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June 2-5, 2001 in Lexington, Kentucky

George Marsden and Gordon Caswell to Give Hester Lectures at ASBCS Annual Meeting

by Tim Fields

George Marsden, philosophy professor and author from Notre Dame and Gordon Caswell, preeminent fund raiser and estate planner, will deliver the Hester Lectures during the annual meeting of the Association of Southern Baptist Colleges and Schools

The meeting will take place June 2-5 at Marriott's Griffin Gate Resort, Lexington, Ky., and will focus on fund raising and financial management.

Georgetown College with President William H. Crouch, Jr. will host the meeting. Between 200 and 225 participants are expected to attend. The theme for the meeting is "Assure the Future."

The meeting usually is limited to presidents and chief academic officers, but will be expanded this year to include chief business officers and chief development officers.

Marsden will deliver The Hester Lectures on Sunday and Monday evenings. The topic for his lectures is "The Quest to be Distinctively Christian in the Academy." Caswell will deliver the Hester Lecture on Tuesday morning entitled "The Future of Fund Raising for Christian Institutions."

Workshops at this year's meeting will include sessions on legal affairs, fund raising and financial management for Christian colleges, universities and schools. (See program outline on page 13.)

A golf tournament and golf awards dinner for participants is scheduled for noon on Saturday June 2.

Spouses of attendees may participate in special planned activities.

The ASBCS Board of Directors will

meet Sunday, June 3, and the annual business luncheon for presidents and chief academic officers will take place Monday, June 4.

Georgetown College will host a reception and buffet for all participants and their spouses Monday evening. The reception will take place on the Georgetown campus followed by a tour and buffet at Kentucky Horse Park.

Meal and activity reservation forms and hotel reservation forms for the meeting have been mailed to schools and are available on the ASBCS website at <www.baptistschools.org>.

Completed meal and activity reservation forms should be mailed or faxed to Association of Southern Baptist Colleges and Schools, 917 Harpeth Valley Place, Nashville, TN 37221,

phone 615-673-1896, fax 615-662-1396.

Hotel reservations for the annual meeting must be made directly with Marriott's Griffin Gate Resort. Reservations can be made on the worldwide web at <marriott.com>.

1. On the Marriott web site under "find a hotel," locate Lexington, Ky.

2. Locate the Griffin Gate Resort web site; enter your dates of arrival and departure.

3. Enter the following code: ABCABCA where it asks for a group code.

4. Then follow the instructions (credit card required). Deadline for hotel reservations is May 2.

Marriott's Griffin Gate Resort is located at 1800 Newtown Pike, Lexington, KY 40511, phone: 800-228-9290. ■

— OFFICIAL NOTICE —

Bylaw Change to be Proposed at ASBCS Business Session

A proposed change in the bylaws of the Association of Southern Baptist Colleges and Schools (ASBCS) will be presented during the annual business luncheon Monday June 3 at Marriott's Griffin Gate in Lexington, Kentucky.

The change, approved by the ASBCS Board of Directors last June in Williamsburg, would remove the limitation for a school to be located in the United States in order to be a member of the association.

The current bylaws were adopted September 26, 1996 in Mobile, Ala., during a special called meeting of the Association.

The bylaw change requires a two-thirds majority, and written notice of the vote must be made at least 30 days in advance of the annual business meeting.

Doug Hodo, ASBCS board chair, said the proposed change will enable the association

to expand its membership to schools in Canada and in other countries that have expressed an interest in joining the association.

The change would remove the underlined words from the current purpose:

ARTICLE 2: Purpose

2.1. The purpose of this Association shall be: To provide and maintain an organization through which educational institutions located in the territory of the United States and currently or historically cooperating with Southern Baptists may work together in promoting the interests of Christian Education.

Voting members of the Association include the president and the chief academic officer from each of the 54 ASBCS member schools. ■

CONTENTS

- 1 ASBCS Annual Meeting
- 1 Proposed Bylaw Change
- 2 Enrollment at ASBCS Schools
- 3 H. I. Hester Lecture: What Will it Take to Succeed As Christian Universities in the New Millenium?
- 7 Legal Notes
- 8 Litany
- 9 Campus Report
- 9 Consortium for Global Education
- 10 Names and Faces
- 11 People
- 13 Annual Meeting Program Agenda
- 14 Gifts and Grants
- 14 Development
- 14 Transitions
- 15 Comment:
- 16 ASBCS Directories Order Form
- 16 FACTS Management

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"Legal Notes" is designed to provide accurate and authoritative information on legal issues facing Southern Baptist-related higher education. It is provided with the understanding that the publisher and editors are not engaged in rendering legal counsel. "Legal Notes" is not intended as a substitute for the services of a legal professional. If your institution needs legal counsel, a competent attorney should be consulted.

Annual subscription is \$8.00.

Enrollment at ASBCS Member Schools

Source: 2001 Directory of Southern Baptist-Related Colleges and Schools from information supplied by member schools

School	Undergraduate	Graduate	Total
1. Anderson College	1,400	0	1,400
2. Averett College	1,703	593	2,296
3. Baptist College of Florida	585	0	585
4. Baptist College of Health Sciences	448	0	448
5. Baylor University	10,337	1,863	12,200
6. Belmont University	2,507	469	2,976
7. Blue Mountain College	372	0	372
8. Bluefield College	786	0	786
9. Brewton-Parker College	1,064	0	1,064
10. California Baptist University	1,517	526	2,043
11. Campbell University	8,425	1,140	9,565
12. Campbellsville University	1,598	102	1,700
13. Carson-Newman College	1,994	236	2,230
14. Charleston Southern University	2,603	256	2,859
15. Chowan College	800	0	800
16. Clear Creek Baptist Bible College	190	0	190
17. Cumberland College	1,554	148	1,702
18. Dallas Baptist University	3,190	842	4,032
19. East Texas Baptist University	1,402	0	1,402
20. Fruitland Baptist Bible Institute	200	0	200
21. Gardner-Webb University	2,600	650	3,250
22. Georgetown College	1,375	371	1,746
23. Grand Canyon University	2,000	1,300	3,300
24. Hannibal-LaGrange College	1,150	0	1,150
25. Hardin-Simmons University	2,389	394	2,783
26. Hawaii Baptist Academy	1,000	0	1,000
27. Hispanic Baptist Theological School	230	0	230
28. Houston Baptist University	1,970	549	2,519
29. Howard Payne University	1,532	0	1,532
30. Judson College	389	0	389
31. Louisiana College	1,200	0	1,200
32. Mercer University	4,236	2,592	6,828
33. Mid-Continent College	247	0	247
34. Mississippi College	2,479	995	3,474
35. Missouri Baptist College	3,020	0	3,020
36. North Greenville College	1,282	0	1,282
37. Oklahoma Baptist University	1,993	24	2,017
38. Ouachita Baptist University	1,714	0	1,714
39. Palm Beach Atlantic College	2,058	346	2,404
40. Samford University	2,870	1,509	4,379
41. San Marcos Baptist Academy	300	0	300
42. Shorter College	1,889	0	1,889
43. Southwest Baptist University	2,801	833	3,634
44. Truett-McConnell College	2,033	0	2,033
35. Union University	2,062	398	2,460
46. University of Mary Hardin-Baylor	2,401	189	2,590
47. University of Mobile	1,724	194	1,918
48. Valley Baptist Missions/Education Center	117	0	117
49. Virginia Intermont College	848	0	848
50. Wayland Baptist University	4,696	459	5,155
51. William Carey College	1,715	687	2,402
52. William Jewell College	1,442	0	1,442
53. Williams Baptist College	660	0	660
54. Yellowstone Baptist College	49	0	49
Grand Total	101,146	17,665	118,811

What Will It Take to Succeed as Christian Universities in the New Millennium?

Editor's Note: This article is adapted from the Hester Lecture delivered at the National Education Colloquium, June 7, 2000 in Williamsburg, Virginia, sponsored by the Association of Southern Baptist Colleges and Schools. R. Judson Carlberg is president of Gordon College, Wenham, Mass.

by R. Judson Carlberg

Recently, 200-year-old Bradford College, a small liberal arts school just down the road from Gordon College, held its last commencement. Once a proud school that attracted members of the Rockefeller and Armour families as students, the college failed to make the leap from an elite women's college to a four-year coed institution.

Colleges do not die easily. Often, many factors over an extended period of time lead to a painful end. This was true at Bradford, a campus known for innovative teaching, offbeat students with a penchant for the arts, and a faculty adaptable to creative learning styles.

