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Love Is the Foundation of Knowledge - Education that Promotes Civic Engagement

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STATE OF THE COLLEGE
KIM S. PHIPPS, PRESIDENT
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Love Is the Foundation of Knowledge
Education that Promotes Civic Engagement

One reason among many that I am grateful to be president of Messiah College is that I frequently have the opportunity to witness the spirit of love and the spirit of learning coming together. A recent ABC27 News report provides a tangible example of how love and learning frame academic pursuits at Messiah College. With faculty guidance, our engineering students developed a relationship with Emmy, a young girl born with a condition that caused her to lose fingers. More than a year ago, our students first employed 3D printing to create a prosthetic hand for Emmy. This spring, they presented her with a second Raptor hand—an enhanced model that improves comfort and functionality. This is just one example of Messiah College students’ learning, persisting and adapting based on real-world needs. Let’s watch this ABC27 news clip [video].

This fusion of expertise and compassion reflect the definition of James K. A. Smith, who writes that “A Christian education can never be merely a mastery of a field of knowledge or technical skills. . . .

learning is embedded in a wider vision of who I am called to be and what God is calling the world to be. How does *my* learning fit in this Story? And what practices will cultivate this *ultimate* orientation in me?”ⁱ

Smith focuses on this central question—“What if education wasn’t first and foremost about what we know but about what we love?”ⁱⁱ

This morning, I am suggesting that only in the context of love will knowledge have lasting meaning. Each one of us knows the value of wrestling with ultimate questions – identifying what is most important in life, determining what values and behaviors will order our days. The Apostle Paul raises our sights to what truly endures: “Now faith, hope and love remain . . . and the greatest of these is love.”ⁱⁱⁱ Let’s pause and consider the need to educate our students for lives of service, leadership and reconciliation built on the premise of God’s love as the essential foundation for knowledge.

I believe a Messiah College education—one rooted in the love of God and neighbor as the center of knowledge—prepares our students to lead and serve their communities at this very turbulent moment in time. The Apostle Paul declares that love leads to a fuller, more comprehensive kind of understanding. In 1 Corinthians 13, he writes that if we “fathom all mysteries and knowledge and have all faith . . . but do not have love, we are nothing.”^{iv} Love animates and gives meaning to knowledge, and knowledge is fundamental to civic engagement for the common good.

As Messiah educators, we are called to champion practices of love that lead to insight, wisdom and meaningful action. Therefore, we must mentor and guide our students in developing life habits that nurture love and expand knowledge—practices grooved into their consciousness through repetition. The current discord and division that is roiling our nation and the higher education community, causes us to be mindful of the critical role of learning and knowledge in a democracy—particularly, in a nation whose aspirations are for the wellbeing of all its citizens—in a church called to incarnate Christian values of love and peace. Whatever the national landscape may be in the next few days, months or years—each one of us has the privilege and the responsibility to practice love, to enhance knowledge and to contribute to Messiah College’s mission in a way that enriches the church and society. Every employee has a role to accomplish in teaching, mentoring, supporting and graduating women and men who are capable and compassionate, examples of service, leadership and reconciliation.

In an essay entitled “*Reflections on the Center of the Civic*,” Timothy K. Eatman, dean of the Honors Living-Learning Community at Rutgers University, argues that education must be grounded in human connectedness—and fortified by five senses of civic engagement: hope, history, passion, empathy and planning—which he compares to our five physical senses.^v Eatman describes civic engagement in this way, “at the center of the civic is the ability to truly see and respond to the urgent needs of others.”^{vi} As Christians, our desire to “engage in the civic” is rooted in our love for Christ and our neighbor—a “faithful presence” according to James Davison Hunter who declares, “If there is a possibility for human flourishing in our world, it does not begin when we win the culture wars, but when God’s word of love becomes flesh in us, reaching every sphere of social life.”^{vii}

As we practice civic engagement, Gabe Salguero, founder of the National Latino Evangelical Coalition, challenges Christians to transcend partisan politics: “[T]he way of the cross always calls us deeper and higher to a principled political engagement that denounces all partisan idols.”^{viii} Salguero reminds us that the way of Jesus never leads to dominance or power—it always leads to servanthood. This type of faithful presence contributes to the health of a democracy as we guide students to become leaders in the public square who demonstrate critical thinking and just decision making.

