membership Chair - The membership chair shall be responsible for all membership records and corresponding services."

Ballot Clarification: (*Stay with me now because this may be somewhat confusing!!*)

The Executive Committee cannot make the proposed changes and, thereby, add the membership chair position without you, the ACSD membership, voting to amend the Constitution and Bylaws as proposed above. In other words we cannot put the two positions of Treasurer and Membership Chair on this year's ballot (You have to approve this in June before this change is official).

Article II, Section 4 of the Bylaws, however, does indicate that "A vacancy in office other than that of the president and the president-elect shall be filled by appointment of the Executive Committee." So, what we are proposing is that at our June business meeting you vote on the proposal to separate the Treasurer/Membership Chair position into two separate jobs. Assuming an affirmative vote, the Executive Committee will then make an appointment to the newly created Membership Chair position. Strong consideration will be given to the individuals appearing on the ballot as we consider this appointment.

I want to thank you in advance for caring to become involved in choosing the leadership for ACSD. As we continue to grow it is all the more important for you to carefully consider who will represent you and carry the organization forward in the years ahead.

ACSD Ballot • 2000

FOR THE POSITION OF VICE PRESIDENT

*Stephen (Steve)
Thomas Beers*
Vice President
for Student
Development,
John Brown
University



Education:

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

Experience:

Resident Director, Northwestern College
Associate Dean of Students, Northwestern College
Director of Discipleship, Taylor University
Vice President for Student Development, John Brown University
(additional experience in para-church youth work and work with multiple-felon youth)

ACSD Involvement:

Years of membership: 14
Leadership and Presentations: Leadership - Regional Director; Special Project initiator to better integrate Student Ministries professionals into ACSD. Presentations (5) - Residence Assistant training; Educational programming; Drug and Alcohol education, programming, and policies; Student Ministry programs and policies; Professional transitions. Articles (2) - "Recapturing the ministry of university discipline"; "Preparing for professional transitions."

Goals for the Position:

(1) To fulfill the specific responsibilities of the VP's position and to be a significant team member in the leadership of ACSD. (2) To intentionally seize every God-given opportunity. (3) With sensitivity to current issues and trends, respond to the developmental needs of individuals and institutions within my sphere of influence.

Vision for ACSD:

(1) To provide international leadership in the development and dissemination of philosophies, policies, and practices pertaining to the development of students, professionals, and institutions. (2) To respond with sensitivity and clarity to current issues, while remaining steadfast to our original mission. (3) To always remain supportive of the Christian professional in the field.

Edee Schulze
Dean of Student
Life, Wheaton
College, Wheaton
IL



Education:

Doctor of Philosophy in Leadership, Foundations and Counseling Psychology (emphasis in Higher Education Administration); Loyola University Chicago, Chicago IL. January 2000.
Master of Arts in Educational Ministries (emphasis in College Student Development); Wheaton College Graduate School, Wheaton IL. December 1989.
Bachelor of Science, magna cum laude, Physical Education; California State Polytechnic University, Pomona CA. March 1982. President's List and National Dean's List

Experience:

Dean of Student Life, Wheaton College, Wheaton, IL; July 1997-present
Director of Residence Life, Wheaton College, Wheaton, IL; June 1991-June 1997
Residence Director, Wheaton College, Wheaton, IL; August 1987-May 1991
Career Counselor, Wheaton College, Wheaton, IL; August 1988-May 1989

ACSD Involvement:

Years of Membership: 12
Leadership and Presentations: Articles - "Gender Dynamics in the Classroom" (Koinonia, winter 2000); "Equipping Student for Service," (Koninia, spring 1994). Conference Presentations - "Gender Dynamics in the Classroom at a Christian Liberal Arts College"; "Spiritual Gifts and Student Leadership"; "Voice of Justice and Voice of Care: Kohlberg and Gilligan".

Goals for the Position:

(1) To maintain and enhance ACSD's Placement Service in print and on the Internet. (2) Support association's goals of increasing awareness of ethnic and racial issues and participation by persons of color. (3) To promote relevant research activity within ACSD. (4) To assist in providing supportive mentoring relationships for both new and experienced professionals.

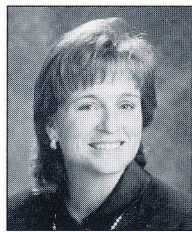
Vision for ACSD:

A vital role of ACSD is to facilitate professional development and supportive connections among Christians in Student Development. We should continue to find innovative ways to enhance these formal and informal links through which individuals at both secular and Christian institutions can exchange information and sharpen each other for service.