However, Bradford, like many others that passed from the scene in the last decade, charted an unclear course by shifting direction from year to year to attract different clienteles. In the end, the school could not recruit enough students to set sail again. A series of small decisions made over a long time accumulated to erode the life of the campus. All of us want to avoid the same shipwreck!

Today we are asking, "What will it take to succeed as Christian universities in the new millennium?" I suggest we take that question a step further, for I believe we don't simply want to succeed. To borrow a phrase from business leader and entrepreneur Bob Buford, we want to "move from success to significance" in higher education in the decades ahead.

Before I address the main question, however, let me offer a word about perspectives and how I arrive at them. I quickly acknowledge that I'm not in the league of the scholars we have heard from here when it comes to educational theory or carefully crafted higher education research. I'm simply a president who loves to go to work every day, challenged by the prospect of building a better educational institution. And along the way, I've made observations and learned some lessons.

I used the participant observation method of the anthropologist in my doctoral research. The research practices I began to develop then have served me well during my 35 years in higher education. Many insights I share with you today come through the anthropologist's approach to gathering data systematically. As a president, I continue to practice these principles.

To return to my main theme, "What will it take for all of us to move from success to significance as Christian universities?" I'd like to propose three metaphors that illustrate principles that are crucial if we are to be distinctive, vibrant and successful, and if we are to move to significance.



R. Judson Carlberg

To introduce the first metaphor, I'll tell a short story. My wife and I have a little place high on a hill overlooking the Atlantic Ocean in Gloucester, Mass., where we retreat to rest and replenish our bodies and souls after particularly difficult periods of work. One joy of life in Gloucester is the sea. I love anything to do with boats including sailing, fishing or simply feeling the gentle rocking of the waves beneath the keel.

One day, I was looking out to sea from my deck when I spotted a large three-masted sailing ship skimming over the water in a very stiff breeze. The ship looked like a relic from the past—something the early colonists might have sailed to these shores on more than 300 years ago. (I later learned it was all part of a set for a movie about the witch trials being filmed nearby.) The schooner was under full sail on a cloudless day. It was such a beautiful sight that I got my binoculars to watch more closely. Although the ship was "heeled over," it did not capsize but kept true to its course. Why? Because a shipbuilder paid attention to what was below the waterline.

If we are to move from success to significance, we must care for the structure below the waterline. The history of higher education in America teems with stories of colleges and universities like Bradford College. They looked great in the bright light of a cloudless sky and gentle breeze, but no one spotted the damaged keels until it was too late. Sometimes the cracks are financial, sometimes they're subtle weaknesses in leaders, and sometimes they're spiritual, eroding the very core of what we are about.

We know the familiar story of the secularization process and the impact it had on colleges and universities founded with Christian missions. In her book *The Making of a Modern University: Intellectual Transformation and the Marginalization of Morality*, Harvard historian Julie A. Reuben suggests, "University reformers tried to modernize religion to make it compatible with their concept of science. Religion disappeared from the university because these efforts failed, not because university educators neglected religion."¹

Almost as a precursor to the postmodern movement of our own day, Reuben found that "in this transition from the classical college to the modern university, the older ideal of the unity of truth was largely gutted."² The situation in many secular universities today is an outgrowth of the cracks in the keels laid 100 years ago.

Soon after the University of Chicago opened, founder John D. Rockefeller inquired about the religious atmosphere on campus. One faculty member responded by praising the university's active religious life and its tolerant attitude "toward varying religious opinions." However, he expressed one reservation:

"If I forecast any danger, it is that too loose an interpretation shall be given to the term Christian and that from the desire to recognize the fullest liberty of all, it shall come to be considered out of place to express any but the most general Christian sentiments."³

(continued on page 4)

What Will It Take to Succeed?...

(continued from page 3)

Little did he know how quickly his words would become reality. The accommodation of religion to modern thinking soon spelled the end for a vibrant Christian ethos.

Whatever the threat to our stability lurking below the waterline, we must take great care to watch for the first signs of stress and weakness. When the winds of culture blow hard across our bows, the components of our ships below the waterline must be strong enough to keep us on course and to avoid capsizing.

Another story from the sea illustrates my second metaphor: We must stay at the table. In her wonderful little book *The Hungry Ocean*, Linda Greenlaw, former swordfish boat captain on the *Hannah Boden* out of Gloucester, tells of life at sea during the annual hunt for the swords in the waters of the Gulf Stream. Days on end of boring travel to the fishing grounds 900 miles off the New England Coast are punctuated by storms and hectic periods of hauling swordfish from lines 40 miles long. Under these conditions, her crew sometimes cracked and arguments broke out. One principle she followed as a leader in this rough world was that her crew had to stay at the table.⁴

To make sure, she required the men to eat regular meals together so they would have the strength to function under stress during wild storms and long nights of hauling fish. (Or they had to at least have regular “mug ups” together—the fisherman’s slang for coffee breaks). She also knew that when they argued—which seemed all too frequent—they had to return to the table to begin the communication and healing process that was so important in the physically dangerous life at sea. Everyone relied on everyone else to get through the next dangerous storm successfully.

If we are to weather the storms in higher education, we too must stay at the table.

Our Christian communities brim with opportunities to run from the table—or to stay in communication, gathering strength for the storms and stresses that inevitably will come.

We recently had a guest speaker on campus who was invited to address a special chapel symposium on “Who Is My Neighbor?” That’s an important issue that all Christians must confront. The problem was that the guest, a local pastor, used the opportunity to announce that she was a practicing lesbian—and one of our neighbors. Now I hasten to add that a faculty member who overstepped his authority and ignored chapel policy invited her without careful thought. The aftermath of her talk was anything but calm and civil. A few students stormed out, slamming doors in their wake, and called their parents or their pastors. Within minutes, angry e-mails were flying onto my computer screen from all over the country.

I, too, was bothered by what she said. I did not agree with her theology or lifestyle. It was inappropriate for her to speak in a chapel service where students and faculty expect biblical teaching, but I remained at the table. After the chapel service was over, the students saw me shake her hand and thank her for coming. That did not mean I agreed with her. I did not. As

a Christian, I should treat any guest with civility and respect—even one I would not have invited to speak in a chapel service. After chapel, one of our senior faculty, knowing the attacks I was under, wrote an encouraging note to me:

Our Lord had that wonderful ability to relate in a very down-to-earth way to all kinds of social outcasts: lepers, unscrupulous tax collectors, prostitutes, drunkards, despised Samaritans and others. Because He never surrendered His place at the table and thereby washes His hands from these *questionable* types, he was able to make a difference in many of their lives. It is that kind of unconditional love, servant’s heart, compassion and commitment Jesus had to *the others* around him that we must emulate. We want to take our culture seriously. This must be done not by flippantly fleeing it but by listening intently to its assorted (and sometimes *sordid*) voices. As distorted and godless as some of these voices may be, we must compassionately and biblically interact with these. We must stay at the table.

In Colossians 4:6, Paul urges us, “Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.”

We have a choice: We can leave the table after being threatened by diversity issues, political attacks and disagreements over a host of important societal issues. However, this leads to isolation from those who name the name of Christ, yet differ on details of theology or Biblical interpretation. On the other hand, we can remain at the table in dialogue with those who hold contrary positions to ours, whether Christian or not.

Few causes are creating more consternation for us right now than misguided attempts to enforce a range of views under the general theme of diversity. The University of Virginia’s distinguished economist, Kenneth G. Elzinga, wrestles with diversity issues on a daily basis in his milieu. He comments, “There is a Christian doctrine of diversity. It is a wonderful doctrine that the Church of Jesus Christ will consist of people from every tribe and nation. This doctrine teaches that the gospel of Jesus Christ does not apply only to the literal children of Abraham but that everyone who calls on the name of the Lord will be saved (see Acts 2:21 and Joel 2:32).”⁵

Elzinga observes that diversity, as used on secular campuses, is indeed hostile to the Christian faith. It applauds religious expressions of various sorts—all except biblical Christianity. On the other hand, secular advocates of diversity claim Christianity is exclusive and therefore, not tolerable.⁶

However, we confront not only threats from this secular mindset. Unfortunately, some of our brothers and sisters who call themselves “conservative Christians” have turned the word “evangelical” into a political designation without theological meaning to most external observers.

Despite the many difficulties with our history, our struggles and our disagreements, our evangelical heritage is vital and significant. It is worth fighting to save.