What will it mean for Messiah College to advance an education founded on love that leads to deep knowledge and inspires us to greater human connection? Let’s examine our missional pursuit in the context of Eatman’s Five Senses of Civic Engagement.

Our students will only be wise leaders, advancing the common good if they are educated to practice love imbued with the sense of hope. Eatman suggests that the *sense of hope* “allows us to grab hold of dynamic principles and ideas that lead to action. . . . [H]ope helps us initiate a powerful offensive to confront entrenched dysfunction.”^{ix} At Messiah College, we flesh out this definition of hope in light of our mission as “proceeding with trust in God and one another, and ordering our lives around our deepest beliefs even those that are unseen or [as of yet] unrealized.”

As we seek to cultivate the sense of hope in our students, we understand that many of them have lost trust in authority figures and institutions. I recently asked my 25-year old daughter Brooke

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why her generation (the last of the Millennials) is so captivated by apocalyptic television series, video games, books and movies. She replied that many of her peers face the future with resignation and pragmatism rather than hope or optimism due to many factors, including: the weight of having 24/7 access to information, concerns about environmental sustainability, growing up in a time of unending war and conflict, the unpredictability of the economy, the overwhelming presence of social media, and the chaotic dysfunction of our government.

In the midst of this troubling context, we are called to help our students (now labeled as Generation Z) understand that even as we work to effect positive change, hope rests in Christ, not in this temporal world. Messiah's tagline that students learn to 'see anew' reflects our profound educational commitment to the virtue and practice of hope. On a daily basis we must model for students what it means to hope in the unseen and wait with confident expectance.

Civic engagement must be undergirded by the strength of our hope. Messiah College's 2017 Commencement speaker, Bryan Stevenson, founder of the Equal Justice Initiative declares, "You can't be a change agent without hope."^x

Hopelessness is the enemy of justice. . . . Your hope is what gets you to stand up when other people say sit down. Hope is what gets you to speak when other people say be quiet. Your hope is your power.^{xi}

The appalling events that recently erupted in Charlottesville, Va., and the troubling aftermath, remind us that this abiding sense of hope is necessary now more than ever. Today, let us renew our personal and institutional commitment to reflect, repent and actively work against racism and injustice – we are called to pursue reconciliation.

In our contemporary world of increasing anxiety, inflammatory rhetoric, and palpable despair, we must inspire our students toward hope-filled practices so that they will become positive change agents where they live, work and worship. Thank you all who help our students nurture practices of hope—educators who encourage students to practices of reflection, study and discernment; coaches who instill the importance of daily training for body, spirit and mind; and campus work-study supervisors who listen and support their students. On occasion, many of us find our own measure of hope increasing as we interact with students and witness their examples of selfless service – for this we are truly grateful.

George Blackburn, campus events manager, and his 67-member staff are committed to mentoring their work-study students. George has a well-deserved reputation for coming alongside students who are struggling. He challenges them to face mistakes they have made and encourages them to change direction and plan for the future. Through conversation, sharing meals, and participating in devotions—George builds lasting connections and trust with his students. He has experienced the joy of seeing students he's mentored become designers, coaches, teachers and community leaders.

At Messiah College, our identity is permeated by transformative hope. We are a Christian college of the liberal and applied arts and sciences seeking to motivate students to excellence by providing them with an understanding of the past and hope for the present and future. Provost Stephany Schlachter of Lewis University speaks of the promise of a Christian educational

mission that spans the liberal and applied arts and sciences at institutions like Messiah College

... [W]e value the opportunity to learn from each other and create things for the betterment of others that are greater than any one of our parts. We need to work together because it allows us to more fully address the integration of knowledge with values. . . . [and because] this is how students best learn to reflect, to serve others, and to clarify their values, and to prepare for the world of work.^{xii}