FOR THE POSITION OF TREASURER/MEMBERSHIP CHAIR

Dr. Eileen Hulme

Assistant Vice
President for
Student Life,
Baylor University



Education:

Ph. D. in Adult Education
Human Resource Development Leadership, University of
Texas

M.A. in Student Services, Azusa Pacific University

B.A. in Education, Baylor University

Experience:

Assistant Vice President for Student Life and adjunct faculty
member in the doctoral program in Higher Education,
Baylor University

Vice President for Student Life, George Fox University

Research Fellow, University of Texas

Doctoral Intern, American Council on Education,
Washington, D.C.

Associate Vice President and Dean of Students, University of
Houston, Clear Lake

Director of Student Activities, University of Houston, Clear
Lake

Area Coordinator, Trinity University

ACSD Involvement:

Years of membership: 5

Leadership and Presentations: Keynote Address: ACSD
Regional Conference, 1998; Koinonia research article,
"Anticipatory Consciousness: A Learning Paradigm for
College Students" (Winter 1999).

Goals for the Position:

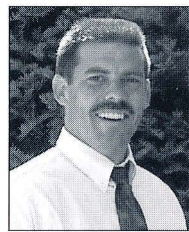
(1) To keep accurate membership records and disseminate
information in a timely manner. (2) To use my varied pro-
fessional background to reach out to Christians at secular
schools and those institutions that do not normally attend
ACSD conferences. (3) To maintain accurate financial
records for the organization and produce user-friendly
reports of the ACSD financial position.

Vision for ACSD:

1) To encourage the professional growth of our member-
ship through continued efforts to provide cutting-edge con-
ferences, thought-provoking publications and relevant
faith-based research. 2) To reach out to our Christian col-
leagues at secular institutions by expanding our visibility at
national conferences. (3) To expand our web-based
resources enabling all colleagues to benefit from the infor-
mation shared at regional and national conferences. 4) To
continue to support personal renewal opportunities. 5) To
maintain a Christ-centered perspective in all that we do as
an organization.

Mark Troyer

Associate Dean for
Leadership
Development,
Asbury College



Education:

B.A. Communications /
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 for Freshmen Advising/Director Visitor Center,
Grace College (1986 - 1988)

ACSD Involvement:

Years of membership: 13 years

Leadership and Presentations: Currently ACSD
Membership Chair/Treasurer (1998-00)

Chair Theme/Marketing Committee 1997 ACSD National
Conference. Articles: "Student Leadership Development: A
Christian College Research Project and Discussion of Issues"
(Koinonia, spring 1996); "Behind Closed Doors: A Skill
Development Exercise Designed to Improve Attending and
Confrontation Skills for Residence Life Staff." (Koinonia, fall
1991).

Research: Conducted 1995-96 ACSD funded research project
on Student Leadership Development programs. Workshop
Presentations: Leadership Program Research (1996 Bethel
National Conference); RA Hiring/Training (1995 Anderson
National Conference); Leadership Development (1992
Huntington National Conference); Leadership Programming
(1991 Appalachian Regional Conference); Retention Issues
(1989 Moody National Conference).

Goals for the Position:

To promote the expansion of our membership to include
more practitioners not traditionally associated with our pre-
sent membership. To efficiently account for the funds of the
organization and provide accurate data in order to help
executive committee explore future directions in being the
best stewards of organizational funds.

Vision for ACSD:

As an organization that is celebrating 20 years and has been
consistently growing, I believe ACSD should be expanding ser-
vices and exploring ways to have a wider impact that reflects
the rich heritage of faith that we all share. Taking steps
toward supporting more formal research, and writing in the
field of student development should be a priority. Being salt
and light in the field of student development should be sup-
ported and encouraged in a variety of ways. Networking and
sharing "best practices" is a present strength and opportuni-

ties to continue and expand that strength should be contin-
ued. Assisting each other in being excellent in what we do
will not only further our programs, but further the kingdom.

FOR THE POSITION OF EDITOR

Susan Elizabeth Moody

Director of Student
Activities/Director
of Student Develop-
ment Publications,
Geneva College



Education:

MA, Higher Education (concentration: Administration);
Geneva College, 1998

BA, Youth Ministry (minor: Biblical Studies); Gordon College,
1989

Experience:

Geneva College:

Director of Student Activities - 97 to present

Director of Student Development Publications - 97 to present

Yearbook Advisor - 97 to present

Administrator of Guest Lecturer and Artist Series - 97 to
present

Resident Director and Assistant Director of Student Activities
- 94 to 97

Montrose Christian School, Rockville, MD

Seventh Grade English Teacher - 91 to 94

High School Computer Teacher - 93 to 94

ACSD Involvement:

Years of membership: 6

Leadership and Presentations: 1998, co-presented work-
shop at Calvin College; 1999, product endorsement seminar
for "Institute for Motivational Living" at Biola University

Goals for the Position

The editor of the Koinonia has the opportunity to provide
ACSD members with a forum for the discussion, reflection
and exploration of ideas. Using my experience and creativ-
ity to provide administrative excellence, my goal as editor
would be to continue the tradition of "stimulating the think-
ing and practice of the membership", while also exploring
how the Koinonia may be able to grow to meet the chang-
ing needs of the expanding ACSD population.

