

THE BAPTIST EDUCATOR



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Average 2008 Fall Enrollment at IABCU Schools Increases 2.65 Percent for Undergraduate and 15.6 Percent for Graduate

Editor's Note: All enrollment figures were supplied to IABCU by member schools. Overall undergraduate enrollment increased from 103,722 in fall of 2007 to 106,472 in fall of 2008 for a 2.65 percent gain and graduate enrollment increased from 21,938 to 25,308 for a 15.6 percent gain.

	<u>UNDERGRADUATE</u>	<u>GRADUATE</u>		<u>UNDERGRADUATE</u>	<u>GRADUATE</u>
1. Anderson University	2,036	—	30. Mars Hill College	1,264	—
2. Baptist College of Florida	652	—	31. Mercer University	4,413	3,219
3. Baptist College of Health Sciences	925	—	32. Mid-Continent University	1,771	—
4. Baptist University of the Americas (with 25 off campus centers)	1,200	—	33. Mississippi College (law enrollment: 534)	3,039	1,152
5. Baylor University	12,162	2,198	34. Missouri Baptist University	3,276	1,338
6. Belmont University	4,206	817	35. North Greenville University	2,075	—
7. Blue Mountain College	467	—	36. Oklahoma Baptist University	1,672	—
8. Bluefield College	800	—	37. Ouachita Baptist University	1,513	—
9. Brewton-Parker College	1,003	—	38. Palm Beach Atlantic University *(includes first professional)	2,409	*802
10. California Baptist University	3,096	917	39. Samford University	2,860	1,625
11. Campbell University (first professional enrollment 1,459)	6,588	1,360	40. Shorter College (including adult degree students)	2,850	—
12. Campbellsville University	2,601	362	41. Southwest Baptist University	2,803	853
13. Carson-Newman College	1,823	209	42. Truett-McConnell College	468	—
14. Charleston Southern University	2,759	442	43. Union University	2,648	1,122
15. Chowan University	952	—	44. University of the Cumberland	1,760	803
16. Clear Creek Baptist Bible College	205	—	45. University of Mary Hardin-Baylor	2,502	199
17. Dallas Baptist University	3,575	1,722	46. University of Mobile	1,422	175
18. East Texas Baptist University	1,210	—	47. Virginia Intermont College	549	—
19. Fruitland Baptist Bible Institute	200	—	48. Wayland Baptist University *(with 3,777/1,038 on external campuses)	*4,769	*1,283
20. Gardner-Webb University	2,741	1,259	49. William Carey University	1,901	1,163
21. Georgetown College	1,400	500	50. Williams Baptist College	575	—
22. Golden Gate Baptist Theological Seminary (Diploma and CLD 787)	—	1,047	51. Yellowstone Baptist College	52	—
23. Hannibal-LaGrange College	1,250	—	Totals	106,472	25,308
24. Hardin-Simmons University (nursing enrollment: 170)	1,914	474			
25. Houston Baptist University	2,208	356			
26. Howard Payne University	1,371	—			
27. Judson College	300	—			
28. Judson University	1,250	—			
29. Louisiana College	987	—			

Total

Graduate and Undergraduate Enrollment 131,780

Source: from information supplied by member schools.

“—” signifies no data reported

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Publisher: Michael Arrington,
Executive Director, IABCU

Managing Editor: Tim Fields,
Director of Communications, IABCU

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POSTMASTER: Send address changes to:

International Association of Baptist Colleges and Universities

8120 Sawyer Brown Road, Suite 108
Nashville, TN 37221-1410

Send news items to:

Tim Fields, managing editor
The Baptist Educator

E-mail: tim_fields@baptistschools.org

8120 Sawyer Brown Road, Suite 108
Nashville, TN 37221-1411

Fax: (615) 662-1396 • Phone: (615) 673-1896

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An annual subscription to *The Baptist Educator* is \$9.00.

TENTATIVE OUTLINE 2009 IABCU ANNUAL MEETING AND WORKSHOPS

**Renaissance Ross Bridge Resort
Hoover, Alabama (Birmingham) May 31–June 2, 2009**

The theme for Hester Lectures at the 2009 annual meeting and workshops of the International Association of Baptist Colleges and Universities will focus on the 400th anniversary of Baptists in America and the effect of Baptists on Christian higher education. Workshops and plenary sessions will appeal to presidents, chief academic officers, financial officers, public relations and marketing officers, development officers, student affairs officers and denominational relations officers. To make hotel reservations and to register for the conference go to the IABCU website at <baptistschools.org> or <baptistcolleges.org>.