Along with hope, the *sense of history* provides students with a more robust and nuanced consideration of past events and people that can illuminate their present and future understanding of themselves, others and the world. In order to glean knowledge and wisdom from history, we must nurture students' curiosity, respect and understanding of the experiences, people and events that have culminated in our present day. Eatman describes the sense of history as

Truly reckoning, with honesty and integrity, with the facts of social reality. . . . A sense of history helps us become conscious of past decisions, commitments, and values so we can seize present and future opportunities lucidly, robustly, and purposefully.^{xiii}

Yet, we have all witnessed the stark outcomes of a lack of attentiveness to history in our current educational system and our broader society. John Fea, chair of Messiah College's history department, writes that studying history leads students to develop practices that result in greater engagement and maturity of intellect and character:

- to “‘consider the source’ of information they encounter” and learn to detect bias.
- “to see the complexity of human experience as it has unfolded through time;
- “to think about the forces that have shaped the world that they have inherited” and
- “to listen to voices from the past before judging them” which leads them to “cultivate the democratic virtue of empathy.”^{xiv}

As our nation has grown more deeply polarized, our shared sense of history, and receptivity to new information that challenges our thinking has diminished. A recent Pew Survey demonstrates that in the 2016 presidential election all groups of voters listed Facebook as the third-highest place people “went for news.”^{xv} Recent studies show, Gen Z students “trust what’s on the Internet . . . with only 44 percent evaluating the quality or reliability of information they receive.”^{xvi} Messiah College librarians partner with educators to combat this trend by helping students develop a comprehensive information skill set, which includes “utilizing authoritative sources; considering bias, timeliness and relevancy; and representing multiple perspectives to create a holistic view of controversial issues.”

Bernardo Michael, associate professor of history, explains how discernment and humility result from an open-minded study of history:

Sometimes insights about ourselves elude us because we don't have the sight to see beyond a view of the world that we have inherited through history. To discern what eludes us calls for some kind of encounter with the unfamiliar, the uncomfortable, that causes us to question our

worldviews and level of engagement with the world.

A sense of history nurtures the life of the mind by providing the perspective, discernment, and empathy for individuals to forge strong relationships in their community as they participate in the public square. Daniel Finch, professor of art, recently developed meaningful connections in the region by designing and installing a massive mural entitled “The Lemoyne Passage.” Finch described the mural to Pennlive as “a monument to a place, a people, a history that has to some degree been forgotten, embedded in time, and we want to remind people of the very unique and rich history in this little municipality right here in central Pa.”^{xvii} More than 100 community and Messiah College volunteers contributed to this public-private endeavor.

Informed by a *sense of history*, the *sense of passion* “allows life’s penetrating questions to penetrate one’s work,” according to Eatman.^{xviii} At Messiah College, the sense of passion refers to the channeling of our talents, abilities, and resources for the furthering of God’s kingdom. We offer an education of depth and substance—rooted in love and oriented toward students’ ultimate purpose—by promoting the liberal and applied arts and sciences in an environment characterized by community.

As part of connecting deeply, many of you mentor students who mature and, in turn, mentor future generations. One such alumna is Tosha Sampson-Choma ’97, assistant professor of English at Kansas State University and 2017 Messiah College Distinguished Alumna. Mentors encouraged her to continue her education through graduate school, prayed for her and offered “much-needed support.”^{xix} Now, she’s passionate about mentoring students “as they develop skills in written communication, critical analysis, diversity and cultural awareness. More than anything,” she says, “my goal is to empower students to become highly engaged, empathetic, and ambitious individuals. . . .”^{xx}

At Messiah, we are nurturing a passion for inclusive excellence because we have come to understand its centrality to our mission: the love of God and neighbor is essential to knowledge fully realized in the context of community. Austin Channing Brown, a freelance writer and speaker, writes, “We are all—together—the fullest representation of God when we allow our ethnic, lingual, and cultural differences to be celebrated.”^{xxi}

As an institution, our passion to reflect the Christ-centered value of reconciliation has led the College to annually fund a campus team to share in the Roots of the Civil Rights Journey. Sixty-four Messiah faculty, staff, administrators, trustees, students and alumni have participated as of this summer. Todd Allen, tour director and our newly appointed special assistant to the president and provost for diversity affairs, member of the President’s Cabinet and professor of communication, explained the tour’s purpose,