Vision for ACSD:

ACSD has great potential for assisting its members in becom-
ing stellar professionals in their area of influence. As Christ's
representatives in the field of Student Development, I
believe that we should strive to hone our skills and knowl-
edge so that we may be fully equipped to answer God's call
on our lives. It would be my hope that as members of ACSD
we could use the learning, speaking, and writing opportuni-
ties provided by the Association through the Koinonia and
the annual conference to become men and women ready to
carry out His call on our lives in this new century.

A University of Character

By H. L. Baker

The first time I saw Victor Hugo's *Les Misérables*, I was hooked. If this Broadway show is being presented in Chicago or closer, I can almost guarantee you, I'll be there. As one who has historically been more interested in hits and runs, touch-downs and "smash mouth" blitzes, and free throws and 3-point shots, I've had to ask myself several times: *What is it about Les Misérables that so quickly and passionately catches my attention? Is it the music? It doesn't get much better! Is it the "glitz" of a Broadway show? Pretty intriguing for an Oklahoma farm boy. Is it the acting? Outstanding!* These qualities un-doubtedly have an impact, but nothing like the impact of the themes of compassion, redemption, and mercy so present in Jean Valjean's journey and Jalvert's pursuit.

Are these *Les Misérables* characters' experiences not unlike our own? Aren't we at times bound by our ill-advised choices (call it sin)? Don't we too receive mercy and grace similar to that provided to Jean Valjean? Aren't we challenged to invest our lives in others without knowing what the ultimate cost or results of our efforts will be? Isn't this really a story about developing character and how life experiences impact that development?

"Character" is not reserved for the individual. Organizations too seek ways to develop a sense of character, which includes qualities of honesty, fortitude, and integrity. It seems to me that Christian colleges and universities must take the lead in promoting character (inside and outside the classroom) as a primary value; a value that often sets us apart from other institutions of higher education.

What are the qualities that are crucial if an institution is to be known as a University of character? Dr. Jerry Grubbs, Dean of the Chapel at Anderson University, identified the following which distinguish Christian Colleges and Universities where character building is valued. With his permission, I share them for the benefit of all of us working in Student Development.

Love of God, Self and Neighbor

Life at its best is the embodiment of love—love of God, self and neighbor. This quality of character is experienced through such practices as prayer, gathering regularly for worship in Chapel, welcoming strangers, patience, forgiveness, reconciliation, peaceableness and giving care. Life at its best involves a healthy regard of self as one receives and shares God's love.

Respect for Persons

Each member of the community is created in the Image of God. Persons should expect to be treated fairly and with dignity. Persons who manipulate, abuse or harass others must be held accountable by the community.

Honesty and Integrity

Sound ethical principles and moral practices are expected of each member of the community. In the classroom, office and residence hall, or on the campus or athletic field, persons should conduct themselves with uprightness, honesty and sincerity. Academic dishonesty can not tolerated. Violation or abuse of another person's property can not be tolerated. A University of character is called to demonstrate the qualities of honesty and integrity in all relationships.

Reconciliation

A University of character is a community where one can find support in the pain and struggle of life and where God's redemption can be experienced. A community of faith in God and love for neighbor is a community of reconciliation, providing the opportunity for a second chance. One place this should be demonstrated is in the shaping of the community judicial code. The first act of discipline need not necessarily be expulsion from the community. Rather, a community of reconciliation will reprove, counsel, instruct, guide and support in the process of positive change.

Freedom with Restraint

In a University of character persons are free to pursue life with enthusiasm and creativity. In the academic arena, the liberal arts tradition informs this quest to become a freely thinking, and thus, freely acting individual. However, both the biblical, and in some cases church tradition, informs freedom in that not all humanly contrived ideas and actions are moral. Truth and practice must always come under the scrutiny of divine wisdom. It is at times appropriate to exclude or modify certain beliefs and practices that threaten the fiber of community and practices that threaten the fiber of community character.