Some fundamentalists on the fringe accept the notion that the forces of evil are indeed winning. God is silent. They’re ready to get up and leave. Such people are threatened by anyone who holds an anti-Christian position or is

...we want to “move from
success to significance”
in higher education....

different from them. In the extreme, they storm out of our culture looking for guns and a hideout in the mountains of Montana.

Now, that's not our response, of course. However, as outside forces—whether within government or denominations— increase pressure on us for accountability and, sometimes, for politically correct viewpoints, some of us might be tempted to get up from the table, thus ending the conversation.

We cannot make that choice. Nor should we make an equally bad choice . . . to simply blend in, pressured by political correctness, bombarded by crass, debasing entertainment, or seduced by “mushy-headed” contemporary evangelicalism. If we are to be universities of significance, *we must remain at the table* during the storms and struggles.

For my last metaphor, let's go back to the sea for a moment. In his best-selling book and movie of the same name, *The Perfect Storm*, Sebastian Junger tells how important adequate navigational aids are to weather the fierce, late fall, North Atlantic storms. No captain today would ever go to sea without charts, compass, loran, radar, radio and weather-fax machines. But despite all of this gear, the *Andrea Gail*, a sister ship to Linda Greenlaw's *Hannah Boden*, encountered disaster in the middle of one of the fiercest storms ever recorded. What happened will never be completely known. Junger tells us, “Whatever it is, one thing is sure. Around midnight on October 28, 1991—when the storm is at its height off Sable Island—something catastrophic happens aboard the *Andrea Gail*.”⁷ All navigational aids were gone—all the men lost!

If we are to move from success to significance, we must be sure our graduates are equipped with the best navigational aids to help them through the unexpected storms. We, in Christian universities, must prepare graduates to carry on the search for truth.

Now I recognize that in academic debate, attempts to embrace truth based in history, science or especially God's revelation are generally off limits. Students in many secular universities are sent into life without adequate navigational aids. Do Christian universities offer an alternative? I believe we do!

Our graduates should have a respect for truth whether revealed in God's Word or in creation. For example, in the interface between science and the Bible, Gordon College has always been willing to allow truth to emerge from scientific inquiry and biblical study. We do not necessarily see a contradiction between the Hebraic literary expressions found in Genesis I portraying the Creation of the world, and the overwhelming scientific evidence for a theory of Creation that might incorporate elements of God-mandated evolution. We affirm the biblical notion that God created the heavens and earth. We also accept scientific discoveries and theories that suggest He used processes to create the heavens and the earth—processes that are still being understood and do not require adherence to young-earth Creation theories. God did it, but He didn't tell us how or when.

The search for truth is challenging, but what better place could we visualize than the Christian liberal arts university in which to carry it out? The ancient Hebrews teach us that all study is a hallowed act of worship. From the Old Testament

we draw encouragement for the task: “These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up” (Deuteronomy 6:6, 7).

We're confident that, as the *Author* of all truth, God will eventually lead us toward *His* truth. In this age of relativism, we seek to know the ancient certainties that undergird our community and our common commitments. We try not to fall into the trap of triumphalism, proclaiming that we've found truth, and no one else has.

Can a quality institution be both intellectually rigorous and faith-affirming? By wedding intellect and faith, do our graduates take with them truly a viable and unique education on Commencement Day? I believe they do. If we do indeed provide accurate navigational aids, our graduates have some clear advantages.

First, they understand the importance of standards. We want our graduates to measure up to God's standards as set forth in His Word, not just the standards listed in our catalogs. If we are to understand God's standards for living, we must make a conscious effort to grasp the life principles He gives us—or, to put it another way, we must strive to think and act “Christianly.” This Christian world view affects how we think, live and respond to the needy, the searching or the ill. Our graduates not only will be competent, they also will understand what it means to be people of character.

Second, our graduates learn to celebrate their God-given gifts. Our Christian universities ought to be places where the gift of creativity thrives not only in the intellect and the abstract world of ideas but also in the fine and performing arts, where ideas meet concrete expression. As evangelical Christians we have too long vacillated between being critics or copiers. Neither of these options leaves us free to strike out with new expressions of joyous creativity. Those with gifts in music, drama, dance or the visual arts must have the freedom to express them.

A third advantage: Our graduates will leave knowing how to learn—men and women with a deepening knowledge of God and a desire to study His truth in Scripture and creation. This joy of learning should be accompanied by the discipline of regular study. With the internet and other technologies, opportunities for distributed or distance learning will abound in the years ahead. Will we prepare our graduates to take advantage of these, or will we resist because we cannot reconcile the new learning paradigms with our traditional concepts?

An encouraging effort is underway in 75 Christian universities around the world. The Christian University GlobalNet, a supporting organization to the Council for Christian Colleges and Universities, now has more than 350 credit courses available on-line after one year of operation, and hundreds of other learning options are under development. Dallas Baptist University is a leader in this effort. I

If we are to be universities of significance, we must remain at the table during the storms and struggles.

(continued on page 6)

What Will It Take to Succeed?...

(continued from page 5)

hope some of you will join us in this outreach into new markets worldwide.

In my reflections today, you may have noticed that I haven't used the phrase so often touted in Christian college and university publicity—"the integration of faith and learning"—to describe our task. I'm afraid the term has become hackneyed and worn. Every Christian college and university in the country claims to be doing it, but what faith/learning integration means on some campuses is unclear.

It is an academic term, abstract in nature and hard to pin down. Indeed, it is shorthand for insiders in the narrow confines of Christian higher education and has no meaning to the wider world of higher education.

If we are to move from success to significance, the Other One must walk beside our students, our faculty and our leaders.

The idea of faith/learning integration should mean that our basic premises and assumptions are based on a biblical world view. Unfortunately, the concept has not caught on because it has little relevance to the general population—even to those who are supportive of the concept of Christian higher education.

To them far more important questions dominate, although we who are closest to the enterprise may not like to deal with these.

One I hear, even from Christians, is of what relevance is faith/learning integration and indeed, in a broader context, the entire concept of liberal arts to the preparation of men and women for life after college? This merely underscores how much work remains to be done. Let's look for more compelling terms to explain perfectly good concepts. The Christian liberal arts are foundational for work and life. And nothing could be more important than infusing faith principles into everyday action and thought. We have a great deal of work still to be done to convey the importance of the Christian liberal arts mandate.

In our Christian universities, our graduates can be equipped with the basic navigational tools to make it through life's ordeals. However, none of this will matter unless the presence of Christ is upon their lives, going before them, leading the way, giving them strength in every challenge.

Let me conclude with one more story from the sea. Listen to the opening sentences from the book, *The Endurance*.

The captain of the ship, Frank Worsley, would remember the day vividly ever afterward. It was July, midwinter in Antarctica, and the darkness of the long polar night had been upon them for many weeks. The temperature was minus 30 degrees Fahrenheit, and around the ship extending to the horizon in all directions was a sea of ice, white and mysterious under the clear, hard stars. From time to time, the shriek of the wind outside broke all conversation. Away in the distance, the ice would groan and Worsley and his two companions would listen to its ominous voice as it traveled to them across the frozen miles. Sometimes, the

little ship would quiver and groan in response, her wooden timbers straining as the pressure from millions of tons of ice, set in motion by some far away disturbance, at last reached her resting place and nipped at her resilient sides.

One of the three men spoke: "She's pretty near her end.... The ship can't live in this skipper. You had better make up your mind that it is only a matter of time. It may be a few months and it may only be a question of weeks, or even days, but what the ice gets, the ice keeps."⁸

The year was 1915, the speaker was Sir Ernest Shackleton, one of the most renowned polar explorers of his day, and the third man was Frank Wild, his second in command. Their ship, the *Endurance*, was trapped at latitude 74 degrees South, deep in the frozen waters of Antarctica's Weddell Sea. Shackleton had been intent on this ambitious mission. He and his men had traveled to the South to claim one of the last remaining prizes in exploration—the crossing on foot of the Antarctic Continent.

They had come within 85 miles of their destination when the *Endurance* was trapped in the ice pack. For almost five months the 22 crew of the *Endurance* drifted on ice floes before launching dilapidated lifeboats and making landfall at Elephant Island.