To remember these old landmarks of the African American freedom struggle reveals not only their pedagogical value, but their spiritual role in teaching lessons on the importance of honestly confronting the past, while promoting healing, forgiveness and reconciliation in the present.^{xxii}

For some colleagues, motivation for increased civic engagement rooted in love continues long after the conclusion of the tour. Lynn Maynard, director of safety, was profoundly moved by his

participation, “Those who go on the Civil Rights tour who really want to learn and experience are forever changed. It’s not something you’ll ever forget. I try to channel those thoughts and feelings – and consider what am I doing that could unfortunately further systemic racism.” Lynn has integrated his experiences with what he’s learning in Messiah College’s MBA in strategic leadership courses in order to institute safety departmental initiatives that build inclusivity and establish a foundation of the shared values of integrity, service and community. The Department of Safety crest features shared values as pillars supporting a bridge, reminding officers of their responsibility to bring people together.

Passion for inclusive excellence also includes honoring the perspectives and contributions students with disabilities bring to our campus. College Choice has named Messiah College #9 on its “50 Best Disability Friendly Colleges” list. Amy Slody, director of disability services, says, “These students often have more ideas because they often think in unusual ways. This allows them to be problem solvers.” The largest populations of students served by the department are those with learning disabilities, ADHD and psychiatric disabilities. Through personal coaching and other forms of assistance, Amy Slody and her colleague, Tony Devine, try to empower students to define their own solutions and “to see themselves as useful and productive, happier, successful”—to envision all they can achieve.

Our *sense of passion* naturally inspires us to a deeper *sense of empathy*, the capacity to understand another’s perspective with personal feeling. Eatman emphasizes that empathy helps us realize “we’re all connected.”^{xxiii} Our ability to be truly present is motivated by love and leads to deeper understanding and engagement with others as together, we confront the most gripping issues of our day.

Our students need us to model, encourage and guide them in developing the virtue of empathy. As I mentioned in a previous address, college students showed a 40 percent drop in empathy when compared to 20 – 30 years ago, according to a 2010 University of Michigan study of data from 14,000 students,^{xxiv} but one recent study of current college students indicates a potential reversing of this trend. The authors of *Generation Z Goes to College*, report that college students chose to “describe themselves as loyal, thoughtful, compassionate, open-minded and responsible.”^{xxv} While self-reported data can certainly be skewed, the authors added this important anecdotal observation: “Through our study, Generation Z students described story after story of their concern about issues facing other people.”

As educators and work-study supervisors, we must build on the ways that Gen Z’ers resonate with Messiah College’s mission. Two-thirds of Gen Z students report that they “want their careers to have a positive impact on the world”^{xxvi} One study found that 47 percent of Generation Z “participate in organized religion and 41 percent “say they attend weekly religious services,” the latter of which is actually a higher percentage than previous generations.^{xxvii}

Gen Z is the most diverse generation to date. They are also entrepreneurial, technologically dependent and very comfortable with self-directed online learning. What do we need to do to nurture practices of empathy in this generation of students?

- in an age of get-it-when-you-want-it, we can exhibit and practice patience

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- in an age of technological distraction, we can give students our unplugged attention – demonstrating that it can be done
- in an age of overindulgence, we can employ boundary setting
- in an age of disparate opinions, we can listen without judgment
- in an age of polarization, we can practice hospitality especially to those with whom we disagree.

One way we encourage students to develop empathy is through the experiential learning opportunities we offer at Messiah College, including—study abroad, internships, service learning, summer camp programming and artistic performances. Danielle Chun—an international student and economic development major—studied abroad in Klaipeda, Lithuania, for two semesters. Let’s listen to Danielle describe how her experience increased her empathy [video].

Finally, as a community, we need to engage in the *sense of planning*. Eatman defines planning as “traction for steps toward progress.”^{xxviii} Careful and deliberate planning for our institution’s future is essential to making the pursuit of transformative knowledge grounded in love possible. The College’s 2016-2020 strategic plan directs our campus planning and implementation efforts toward a goal of furthering knowledge and human connectedness within our campus community and our broader society.