SUNDAY MAY 31

2:00 p.m.	Exhibitors Arrive for Set-up
2:00–4:00	Board of Directors Meeting
3:00–7:00	Registration
4:30–5:45	First Plenary Session: Hester Lecture Evening is free for dinner, free time

MONDAY JUNE 1

7:30–8:45 a.m.	Buffet Breakfast Meetings
All Sub Groups	
9:00	Spouse tour and lunch (TBA)
9:00–10:30	Second Plenary Session: Hester Lecture
10:30–10:45	Break
10:45–12:00	Workshops Presidents and CAOs: Legal Affairs Briefing, Guenther, Jordan and Price, PC Workshop sessions for all other groups
12:15–1:45 p.m.	IABCU Business Luncheon—All groups meet together
1:45–2:00	Break
2:00–3:00	Workshops for all groups
5:30	Busses leave for reception and banquet at Samford University

TUESDAY JUNE 2

7:30–8:45 a.m.	Breakfast—All groups meet together
7:30–9:00	Spouses Breakfast and Program
9:00–10:15	Workshops all groups
10:15–10:30	Break
10:30–12:00	Third Plenary Session
12:00 p.m.	Adjourn
2:30	Golf Outing

Comment: Hard Times for Student Enrollment

by Michael Arrington, Executive Director
International Association of Baptist Colleges and Universities

I cannot remember a time during my thirty-five years in Baptist higher education when the institutions I served did not maintain a daily vigil on projected student enrollment. Budgets would rise and fall when a handful of anticipated new students either did or did not appear for fall registration. While reviewing the fall 2008 enrollment reports of our IABCU institutions, I tried to think beyond the raw numbers to ponder the significant difference Baptist college and university graduates make in our world. Their lives are indeed our legacy, and most who are reading this commentary understand that the world needs our kind of servant leader graduates more than perhaps at any time in history. And so one must ask, since our students are high quality, well-prepared agents of change, why do many IABCU institutions struggle to meet projected enrollment goals? Is it simply that our price tag has outpaced the perceived value of Baptist higher education? Or, as stated so eloquently in the classic movie *Cool Hand Luke*, is “what we have here a failure to communicate?”

One of the realities faced by private, church-related institutions continues to be the notion by many prospective students and their families that such colleges and universities are too expensive. With the United States in the midst of a severe economic downturn, administrators of private colleges and universities are understandably concerned about the recession's impact on future enrollment. Admissions officers at IABCU work professionally and diligently to explain the lasting value of Christian higher education to prospective students and their families, but all too often the college choice decision focuses on the cost. So what should we communicate to prospective students during these hard times to help them become aware that Baptist higher education is an affordable and attractive option?

An excellent article, “Why Choose a Baptist College?” by former IABCU Executive Director Dr. Bob Agee effectively addresses this question and is available on the IABCU website at <www.baptistschools.org>. In addition, the websites of two premier associations of independent colleges, The National Association of Independent Colleges and Universities (NAICU) and The Council of Independent Colleges (CIC), contain highly informative information that addresses the question, “Is a private college worth the extra cost?” Because virtually all of the member institutions of the IABCU belong to NAICU and/or CIC, a visit to their respective websites is well worth the time. <www.naicu.org>, <www.cic.org>

The NAICU and CIC websites provide documented evidence that choosing a private college is actually a very wise and affordable investment. Studies by NAICU and CIC point out that independent colleges enroll the same percentage of low-income and



Michael Arrington

minority students as public four-year universities. According to CIC, “if money were no issue, 47 percent of Americans would send their child to a private college, while only 22 percent would choose a public university.” Since approximately 80 percent of students in higher education attend public institutions, money is most assuredly an issue for most families. CIC states that a private college education, contrary to public opinion, is affordable and that “students from all family-income levels are just as likely to attend private colleges as public universities.” CIC found two notable exceptions to this claim, both likely to come as surprises to the general public. Small independent colleges enroll a higher percentage of low-income students (parent incomes below \$20,000) than do the larger public universities. Conversely, the large public institutions enroll a larger percentage of higher income students (parent incomes of \$100,000 or more).