From there Shackleton and two others struck out across 800 miles of dangerous ocean to seek help at a distant whaling station. At the end of his account of this crossing, Shackleton wrote: "When I look back at those days, I have no doubt that Providence guided us, not only across those snowfields, but also across the stormy white sea that separated Elephant Island from our landing place on South Georgia. I know that during the long and racking march of 36 hours over the unnamed mountains and glaciers of South Georgia, it seems to me often that we were four, not three. I said nothing to my companions on the point, but afterwards Worsley said to me, 'Boss, I had a curious feeling on the march that there was another person with us.' Crean confessed to the same idea."⁹

Years later, T.S. Elliott evoked this imagery in *The Waste Land*:

Who was the third who walks always beside you?
When I count there are only you and I together
But when I look ahead up the white road,
There is always another one walking beside you.¹⁰

If we are to move from success to significance, the Other One must walk beside our students, our faculty and our leaders. There will be obstacles, testing our will to endure. There will be struggles, tempting us to leave the table. There will be foggy confusion, causing us to question our direction. But when the Other One, the Christ, walks with us, we persevere with joy for the journey.

Endnotes

¹Reuben, Julie A. *The Making of a Modern University, Intellectual Transformation and the Marginalization of Morality*. Chicago: University of Chicago Press, 1996, pp. 12–13.

²Reuben, p. 126.

³Reuben, p. 267.

⁴Greenlaw, Linda. *The Hungry Ocean*. New York: Hyperion, 1999, pp. 59-92.

⁵Elzinga, Kenneth G. "I Saw Gooley Fly." *The Future of Christian Higher Education*. Nashville: 1999, p. 64.

⁶Elzinga, pp. 64-65.

⁷Junger, Sebastian. *The Perfect Storm*. New York: W.W.

Norton, 1997, p. 135.

⁸Alexander, Caroline. *The Endurance. Shackleton's Legendary Antarctic Expedition*. New York: Alfred A. Knopf, 1999, p. 3.

⁹Alexander, p. 169.

¹⁰Quoted in Alexander, p. 194. ■

Legal Notes

by J. Terry Price



Sorting Out Title IX Exemptions Is in the Details

When is a Title IX exception not a Title IX exception? Ah, the blue devil is in the details.

Title IX is the federal legislation prohibiting recipients of federal funding from discriminating against any participant in interscholastic, intercollegiate, club or intramural athletics on the basis of gender. At first glance it would appear all school sports teams must be open to both men and women in order to comply with Title IX requirements. However, there is an exception.

When a school "operates or sponsors a team in a particular sport for members of one sex," but does not do so for members of the other sex, "and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport." Football is one of the specifically identified contact sports.

It is upon this playing field that Duke University and a female place kicker square off.

Heather Sue Mercer entered Duke as a freshman in August of 1994. She was the place kicker for her high school football team and attended various football camps to improve her skills. At Duke, Mercer met with the football coach and asked for a tryout as a walk-on. He agreed.

Although Mercer didn't make the team that year, she served in a managerial capacity, attended all practices and games, participated in winter conditioning and helped shag balls and keep statistics for the Blue Devil kickers. She

also participated in spring practice and hoped to make the team as a place kicker. She was chosen to participate in the annual "Blue and White" game and responded by kicking the winning field goal. As a result, she made the team.

As the first female to make the Duke football team, she received extensive publicity

culminating with her appearance on NBC's "The Tonight Show." Initially the coach was pleased with the attention, but ultimately he became concerned with the focus on this one Duke player.

Even though he subsequently listed her as a member of the team in the official media guide and on the official roster submitted to the NCAA, he refused to issue her a uniform or pads. The coach then created a unique membership status for Mercer as a "non-active" member of the team and issued a press release to that effect.

The coach began to discourage her participation, encouraged her to consider other extracurricular activities such as beauty pageants and asked her to sit in the stands during games "with her boyfriend." Eventually he cut her from the team and suggested she try out for cheerleading instead.

Mercer filed suit alleging Title IX

violations by the Duke football program. Duke attempted to have the suit dismissed on the defense that Title IX allows for discrimination on the basis of gender in contact sports in general and football specifically.

The U.S. Fourth Circuit Court of Appeals ruled in Mercer's favor in a 1999 decision. Although the court agreed that Title IX does not require colleges to allow women to play football, if you permit women to try out for football you are then obligated to treat

all players fairly and equally, regardless of gender.

As a result, Mercer's suit was allowed to proceed and resulted in a jury award of one dollar in compensatory damages but \$2,000,000 in punitive damages.

That award was upheld by the U.S. District Court for the Middle District of North Carolina on March 12, 2001. In addition, the court added attorney's fees and expenses amounting to almost \$400,000. Duke is currently reviewing the ruling and will make a decision on whether to appeal.

As for Heather Sue Mercer, she has released a statement that she would use the damage award to start a scholarship fund for student athletes. ■

J. Terry Price is a partner in the law firm of Guenther, Jordan & Price, P.C. in Nashville, Tennessee, (615) 329-2100.

Litany: A Fresh Commitment to Our Faith and Heritage

led by Robert White

Leader: We give thanks to God for this time of gathering for fellowship, encouragement and envisioning together what great things might be done to God's glory in Christian education in the third millennium.

Educators: We understand our heritage to include those moments in biblical history when God's Word focuses upon the value of education.

Leader: We recall the specific instruction to the children of Israel to teach their children: "These commandments that I give you today are to be upon your hearts."

Educators: "Teach them diligently to your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." (Deuteronomy 6: 6-7)

Leader: We recall the pride with which the Apostle Paul declared his education at the feet of Gamaliel (Acts 22:3), how he commended the teaching of young Timothy by his grandmother Lois and his mother Eunice (2 Timothy 1:5), and admonished us to study to show ourselves approved to God as workers who need not to be ashamed, rightly dividing the Word of truth. (2 Timothy 2:15)

Educators: We acknowledge that the source of all truth is God, and the words, actions and nature of His Son are truth. We acknowledge that Jesus declared Himself to be the "way, the truth and the life."

Leader: We further acknowledge and believe the truth of Jesus' statement, which declares that no one comes to the Father but through Him.

Educators: We believe the Bible to be true and agree to use our influence to see that the Scriptures are taught appropriately at our schools, that the Bible is revered and that we demonstrate a spirit of awe, reverence and respect when we speak of God's Word.

Leader: We pledge that in the midst of our focus upon education and truth we will not lose sight of the reality that without Christ our students, faculty and administration are lost and need to be brought to the truth that salvation is through Christ alone.

Educators: We further pledge that we will be prepared to give a witness of our own faith in Christ and seek every

opportunity to lead persons who are lost and within the sphere of our influence to a confession of faith in Christ as Savior and Lord.

Leader: We recognize that our mission field is not limited to our own campuses and communities but encompasses the entire planet.

Educators: We therefore recommit ourselves to encourage our churches to support the cause of missions and Christian education through the Cooperative Program and to be involved in seeking to impact our world for Christ through strategic partnerships and mission endeavors around the world.

Leader: We support the historic focus of our churches, associations, state conventions and the Southern Baptist Convention upon missions, evangelism and education.

Educators: We believe these to be strategically intertwined and mutually dependent upon each other as well as supportive of each other.

Leader: We commit ourselves to pray regularly and fervently for one another and for our Baptist leaders.

Educators: We believe that God hears and answers the prayers of His children and that faithful prayer will lead to the strengthening of our personal ministries and encourage a sweeping spirit of revival on our campuses.

Leader: Recognizing the Baptist Student Union as a vital Baptist witness on our campuses, we pledge to pray for our BSU leadership and participants.

Educators: We commit to doing all within our power to strengthen this ministry among students on our campuses and encourage our students by our words and our presence when possible.

ALL: Recognizing that there is great diversity among Baptists, we vow to do all that we can to promote healing and reconciliation among Southern Baptists, understanding that when we are together we are not only stronger, we are better. Our sincere desire is to be a present reflection of the commendation, "Behold how they love one another." In love we will discover our greatest successes and strengths as well as teach the highest of all spiritual goals to those in our charge. ■



Campus Report



Baylor University: *The Hispanic Outlook in Higher Education* chose Baylor as a "Publisher's Pick" as a U.S. university that attracts and empowers Hispanic students.

Campbellsville University: The Council on Social Work Education granted initial four-year accreditation to the baccalaureate social work program for the university's Carver School of Social Work. The school now plans to develop an accredited Master's of Social Work degree program.

The university and the Kentucky Housing Corporation are joining forces to provide home repairs for Campbellsville residents who need home repair but cannot afford it.

The university will formally dedicate the former Campbellsville Fruit of the Loom water laboratory in honor of George Howell to recognize the support he provided the university for environmental education.

The Carnegie Classification of Institutions has decided to elevate the university from the "baccalaureate colleges—liberal arts" category to the "master's colleges and universities II" category.