Connectedness implies recruitment – bringing students into community – and retention implies sustaining them in a connected community. Where are we with FY18 recruitment and retention goals? This week we will welcome 678 (goal of 675) first-year and 100 (goal of 86) transfer undergraduate students. Retention for first year to sophomores is a healthy 88 percent and we project that we will exceed the FFTE goal by 5-20 students. In FY17, we had 689 graduate students and we anticipate enrolling 730 this academic year and meeting our credit hour goal.

This positive news about recruitment and retention is tempered by the fact that we had to increase financial aid by 1.6 percent (approximately \$650,000) more than we had budgeted, resulting in a net tuition revenue shortfall of a range of \$150-400,000. While our financial discount rate remains stable relative to our competitors, we may need to adjust the previously announced prioritization goal of 1.5 million dollars in expenses as we plan for FY19 and beyond. Any necessary revision to the prioritization target will be finalized as part of the October budget review.

As I communicated during last spring's employee forums, despite our many successes, Messiah College must meet the prioritization target by June 30, 2019, to ensure a balanced budget for 2020 and beyond. As one facet of our financial considerations, a retirement incentive option is being offered. This option was announced last Friday, and details will be sent to eligible employees later this month. Members of the prioritization steering committee, educational area task force and administrative area task force have labored throughout the summer months and will continue to work throughout the fall to identify and recommend savings opportunities. Final recommendations will be presented to me in late December and specific decisions will be communicated in January. I understand that a prioritization process is unsettling and change is never easy. I promise that our decisions will be made carefully and judiciously.

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Regarding our diversity strategic plan, we have encouraging news to celebrate. Progress is being made toward achieving the strategic plan goal of “20 percent of the undergraduate student body being comprised of domestic underrepresented students and international students” by 2020. This year we recruited 105 first year and 18 transfer students from underrepresented domestic backgrounds—our highest number ever! Nineteen first year and eight transfer students are joining us from international populations. While this is a decrease from the prior two years, it is not surprising given some of the current uncertainty surrounding the attainment of student visas. Our total diversity percentage of undergraduate students has risen to an institutional record of 18 percent.

Retention among students from diverse populations is strong when they are actively engaged in affiliation groups such as our Martin Scholars and R. H. Flowers Scholars (formally Amigo Scholars). We are seeking to provide more entry points of community connection for all domestic students of color, including offering an optional early move-in day to allow for increased opportunities for connection with each other and with educators.

As a Christian college, we desire to fully represent the beauty and diversity of God's creation. Because of your efforts, our strategic enrollment diversity plan is working and its success is salient to our long-term institutional strength and educational excellence. We know that we are in the midst of dramatic demographic changes, including declines in the overall number of high school graduates in our region:

- In 2013, the Northeast (U.S) generated around 639,000 high school graduates, or 18 percent of the U.S. total. By 2030, the pool of high school graduates in the Northeast is projected to drop to around 567,000.^{xxix}
- Although there will be significant growth in the number of public high school graduates of color, numbers of White public high school graduates will decline precipitously enough that the overall number of regional high school graduates will decline.^{xxx}

Recruiting and retaining diverse students and employees is worthy of our steadfast commitment. In addition to progress on student recruitment, I am pleased to say that last year we added 22 individuals from diverse backgrounds to our employee base. To insure retention of students and employees, we must work to make our campus ethos hospitable. Early in the fall semester, the results of the Campus Climate Survey will be communicated as we initiate the process of responding to the findings.

This vision of and plan for an educational community that advances knowledge is grounded in connectedness, and love is part of what makes the faithful presence of Messiah College graduates so important to our nation and our world. In a world brimming with hate and division, our individual and corporate efforts to teach and live by the example of Christ's love is a story that must be consistently and winsomely communicated.