NAICU also provides results of another informative study comparing graduation rates of public and private colleges and universities. The NAICU study shows that graduates of private colleges are far more likely to graduate in four years than are their counterparts at public institutions. The public university student

who graduates in five years incurs an additional year of college expenses and loses one year of income, raising the price of the public baccalaureate degree beyond the cost of graduating in four years from an independent college or university.

Financial affordability will continue to be the most critical issue facing

prospective students, but it is not the only important factor in making a college choice. NAICU and CIC also provide convincing evidence that independent colleges rate higher than public institutions in such areas as: providing personal attention to students; enabling student success; providing access and success for diverse students; engendering alumni satisfaction; and involving students and alums in contributing to the public good. All of the IABCU institutions rate highly in each of these areas, and our alumni provide sterling testimonials to the quality education and spiritual impact received from their Baptist-affiliated alma maters. However, cost of attendance is likely to continue to be the primary factor in college choice for many families.

Because we are perceived by much of the public as being more expensive, we must not have a failure to communicate that Baptist colleges are one of the wisest economic investments prospective students can make. IABCU institutions are affordable; they provide high quality education; and their graduates are successful servant leaders. My prayer is that the IABCU and our schools can inform the public of the many benefits of Baptist higher education, and that the gates of our schools will be flooded with prospective students. May God continue to bless each institution of the IABCU. ■

Practical Advice to Baptist College

Editor's note: The following article is adapted from the third of three Hester Lectures delivered June 1–3 during the annual meeting and workshops of the International Association of Baptist Colleges and Universities by Michael Beaty, Chairman of the Department of Philosophy and professor at Baylor University.

By Michael Beaty
Chairman of the Department of Philosophy
Baylor University

In my second lecture, “Why We are Here: The Idea of a Christian University Revisited,” I endorsed a vision of a Christian university where its entire life is shaped by its deepest Christian convictions and practices, a vision that is likely to be distinctive from its secular counterparts in a variety of significant ways.¹ Borrowing shamelessly from, among others, Arthur Holmes² and Abner McCall,³ I identified the following as distinctive features of such universities.



Michael Beaty

It is the work of an unapologetically Christian community that refuses to accept the false dichotomy between religion and higher education. It affirms the mutual interaction of faith and reason, and their ultimate unity in the One Triune God.

Its witness is that academic excellence and Christian faithfulness are not only compatible, but that the latter is incomplete without the former.

It embraces the education of the whole person, encompassing one's moral and religious capacities no less than one's intellectual capacities.

It presumes the necessity of hiring for mission, even when Baptist leaders recognize that some in the larger culture will regard such practices as anti-academic and anti-democratic.

It insists that a flourishing Baptist university is both academic and Christian, and since these are aspects of the same unified community, success depends on recruiting and retaining individuals who are both academically superior and genuinely pious Christians.

It also insists that the Baptist university is a Christian community whose practices must be shaped not only by the practices and mores of the secular academic culture but also, and importantly, by Christian practices and distinctively Christian

virtues—friendship, honesty, hospitality, humility, justice, patience (and more)—all of which are forms of Christian love.

As the title of this third lecture indicates, I am now going to meddle in your business by giving advice. My question is this: What aims, activities, and practices must be embraced by those of us who accept Abner McCall's bold exhortation to stay the course? You are entitled to ask, “Why do you think you are in a position to give us advice?” Good question. Maybe my first two lectures provided some credibility with you. Maybe my having taught at Ouachita Baptist University for nine years and Baylor University for twenty-one years provides a bit more. Maybe my being a lover of our colleges and universities that have given so much shape and substance to my own life provides a bit more. In any event, I intend to sally forth and offer you my musings on the topic and I hope, at the end of the day, they stand up to your good judgment. At present, I don't have a good way of organizing them so I am going to let them tumble out more or less as they came to mind as I reflected on the question. Some of what I will say is better developed and supported than others. Hopefully you will be inspired to amplify and explore some of the less developed pieces of advice.