Health and Wellness

A community of Christian character values health and wellness, which is understood to mean the optimal well-being of each individual given their capacities to develop. This is viewed as a fitting response to God as Creator. A University of character takes seriously the stewardship of the body

and is committed to physical exercise, proper diet and nutrition and provision for sleep and relaxation as evidence of this stewardship. Persons are challenged to maintain a balanced life of exercise, food and rest. It is entirely appropriate to establish policy, which prohibit some activities (i.e. use of illegal drugs, alcohol, and tobacco) in the interest of community member's health.

Spiritual Maturity

Spiritual maturity is evidenced best by a presence that energizes all of life. Spirituality is a mode of being in the world; it is a pilgrimage along which path people may be redeemed and grow in the spirit of Christ. A University of character will challenge all persons in the community to acknowledge God in Christ as the companion on the journey, to become a lover of all of life, to welcome and affirm life in all it brings, to move with grace and hospitality rather than fear and hostility, and to combine gentleness with strength and feel at home in the Spirit.

Joy and Pleasure

Life can be filled with joy and pleasure. This is particularly apparent in a community formed by relationship to Jesus Christ. That which is joyful and brings wholesome pleasure is to be enjoyed. Where one's own pleasure is at the expense of another, through manipulation or denigration, is totally inappropriate. The community must cultivate wholesome ways to be together while confronting the behavior of those who seek joy and pleasure at the expense of others.

I'll soon complete 39 years working in student life as a member of the Anderson University staff. I've come to believe more than ever in the last few years that Christian colleges are more about building character than anything else. Though not exhaustive, Dr. Grubbs' list of qualities of a University of Character seems to capture much of what, if practiced, will give colleges and universities the best chance of impacting our troubled world in Godly ways. There are neither "grades" nor "transcripts" which evaluate character. But CHARACTER, and all it includes, just may be the most important of Christ's qualities to be modeled and taught. Character really does count!

And, by the way, if *Les Misérables* is being presented in your city, don't miss it!

H L Baker is the Dean of Students at Anderson University, Anderson, IN. His tenure, long-standing service, and commitment to the students of Anderson University and ACSD make his perspective one to be valued and shared in this anniversary issue of Koinonia.

One Heart, One Voice

20th ANNIVERSARY

Join us as we celebrate the 20th anniversary of our beloved association. Taylor University is grateful to have been the location where, in 1980, the Christian Association of Deans of Women (CADW) and the Association of Christian Deans and Advisors of Men (ACDAM) merged to become The Association for Christians in Student Development. From its humble beginnings, this organization has grown to include nearly 1000 from more than 250 Bible colleges, Christian liberal arts colleges, private and public institutions across the U.S. and Canada. We hope that you will unite with us as we commemorate our achievements and remember the special people and events that have contributed to our rich heritage.

We will be celebrating the twenty years of ACSD in the following ways:

- A historical look back at the last 20 years
- Displays of the ACSD archives
- Recognition of lifetime members of ACSD
- Hearing from some lifetime ACSD members about memorable moments and highlights from past conferences
- Recognition of those who attended the 1980 conference

We anticipate your attendance so that with One Heart and One Voice, we can give glory to our Father in Heaven.

For further information on ACSD 2000 visit the website at:
<http://www.tayloru.edu/upland/programs/conferences/acsd>

ACSD

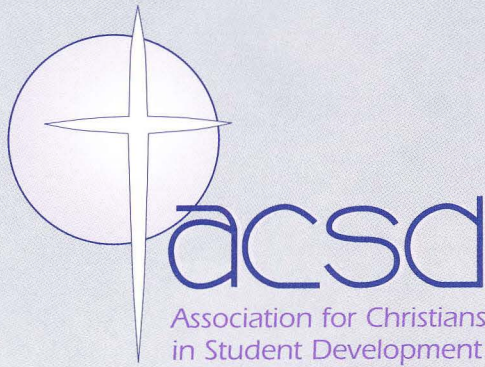
20
YEARS

1980 • 2000

ACSD 2000: MISSION STATEMENT

Our theme, taken from Romans 15:5-6, has been chosen as a call to unity of purpose and spirit as we celebrate our first twenty years and move forward together into the next millennium. The purpose of our conference is to provide personal encouragement, spiritual challenge and professional enrichment so that we may endure in following Christ and with one heart and one voice bring glory to Him.

ACSD June 5-8, 2000 ~ Taylor University, Upland, Indiana



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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 Mark Troyer, ACSD Membership Chairperson, Asbury College, Wilmore, KY 40390-1198, (606) 858-3511. 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.

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KOINONIA

c/o Sharon Givler
Huntington College
2303 College Ave.
Huntington, IN 46750-9986