The goals of Theme One of the strategic plan focus attention on articulating Messiah's distinctive identity and our dedication to serving as a voice for the valuable role that religious faith fulfills in the public square. At the same time, we continue to demonstrate our openness to listen to and work with those who disagree. In the upcoming year, we will continue to support

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the Council of Christian Colleges and Universities' efforts to sponsor federal "Fairness for All" legislation—which promotes civil rights for all people while simultaneously preserving the right of self-determination for religious institutions. In this process, we seek to model what John Inazu has labeled "Confident Pluralism" or "what it means to go forward in Gospel confidence into a world of difference, and how to find common ground with others in spite of that difference."^{xxxi}

The narrative of all the ways Messiah College seeks to promote the common good will be featured on our institutional website early next summer and a campus-wide theme on this topic will engage us in meaningful discussions during the 2018-2019 academic year. The planning of lectures, discussions, concerts, films and art exhibits is underway as we prepare to demonstrate how Messiah College connects love and knowledge in service to others.

The nature of the Messiah story, while firmly grounded in our history and identity, is also growing and changing. In the upcoming year, we will finalize a recommendation regarding whether Messiah College should apply for university status. We are thankful for strong graduate enrollment that enables us to extend our mission to new audiences and provide much needed revenue. The Winding Hill location now hosts our first occupational therapy cohort, state-of-the-art facilities and the majority of offices for graduate faculty and administration. Given the comprehensive disciplinary breadth of our undergraduate curriculum and the consistent growth of the graduate school, the College's board of trustees requested that we seriously examine the question of university status. A campus task force is presently engaged with studying the question and gaining input from campus and community stakeholders. The primary question the task force has been considering is this: Will "university" status enable Messiah College to more effectively recruit, retain and educate students? College Council and COE Senate will be involved with deliberations toward a final recommendation.

As indicated in the strategic plan, we must innovate as well as revise current undergraduate and graduate programming. Our new Doctor of Physical Therapy program will launch in summer 2018, and this fall we are offering new undergraduate majors in actuarial science and finance and minors in digital humanities and speech and language pathology. Educational experiences including certificates, badges, and the development of more online undergraduate courses are being considered. In addition, we are pursuing discussions with institutions about potential mutually beneficial alliances. The challenging external environment may provide occasions for Messiah College to fulfill its mission in new contexts, thereby increasing our influence as well as strengthening our financial profile.

Another vital aspect of planning encompasses successfully raising funds to support the people, programs and facilities necessary to fulfill our institutional mission. For FY17, we were blessed to once again surpass our fundraising goal by raising \$7.3 million dollars. In addition, we successfully completed the Campaign for Wellness and later today, from 3:00-5:00 p.m., you are invited to tour this wonderful new fitness facility and indoor athletic enhancements. Next week, I encourage you to visit the Howe Humanities Lab in Boyer Hall, the Frey Commuter Lounge in the lower level of Mt. View and the nearly completed Larsen Finance Lab in Frey Hall—projects that were made possible through donor generosity and external funding support. In FY18, we will be raising funds in support of the annual fund, student scholarships, endowment, capital equipment, and undergraduate and graduate research as well as engaging in preliminary planning

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for the College's next major fundraising campaign. Because we understand that Messiah's financial strength is essential to sustaining our ability to educate students who incarnate love as the foundation of knowledge, the College undertook a long-term project to develop the Rider Musser land tract to serve as a future non-tuition revenue source. We are now approaching the end of the approval stage after a lengthy regulatory process involving township commissioners, state agencies, transportation officials and federal departments. Expect to hear some exciting announcements in the upcoming year about the specifics of this project.

We have many challenges but also many opportunities in the year ahead of us. This morning, as we initiate a new academic season, let us commit ourselves to learning, loving and connecting with our students and each other. Although, we are an imperfect community and at times our civic and campus engagement will be inadequate, difficult and even messy, I firmly believe that when we work together to fulfill our mission – students' lives are transformed. Hear these encouraging words from Joel Johnson, a 2017 graduate in English and Sustainability Studies who received the Donald and Anna Zook Alumni Merit Award at Commencement: [video].

If love for God and our students is at the center of our educational pursuits and we develop and practice the *five senses of civic engagement*—hope, history, passion, empathy and planning—we will nurture love, expand knowledge and promote human flourishing. Messiah College offers students and society the much-needed gift of framing education in terms of the love that leads to knowledge and ultimate meaning as part of God's sweeping narrative.