The American National Red Cross gave Campbellsville a Special Citation for Exceptional Volunteer Service state award for its Kentucky Safety summer program.

The University is partnering with the U.S.

Social Security Administration to provide a free, non-credit online course on Social Security administration.

East Texas Baptist University: In its 16th annual admissions contest, the *Admissions Marketing Report* gave East Texas Baptist a merit award for its 1998-99 annual report and for imprinted materials.

Trustees approved a request to begin construction of a 200-bed dormitory, which is slated for completion by fall 2002.

North Greenville College: North Greenville's Sport Management program received approval from the Sport Management Program Review Council. The accredited program is the only one of its kind in South Carolina and one of only 40 in the United States.

Southwest Baptist University: The Southwest Baptist Forensics team placed first at the Arkansas Tech University Speech Tournament.

University of Mary Hardin-Baylor: The university raised admissions requirements for entering freshman. Prospective students must meet at least one of three requirements: they must either rank in the top 10 percent of an accredited high school graduating class, score a minimum of 910 on the SAT, or score a minimum of 19 on the ACT. ■

San Marcos Baptist Academy PRESIDENTIAL SEARCH

San Marcos Baptist Academy is seeking a person with a mature Christian faith, a strong commitment to Christian education at the secondary level, successful experience in resource development, a person of vision with communication and leadership skills to be the next **PRESIDENT** of the Academy. SMBA serves some 280 boys and girls in grades 6-12 as boarding and day students. The modern 200-acre campus is located a few miles west of San Marcos in the beautiful Texas Hill Country.

Inquires, applications and recommendations should be addressed to Marsha Barrett, ATTN: SMBA Presidential Search Committee, First Baptist Church, 209 E. South St., Longview, Texas 75601. Deadline for receipt of applications is April 30, 2001.

—PAID CLASSIFIED AD—



A Passion for Learning: A Key to the Heart

by Carolyn Bishop, *International Director*

Recently faculty and administrators from CGE member schools met with representatives from overseas institutions. During the meeting, educational opportunities seemed to erupt, rather than to casually emerge. A global passion for learning appears to be reaching panic status where advanced education is the only key to an oppression-free future. How should we view this crisis of educational need?

In China, the ancient pictogram for crisis includes the two images for danger and opportunity. Danger threatens the preservation of learning in many countries undergoing political or economic turmoil. However, amidst this danger arises an opportunity to create new avenues for bringing together countries that value the individual mind and a potential for change in individual life and community development. The passion during a crisis can turn dangers into opportunities.

Do we understand a passion that makes students in Venezuela

The passion during a crisis can turn dangers into opportunities.

continue their studies in technology and engineering at Simon Bolivar's main campus in Caracas even though their campus near the airport slid down the mountain during the floods two years ago?

Do we realize the passion of faculties in China to create partnership institutes and private industries that can bring change to current systems? Can we define the students' passion for on-line access to degree-granting schools from England, Australia, or America that created the overnight industry of cyber cafes across Asian and North African countries?

Do American private universities with a Christian-based value system see this passion as an opportunity to develop more learning venues or as a danger to already competitive budgets? Should we view a passion for learning as the first step toward an open mind that may be the key to an open heart? If you want to be part of the response to new opportunities in Venezuela, China, Thailand and Mediterranean Rim countries, please send an email to cbishop@cgedu.org. ■

Carolyn Bishop, International Director of the Consortium of Global Education, works in Marietta, Ga., Telephone: (770) 321-4897.



W. Craig Turner to Succeed Lanny Hall as President of Hardin-Simmons University—Hall to Serve as Chancellor

Special to *The Southern Baptist Educator*
by Charles Richardson
Director of Media Relations, HSU



Craig Turner

W. Craig Turner, executive vice president and chief operating officer, will succeed Lanny Hall as the president of Hardin-Simmons University on June 1, 2001.

The Board of Trustees of HSU unanimously approved Turner's selection in August 1999 for the "seamless transition."

Turner, who joined HSU's administration and faculty in 1992, served as vice president for academic affairs from 1992 to 1996. He became executive vice president and chief

academic officer in 1996. On June 1, 2000 he also became the chief operating officer at the university in addition to his executive vice president role.

Turner was head of the department of English at Mississippi College, Clinton, Mississippi, before coming to HSU.

He earned the Ph.D. degree from Tulane University and both the BA and MA degrees from Baylor University.

Turner is a native of Mobile, Alabama and is married to Bryan, Texas native Annette Enloe Turner, a first grade teacher. They have two grown children, Scott and Shannon.

The Turners are active members of Abilene's Pioneer Drive Baptist Church.

Hall, who has served as president since 1991, will continue to work for the university in a fund-raising and teaching role, assuming the title of chancellor.

Dr. Jesse C. Fletcher, chancellor since his retirement as president in June 1991, will become president emeritus along with Dr. Elwin L. Skiles.

Lanny Hall, "Right Man for the Times" at Hardin-Simmons

Lanny Hall, who relinquishes his 10-year term as president of Hardin-Simmons University, Abilene, Texas on May 31, 2001, was described as "the right man for the times" when he was elected as the 13th president in 1991.

During 15 of Hall's 30 years in government and education he served as a key administrator at three Texas Baptist universities. From 1986 to 1989 he served as executive vice president and chief academic officer at Howard Payne University, Brownwood.

In 1991, Hall, who was serving as the president of Wayland Baptist University, Plainview, Texas, was named the president at Hardin-Simmons University at a difficult economic time: the region, the state, and the nation were suffering a downturn in the oil industry that had greatly affected the financial stability of the institution.



Lanny Hall

Hall, who earned a Ph.D. degree in educational administration at the University of Texas, Austin, after being elected to three terms in the Texas House of Representatives, accepted the challenge and immediately set to work to develop a strategic planning process that would address the needs of the university.

He worked tirelessly to promote the institution, to restore its financial stability, to expand academic programs and to enhance campus facilities.

Hall led the institution through the completion of the Centennial Campaign and the Leadership for Tomorrow Campaign initiatives, successful capital needs campaigns that exceeded their goals.

During his decade at HSU's helm, a number of achievements are noted:

- Endowment grew from \$31 million to \$75 million— an increase of 139 percent.
- Total enrollment reached record levels, and student populations grew from 1,800 to 2,300— an increase of 28 percent.
- Retention of freshmen increased 26 percent—from 58 to 73 percent.
- Graduate enrollment increased from 130 to more than 350, an all-time high.
- New graduate programs include: Master of Divinity, Master of Physical Therapy, MS in Environmental Management, MS in Nursing and Master of Education in Sports and Recreation Management.
- Fund raising campaigns secured more than \$40 million over the 10-year period.
- The Institute for Leadership, an innovative interdisciplinary minor, was established. Up to 20 students are accepted annually.
- A successful tuition guarantee program, now in its 8th year, was implemented.
- Five new campus buildings were completed: Lee Hemphill Music Building, Connally Missions Center, Shelton Stadium, The Bill Beazley White Horse Center and the University Place Apartments.
- Major renovations were completed for Mabee Physical Therapy Building, Moody Student Center, Abilene Hall, Compere Hall, Behrens Hall and Sandefer Hall.

Hall will become the chancellor of HSU upon leaving the presidency. He will assist the university in fund raising and will continue to teach political science and leadership courses. He has taught political science courses throughout his administrative career.

While serving as President of HSU, Hall was active in numerous civic and professional organizations. He served as a board member of the Association of Southern Baptist Colleges and Schools; as chairman of the Board of the Independent Colleges and Universities of Texas, as chairman of the Texas Council of Economic Education; and on the Commission on Colleges of the Southern Association of Colleges and Schools. ■

Bettye Rogers Coward Named President of Blue Mountain

The Blue Mountain College Board of Trustees unanimously elected Bettye Rogers Coward as seventh president of the college on February 23.

Coward, who currently serves as vice president for academic affairs at Mississippi College, commented, "I understand and embrace the role of Christian colleges in preparing graduates whose lives will reflect a faith-based educational experience. Joining with the constituents of this fine institution to continue the rich tradition of preparing community and denominational leaders is an opportunity I eagerly anticipate."

A native of Covington County, Miss., with more than 30 years experience as an educator, Coward received degrees from Jones



Bettye Rogers Coward

County Junior College, Mississippi University for Women and the University of Southern Mississippi (USM). She received her doctorate in higher education from USM in 1976. At Mississippi College, she served as a professor and department chair and was appointed as a vice president in 1996.

Retiring Blue Mountain president E. Harold Fisher, who has served in that role since 1965, said, "Blue Mountain College is an outstanding college, and I am certain Dr. Coward will build on the solid foundations and will lead the college to new and greater heights."

Heywood Washburn, chair of the board of trustees, said, "We are certainly delighted that Dr. Bettye Coward has agreed to serve as Blue Mountain College's seventh president and are especially excited about the gifts she brings to the job which are reflected in her wonderful record of teaching and administration at Mississippi College. Coward's term will begin this summer. ■"

Mississippi College President Announces Retirement Plans



Howell Todd

After seven years as president of Mississippi College, Howell Todd announced February 5 that he intends to retire within 12 months.

Todd volunteered to remain in office until a suitable replacement is found.

"Under the guidance of Dr. Todd, this university has made unmatched progress," Harry Vickery, president of Mississippi College Board of Trustees, said. "Just looking around the campus, you can see tangible results of his untiring efforts to improve Mississippi College. He will be missed."

Todd agreed to remain involved with the university through a consulting role after his retirement.

"For all of us, time is a precious commodity—a commodity that I have freely given in order to make Mississippi College more success-

ful," Todd said. "After devoting more than 36 years to the field of education, I am looking to redirect my life and my energies to personal priorities that I have not had the luxury of time to adequately address."

Among Todd's most notable achievements during his tenure at Mississippi College include the development of a well-defined, strategic planning process for the campus, a successful realignment of the university's athletic program to NCAA division III, as well as recruiting outstanding faculty, administrators and staff. During Todd's tenure, the residential population on campus doubled, increasing salary and benefits for faculty and staff and increasing the value of the endowment from \$18 million in 1994 to more than \$33 million this year. He also oversaw the construction of the Healthplex, men's and women's residence halls and a Mathematics, Computer Science and Chemistry Building, as well as the renovation of many of the 175-year-old campus's historic buildings. ■

People

The Baptist College of Florida: **Thomas A. Kinchen**, president, was appointed chair of the Committee on Strategic Planning for the Florida State Board of Independent Colleges and Universities, which identifies issues, conducts research and makes recommendations to the Education Governance Reorganization Transition Task Force.

Baylor University: Religion professor **Daniel McGee** was named to the editorial board of the *Journal of Global Environmental Issues*.

Bluefield College: Men's basketball coach **Tommy Brown** was named the Appalachian Athletic Conference men's basketball coach of the year for the 2000-01 season.

Campbell University: **Carol Soroos** of the Lundy-Fetterman School of Business published a fictitious case study entitled "Office Gallery: Facing the Challenges of Russia" in the European Case Clearing House, a non-profit organization that provides an interna-

tional forum for disseminating business cases to the world's teaching community.

Campbellsville University: **Paul Dameron**, director of institutional research, received an honorary life membership in the Kentucky Association of Student Financial Aid Administration, Inc. Assistant chemistry professor **Anthony K. Grafton** received a \$12,600 grant to further the research of inhibitors of human prostatic acid phosphatase, an enzyme that may be involved in the formation of prostate cancer. Music professor **Wesley Roberts** published a review of Gabriel Piernès' latest piano CD in *The British Piano Journal*. **Pamela S. Zhu**, associate professor of education, recently wrote articles including reviews of Caldecott Medal winners related to bibliotherapy from 1991 to 2000, using bibliotherapy with Newbery Award books from 1991 to 2000, middle grades book review of Newbery winners, and "The Song of the Crow," all to be published in Spring 2001. She will present a paper entitled "Using Bibliotherapy to Help Children Deal with Violence, Anger and Drugs" at the 46th

Annual Convention of International Reading Association in New Orleans, May 2001.

Cumberland College: **Joe Early**, vice president of academic affairs and dean, was elected to the Commission on Colleges of the regional accrediting association, the Southern Association of Colleges and Schools.

East Texas Baptist University: **Bob E. Riley**, president of EBTU, was appointed to the Executive Council of the Commission on Colleges of the Southern Association of Colleges and Schools.

Hardin-Simmons University: Senior English professor **Larry Brunner** presented a paper entitled "Tennyson's Critique of Aestheticism" at the South Central Conference on Christianity and Literature. **Donna Clevinger** moderated and participated in three panel discussions and workshops on adjudication and directing at the annual Texas Educational Theatre Association convention. She was elected to the Adjudication Organization Committee, which regulates judging practices for play festivals. Economics professor

(continued on page 12)

People

(continued from page 11)

Thomas K. Kim was named one of seven members to the *Dallas Morning News* Board of Economists. **James Ochoa**, assistant professor of mathematics, served as co-organizer and co-moderator for the Mathematical Association of America panel discussion "New Directions in Moore Method Teaching" at the Joint Mathematics Meetings. Piano professor **Mark Puckett** recorded a CD of the Chopin Etudes, op. 10, Ravel's *Gaspard de la nuit*, and Liszt's "La Campanella" that was featured on Cleveland, Ohio's fine arts radio station WCLV, and on KACU in Abilene, Texas.

Ronald Smith, senior professor of theology in the Logsdon School of Theology, was named to the steering committee of the Working Group on Character Ethics and Biblical Interpretation of the Society of Biblical Literature.

Howard Payne University: **Doug Bryan**, dean of the school of humanities, will teach a psychology course at the Lithuania Christian Fund College this summer. English professor **Glenn Hopp** wrote an introductory volume in a film series on director Billy Wilder for Oldcastle Books, a British publisher.

Professor of communication **Nancy Jo Humfeld** was named head of the Teacher Training Network for the Texas Educational Theatre Association. **Cloyce Cox**, head of the department of exercise and sport science, is secretary of the men and boys' sports section of the Division of Physical Education in the Texas Association of Health, Physical Education, Recreation and Dance. **Isaac Gusukuma**, head of the department of sociology/social work, presented two workshops, titled "Designing, Developing and Delivering a Conference Abstract Proposal" and "Critical Thinking Skills for Social Work Practice" at the National Association of Social Workers/Texas Annual Conference.

Robert Tucker, director of bands, presented a clinic on building a small college band program at the College Band Directors National Association Convention.

Mercer University: **James Bartling**, associate dean for student affairs and admissions and assistant professor of pharmacy administration, was elected as chair of the newly formed Board of PharmMed Educational Services Inc., a joint venture between the American Association of Colleges of Pharmacy and the American Association of Medical Colleges.

Jody Blanke, professor of computer information systems and law, presented "Web Privacy Policies and Other Adventures in Never Never Land" at the Annual Meeting of the Southeastern Academy of Legal Studies in Business in Savannah. He also was the moderator and a panelist in a session on privacy

issues in cyberlaw. **Lee Bowen** and **Steve Livingston**, assistant professors of psychiatry and behavioral science, are contributing editors for *The Family Therapy Glossary*, recently published by the American Association for Marriage and Family Therapy. **Kathleen Brewer**, assistant professor of adult and mental health nursing, was accepted as a reviewer for secondary education grant proposals from the U.S. Department of Education. She also presented "Leaving the Abyss: A Phenomenological Study of Women's Recovery from Alcoholism" at the 15th annual conference of the Southern Nursing Research Society in Baltimore.

Nancy L. deClaissé-Walford, associate professor of Old Testament and Biblical Languages, was named managing editor of *Review and Expositor*. **John M. Dunaway**, professor of French and interdisciplinary studies, presented a paper entitled "Jacques Maritain and the Conflict Between Science and Religion" at the annual conference of the American Maritain Association at the University of Notre Dame.

Vicki Eveland, associate professor of marketing, published "Effect of Response Position and Number of Responses on Trade Magazine Readership" in *Business Quest*. Assistant professor of Christianity **Darlene K. Flaming** presented "John Calvin and the Acts of Preaching" at the 16th Century Studies Conference in Cleveland, Ohio. **Susan S. Gunby**, dean of the Georgia Baptist College of Nursing at Mercer, was selected to serve on the Editorial Review Board for the

International Journal for Human Caring and was appointed for a third two-year term on the membership committee for the Council on Collegiate Education for Nursing. **Leona Kanter**, chair of the Sociology Department, is the exchange professor at Seinan Jo Gakuin, Mercer's sister school in Japan, this spring.