Our students' education relies upon layer upon layer of daily habits, classes, experiences, relationships, conversations, successes and failures. This process is reminiscent of our student engineers who employ 3D printing to build up very thin layers of material into a seamlessly fashioned Raptor hand. In a similar way, when graduates walk across the stage at Commencement, we can no longer distinguish each formative layer, but we see the cumulative effect of our educational community's impact on our graduates. We witness how love is shaping their pursuit of knowledge and their civic participation.

Be challenged to deeper love and knowledge by these words from James Davison Hunter: "When faithful presence existed in church history, it manifested itself in the creation of hospitals and the flourishing of art, the best scholarship, the most profound and world-changing kind of service and care—again, not only for the household of faith but for everyone."^{xxxii} This year, may we love and learn in such a generous way that our faithful presence leads to excellence and knowledge, faith and understanding, service and reconciliation, and, ultimately, to human flourishing for all people. Amen.

ⁱ James K. A. Smith, *You Are What You Love: The Spiritual Power of Habit* (Grand Rapids, MI: Brazos Press, a Division of Baker Publishing Group, 2016), 164.

ⁱⁱ James K. A. Smith, *Desiring the Kingdom: Worship, Worldview, and Cultural Formation* (Grand Rapids, Mich: Baker Academic, 2011), 18.

ⁱⁱⁱ "1 Corinthians 13:13," in *Common English Bible: A Fresh Translation to Touch the Heart and Mind* (Nashville, TN: Common English Bible, 2011).

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- ^v Timothy K. Eatman, "Reflections on the Center of the Civic," in *Civic Learning and Teaching: A Bridge to Civic Life and a Life of Learning*, ed. Ashley P. Finley (Washington, D.C.: Bringing Theory to Practice, 2014) 74.
- ^{vi} *Ibid*, 69.
- ^{vii} James Davison Hunter quoted in Christopher Benson, "Interview: James Davison Hunter," *ChristianityToday.com*, May 14, 2010, accessed August 18, 2017, <http://www.christianitytoday.com/ct/2010/may/16.33.html?start=6>.
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- ^{ix} Eatman, "Reflections on the Center of the Civic," 74.
- ^x Bryan Stevenson quoted in Blake Thorkelson, "Stay Hopeful and Do 'uncomfortable Things,' Advises Justice Advocate Bryan Stevenson," *YaleNews*, February 06, 2017, accessed August 18,
- ^{xi} Bryan Stevenson quoted in Brian McNeill, "VCU News," *Vcu.edu*, April 13, 2017, accessed August 18, 2017, https://news.vcu.edu/article/At_VCU_Just_Mercy_author_Bryan_Stevenson_reminds_us_we_are_more.
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- ^{xiv} John Fea, "Why Study History? A Bill before the Pa. Senate Is Only Part of the Answer: Opinion," *PennLive.com*, July 06, 2017, accessed August 18, 2017, http://www.pennlive.com/opinion/2017/07/why_study_history_a_bill_befor.html.
- ^{xv} Jeffrey Gottfried, Michael Barthel, and Amy Mitchell, "Trump, Clinton Voters Divided in Their Main Source for Election News," *Pew Research Center's Journalism Project*, January 18, 2017, accessed August 18, 2017, <http://www.journalism.org/2017/01/18/trump-clinton-voters-divided-in-their-main-source-for-election-news/>.
- ^{xvi} Kevin Eagan et al., *The American Freshman: National Norms Fall 2014*, report (Los Angeles: Higher Education Research Institute, 2014), 32.
- ^{xvii} Daniel Finch quoted in Dan Gleiter, "Huge Mural That Showcases Lemoyne's History Is Finished, Ready for Public Dedication," *PennLive.com*, July 20, 2017, accessed August 18, 2017, http://www.pennlive.com/news/2017/07/mural_lemoyne_messiah_college.html.
- ^{xviii} Eatman, "Reflections on the Center of the Civic," 75.
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