Mary Kot, associate professor of biology, **Mike Moore**, assistant professor of biology, and **Ann Massey**, visiting assistant professor of chemistry, were awarded a \$31,156 National Science Foundation grant to integrate histological techniques into the science curriculum. **William Lacefield**, assistant professor of mathematics and middle grades education, served on the Educational Testing Service Standard Setting Panel that evaluated the Praxis II Middle Grades Mathematics Examination. **David C. Leonard**, associate professor of technical communication, wrote a paper entitled "Collaborative Learning, Distance Learning, and Knowledge Management" that was accepted for the American Society for Engineering Education 2001 Annual Conference in Albuquerque, N.M. Law professor **Hal Lewis** was installed as chair of the Civil Rights Section of the Association of American Law Schools. Clinical associate professor **Leisa L. Marshall** was appointed to the Education Advisory

Committee of the American Society of Consultant Pharmacists for 2000-01. **Sara Mitchell**, assistant professor of parent-child nursing, spent six weeks as a medical volunteer with the Evangelical Alliance Mission Team in Zimbabwe. She taught nursing students, participated in community immunization programs, worked as a pediatric nurse practitioner and led evening Bible studies. **Alan Williams**, associate professor of psychiatry and behavioral science, was reappointed by Georgia Governor Roy Barnes as a commissioner to the Children's Trust Fund, which reviews and approves grants for child abuse treatment and prevention. **Mei Zhang**, associate professor of finance and economics, and **Tie-liu Yu**, associate professor of economics, wrote a paper entitled "Reverse Stock Splits: Causes, Effects, and Recent Evidence," accepted for publication in the *Journal of Accounting and Finance Research*.

Samford University: **S. Jonathan Bass**, who teaches recent American history, published a book entitled "Blessed Are the Peacemakers," which examines how Martin Luther King, Jr. and his associates composed, edited and distributed the "Letter from Birmingham Jail" and how clergymen from different religious communities responded to racial crisis in the South.

Southwest Baptist University: **Brian Lamb**, assistant professor of music and director of instrumental studies, was elected state chair of the Missouri College Band Directors National Association.

University of Mary Hardin-Baylor: English professor **Robert Fink** published poems in the most recent issue of Mary Hardin-Baylor's literary journal *Windhover: A Journal of Christian Literature* and in the University of the Incarnate Word's literary magazine *Quirk*. **Diane Howard**, professor of performance studies, and Stan Dyer, professor of history at Central Texas College, were invited to present their BellNet videoconference research work at the annual Performance Studies International conference in Mainz, Germany. Howard also presented a paper, "Empowering Students of Color by Involvement in Distance, Ethnic, Communication Research" at the National Ethnic Studies Conference.

Jose Martinez, professor of social work sociology and criminal justice was asked to contribute an essay about Sociologist Joe Feagin and his writings. His essay will be included in the book, "Race, Racism, and Resistance: Essays in Honor of Joe Feagin," edited by Bernice McNair Barnett. **Ruth Ann Murphy**, chemistry chair, was awarded a plaque at the 32nd Annual Conference of the Texas Association of Advisors for the Health Professions "In Recognition of Outstanding Service as Chair of the TAAHP." Chemistry professor **Darrell Watson** was appointed as

(continued on page 14)

Program Agenda—ASBCS 2001 Annual Meeting

June 2-5, 2001 • Marriott's Griffin Gate Resort • Lexington, Kentucky

JUNE 2: SATURDAY AFTERNOON AND EVENING

12 noon: Golf Tournament Marriott's Griffin Gate Golf Club

6:30: Golf Awards Dinner (Dutch Treat) Griffin Gate Mansion

JUNE 3: SUNDAY AFTERNOON

1:00–6:00: Registration

3:00–4:30: Legal Affairs Briefing (Room F)
Jason Rogers, et. al.

SUNDAY EVENING

Dinner on your own

7:00: First Plenary Session (Rooms E/F)
Presiding: Doug Hodo, ASBCS Board Chairman
Welcome: Doug Hodo, President, Houston Baptist University
Devotional:
First Hester Lecture: "The Serious Work of Christian Education in the New Millennium," George Marsden
Benediction

9:00–10:00: Reception for all participants (The Tent)

JUNE 4: MONDAY MORNING

7:30–8:45: Presidents' Breakfast (Rooms G/H)

7:30–8:45: Breakfast Roundtable for Chief Financial Officers
(Lanes End)

7:30–8:45: Breakfast Roundtable for Chief Development Officers
(Dixiana)
(Discuss forming an auxiliary for each professional group)

9:00–10:30: Second Plenary Session (Rooms E/F)
Presiding: Doug Hodo, ASBCS Board Chairman
Welcome
Devotional
Announcements
Second Hester Lecture: George Marsden

10:30–10:45: Break

10:45–12 noon: Workshops
Employment Issues: Dealing with Faculty/Staff (Room F)
Jason Rogers, et. al.

Effective Budget Planning and Monitoring Processes (Rooms G/H)

Building an Effective Fund-raising Program (Lanes End/Dixiana)

MONDAY AFTERNOON

12:15–1:45: ASBCS Business Luncheon (TBA)

12:30–1:45: Luncheon for Chief Financial Officers (Lanes End)

12:30–1:45: Luncheon for Chief Development Officers (Room G)

2:00–3:10: Workshops
Special Event Fund Raising (Rooms G/H)

Cash Flow Management (Room F)
Distance Learning: A Progress Report (Lanes End/Dixiana)

3:20–4:30: Workshops
Building Development Programs Around Capital Campaigning (Room E)

Effective Investment Strategies for Endowment and Quasi-Endowment (Room H)

Using External Investors to Meet Student Housing Needs (Room G)

Issues Facing Academic Leaders for the Immediate Future (Lanes End/Dixiana)

MONDAY EVENING

5:15: Board Motor Coaches at Marriott for Reception at Georgetown College

5:45–6:15: Reception at Georgetown College

6:15: Depart via motor coach for Kentucky Horse Park

6:30: Tour Kentucky Horse Park

7:30: Kentucky Buffet/program at Grand Pavilion

9:00: Board motor coaches for return trip to Marriott

JUNE 5: TUESDAY MORNING

7:30–8:45: Chief Academic Officers' Breakfast (Lanes End/Dixiana)

7:30–8:45: Chief Financial Officers' Breakfast (Room G)

7:30–8:45: Chief Development Officers' Breakfast (Room H)

9:00–10:15: Workshops
Developing and Managing a Pre-Paid Tuition Plan (Rooms G/H)

"If I Had Only Known" : A Development Officers Perspective
(Lanes End/Dixiana)

Efforts to Establish a New Teacher Education Accrediting Agency
(TEA Status report)
(Room F)

10:15–10:30: Break

10:30–12:00: Third Plenary Session (Rooms E/F)
Welcome

Presentation of New Officers

Introduction of Speaker

Third Hester Lecture: "Meeting the Challenges in Fund Raising for Christian Institutions," Gordon Caswell

Benediction

Adjourn

DRESS IS BUSINESS CASUAL AT ALL SESSIONS AND EVENTS ■

Gifts & Grants



\$2.3 Million to Fund Building and Renovation

Thanks to Kentucky U.S. Senator Mitch McConnell, Campbellsville University will receive a \$2 million grant to build Campbellsville University Technology Training Center, a facility designed to provide citizens with job training, skills development, distance learning, computer labs, Internet access and community education courses.

In addition, the James Graham Brown Foundation of Louisville, Ky. donated \$300,000 to Campbellsville University to help fund a \$1.5 million project to expand and renovate the Montgomery Library.

Bluefield Receives \$1.4 Million in Bequests

Bluefield College received \$1 million, the largest one-time gift ever given to the

college, from the late Frances Anderson Stallard. The college also received a \$428,000 gift from the estate of the late Elizabeth French Barlow. The bequests will be used for endowed student scholarships.

Alumna Leaves \$1 Million for Student Scholarships

Professor and alumna Talma Buster Hupfield bequeathed more than \$1 million to Hardin-Simmons University through her will to be used for scholarships.

Rahal Donates Property Valued at \$425,000

Quen Rahal of Rahal Chevrolet, Buick, Cadillac, Nissan donated property valued at \$425,000 to The Baptist College of Florida for a Downtown Center in Graceville, Fla. The center will encompass nearly an entire

city block and will house college offices and classrooms and will make space available to the community for meetings, cultural events and social gatherings.

\$398,000 to Fund Nursing School at William Carey

The Asbury Foundation of Hattiesburg, Inc. donated \$398,000 to William Carey College to help fund a new School of Nursing on the Hattiesburg campus. A portion of the grant also will fund nursing recruitment scholarships.

Howard Payne Receives \$250,000 for Scholarships

The estate of the late Charley and Maudine Swindle, Goldthwaite, Texas, donated \$250,000 to Howard Payne University for student scholarships. ■

Development

Campbellsville University: The Kentucky Housing Corporation provided two grants valued at \$42,000 to underwrite construction materials for Repair Affair Days.

Georgetown College: Lilly Endowment, Inc. of Indianapolis awarded Georgetown a \$50,000 grant to fund planning for a program in the theological exploration of voca-

tion. The grant also will fund preparation of a proposal for additional grant support to implement the new program.

Mid Continent College: The city of Mayfield, Ky., awarded a \$50,000 grant for the new Micro-Enterprise Development Program, which is designed to educate people with low to middle income on how to start their own business.

Mississippi College: A \$50,000 grant from the Camille and Henry Dreyfus Foundation, Inc. completed the funding requirements

for purchasing a high-powered nuclear magnetic resonance spectrometer (NMR) for the college's chemistry program. The W. M. Keck Foundation and the National Science Foundation provided the remainder of the funds for purchasing the NMR.

University of Mary Hardin-Baylor: The Hillcrest Foundation of Dallas donated \$125,000 for construction of and equipment for the 40,000-square-foot Parker Academic Center, which will house the Schools of Business and Education. ■

People

(continued from page 12)

an associate member of the American Chemical Society's Education Committee.

William Carey College: **Rebecca Jordan**, associate professor and chair of the department of language and literature, received a 2000 Humanities Education Award from the Mississippi Humanities Council.

Transitions

Anderson College: **Graham Hatcher**, assistant vice president for academic services and professor in the department of kinesiology and health studies at Georgetown College, joined Anderson as vice president for academic affairs and dean of the college.

Baylor University: **David Garland**, professor of Christian scriptures at George W. Truett Theological Seminary, was named associate dean for academic affairs for the seminary. Baylor professor of social work **Diana Garland** was appointed chair of the school of social work effective June 1. She succeeds **Preston Dyer**, who is returning to full-time teaching. Baylor associate vice president for development **Randy Lofgren** was named executive director of the Baylor Alumni Association. **Paul W. Powell**, a Baptist pastor, Baylor graduate and current Baylor regent, was appointed dean of Truett Seminary.

Belmont University: **Dan McAlexander** was appointed provost effective April 2. He previously served as associate vice president for planning and dean of graduate studies and special programs at Hardin-Simmons University. **California Baptist University:** **Mark Howe**, vice president of Silicon Space, Inc. in San Diego, was selected as the university's first vice presi-

dent of finance and administration.

Campbell University: Campbell graduate **M. Dwaine Greene**, professor and administrator at Lees-McRae College, was named vice president for academic affairs and provost at Campbell. **Jerry M. Wallace**, vice president for academic affairs and provost, will step down from his position June 30 and will return to full-time teaching in Campbell's school of divinity. **Dallas Baptist University:** **Rand Jenkins**, who previously served as president of public relations and advertising agency RCJ & Associates, was named the university's director of public relations. **William Pinson**, executive director emeritus of the Baptist General Convention of Texas, was appointed distinguished university professor and will serve part-time in developing the university's emphasis on the integration of Christian faith and learning and the development of servant leadership.

Hardin-Simmons University: **William N. Ellis**,

(continued on page 15)

COMMENT: Worldwide View Issue: Do We Dare Address It?

Bob R. Agee, Executive Director, ASBCS



I've been reading Charles Colson's book entitled, *How Now Shall We Live?* and realize that our willingness to deal with the worldview issue may be at the heart of whether or not the education we offer is genuinely Christian education. Some comments he makes touched a nerve in my thinking about the content of the educational experience that so often happens today.



Bob R. Agee

Colson says "The church's singular failure in recent decades has been the failure to see Christianity as a life system, or worldview, that governs every area of existence." (p. xii) As he develops a strategy for challenging Christians to be salt, light and leaven within the culture he reminds us that "The way we see the world can change the world. . . . Our choices are shaped by what we believe is real and true, right and wrong, good and beautiful. Our choices are shaped by our worldview." (p.13)

As I've reflected on those comments, it occurs to me that this could well be an important focal point for our efforts. What a difference it could make if we were willing within Christian institutions to address the worldview issue. I've been around a number of workshops and conversations with faculty and administrators and have not experienced much in-depth conversation about the matter. Most "faith and disciplines" conversations focused on how students ought to behave and about the way administration ought to treat faculty and students. The real issues, however, have to do with the basic philosophical presuppositions underlying the way we understand and represent what we know to our students.

Not much happens in the formal educational experience of faculty members that engages them in conversation about the worldview that undergirds the methodology or the conclusions that are generally accepted within their academic disciplines. Most Ph.Ds. on our faculties were earned in secular

universities where the opportunity was not afforded. Every discipline would contend that the approach taken is totally objective and value neutral. The truth, however, is that every body of knowledge is built upon certain basic presuppositions about the nature of reality. Those presuppositions guide the approach taken to research and often inform the conclusions reached by the research.

Our culture has evolved so that we are able to fragment and compartmentalize life into professional life, family life, leisure life, community life, financial affairs, and religious life. We master the art of keeping these arenas separated and thus we develop approaches and understandings that we apply in each compartment. I have noticed that students often have a difficult time seeing connections between what they believe for their spiritual life and the way they understand the subjects they are taking. Some of the finest Christians I have known have been people who worked in our schools and who are outstanding scholars and teachers in the classroom or are quality administrators. Even members of our family of professionals sometimes have a difficult time seeing connections between the essence of their faith and their academic specialties.

What would happen if we were willing to make discussion about our own worldview a vital part of faculty/staff development efforts? What if we opened the dialogue within the institutional family and were willing to come to grips with the essential belief structure that forms the underlying and encompassing framework for the way we understand all knowledge? Would we be able to define what we mean by a "Christian worldview," and then would we be willing to think about what that worldview has to say to and about the

The real issue for our students today will be "who writes the rules?" for the way they understand life, reality, and right or wrong.

basic underlying presuppositions within each academic discipline? Would we then be willing to come to an informed understanding of what is happening within the dominant worldview of contemporary culture and be willing to think about how to address our culture with an informed faith perspective?

It seems to me that this is where we really begin to "think Christianly" as academicians and where we begin to differentiate ourselves from the rest of the academy. If our students graduate without ever having the faith questions asked within the content of the various academic disciplines, have we been faithful to our claim to be "Christian colleges or universities"? Are our students able when they graduate to ask the tough questions about why they think the way they think or whether the conclusions or foundational understandings within their specialties are based on sound footing?

The real issue for our students today will be "who writes the rules?" for the way they understand life, reality, and right or wrong. We can equip them with the best of the latest research in all the fields of study, we can prepare them to function successfully in the best graduate or professional schools, we can help them develop the professional capabilities and skills to be leaders in their chosen professions, but unless we help them understand the Christian foundations of who they are and how to live, we have failed them.

Do we dare raise the worldview conversation to a new level of importance within our faculty/staff development programs and on our campuses? Are we willing as faculty and administrative leaders to think through the significance of the Christian faith to every arena of life and apply that both to the content of what we teach and the way we teach it? It is one significant way we can make sure that our schools are not just small imitations of a state university with a few assorted religious activities. This is one crucial way for us to take seriously our call to be genuinely Christian as colleges, universities and academies. ■

Transitions

(continued from page 14)

a bi-vocational pastor who served as a professor and administrator at Ouachita Baptist University, was appointed vice president for academic affairs. **Mars Hill College:** **Gene C. Crume, Jr.**, executive director of institutional

advancement at Tidewater Community College in Norfolk, Va., was appointed vice president for institutional advancement.

Mid-Continent College: **Greg Ross** was named head coach of the men's basketball team effective next season. Since the summer of 2000, he served as U.S. chaplain for Basketball South Africa.

Samford University: Dean **Carl W. Gooding**,

who led the Georgia Southern University college of business administration to unprecedented growth, will become dean of the Samford University school of business July 1. He will succeed **Carl J. Bellas**, who will retire after five years as head of the business school, where he led Samford to its accreditation by the AACSB: The International Association for Management Education. ■

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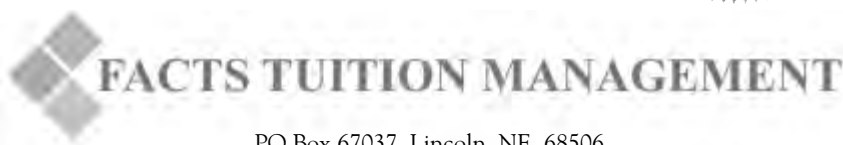
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