A Bold, Articulate Mission or Vision

To begin, every Baptist university needs an articulate, inspirational and edifying statement of its mission or vision that expresses the Christian character of the university as a university. While it must speak to the traditional aims of universities everywhere and always—the discovery and transmission of knowledge, the intellectual, moral and spiritual formation of students, the transmission of culture, the cultivation of citizenship, and so on, it should be unapologetic about utilizing a Christian vocabulary in appropriate ways, and especially the vocabulary of vocation, to speak about the purpose(s) of the Christian university.⁴

Highly Competent and Inspirational Leadership

No mission or vision statement will be worth much without the leadership to articulate, inspire and translate its aspirations into practices. This begins with the board of regents or trustees, and includes visionary and highly competent senior administrative leadership (from the President down to at least the chairs). Recent books by George Marsden⁵ and James Burtchaell⁶ make it clear that most colleges or universities who

and University Administrators

lost their Christian character did so because of a variety of failures in leadership, especially at the board and presidential level. So, having outstanding men and women in leadership positions that are knowledgeable and prudent will be crucial to the flourishing of our Baptist universities, especially in times that are likely to be even more difficult than even the recent past. I hasten to add that having Board members who understand the dual nature of the mission of a Christian university as well as the financial requirements of first-rate academic institutions is critical.⁷

Vision Casters

In addition to having an articulate, inspirational and edifying vision, a Christian university needs articulate proponents and promoters of the vision. Typically, one such vision-caster is the president.⁸ But casting and promoting the vision cannot be limited to individuals in those roles. Commitment to, and articulation of, the vision should include a wide-range of spokespersons, especially among senior faculty and staff.

Those who cast the vision may well be tempted by either of two vices. One is to underplay the university's Christian character while elevating its academic aspirations. The other is its opposite—to underplay its academic nature and aspirations while elevating its Christian character. The latter fault all-too-often takes the form of emphasizing a comfortable, cozy cultural Christianity rather than a challenging, prophetic and world-engaging faith. The former takes the form of striving, for example, to be permitted to establish a Phi Beta Kappa Chapter on campus, even when that means diminishing its Christian identity with respect to faculty hiring for the sake of academic acceptability.

The Centrality of Corporate Worship

What is central and characteristic of Christians everywhere and across time is corporate worship. While the university is not a church, a Christian university should be anchored in worship, a corporate worship that is not limited to chapel for freshmen, but includes all students as well as faculty and staff. It follows, I think, that our Baptist universities need both a university chapel and a university chaplain. The person who fills the later role needs to be as distinguished as its best faculty members and as pastorally gifted, spiritually mature and eloquent in speech as our best pastors. Finally, much more thought needs to be given to the ways in which a Baptist university can provide its faculty, staff and students vibrant and

vital opportunities for corporate worship as both sign and substance of a shared Christian faith.

Hiring for Mission

Successful organizations have clear and revealing mission statements and hiring is guided by them. Surely, the same principle applies to Christian universities. The story of the secularization of Christian universities includes a growing inattention both to the importance of mission statements and to the development of faculty hiring procedures sensitive to the particular dimensions of their mission in contrast to their secular counterparts. No doubt, faculty (and staff) hiring will be attentive to, and draw from, some of the best practices of the finest

A corollary of hiring for mission is having a history that recounts the story of the university's origins and key moments that give expression to its identity as a Christian university.

comparable secular colleges and universities. But since secular institutions will be at least indifferent to the religious identity of their faculty and staff as professionals Christian universities must develop procedures that insure winsome but effective ways of hiring faculty and staff who are not only Christians but will be full participants in the university's efforts to present the unity of faith and intellect as an intellectual project and an institutional goal.

An Institutional Narrative

A corollary of hiring for mission is having a history that recounts the story of the university's origins and key moments that give expression to its identity as a Christian university. As Alasdair MacIntyre reminds us, we human beings are story-telling animals. We live within stories. As Christians we understand the Christian story to be the grand narrative of our lives, and all our other stories are sub-plots within the great creative and redemptive work God has done and is now doing, in Christ, the Holy Spirit, and the church. The story of our institutions should fit within it, with heroes, heroines, accomplishments and failures, transparently and truthfully expressed.

Institutionalizing Faith and Learning

Because having its academic identity regarded as a legitimate

(Continued on page 6)

The Idea...

(Continued from page 5)

expression of its Christian identity is both a contested ideal and a difficult task, some Baptist universities may find it prudent to institutionalize this project. By this, I mean establishing an academic or administrative unit whose primary responsibilities are to exemplify the ideals of the integration of faith and learning and to provide leadership across the university for its cultivation.

For example, at Baylor University, the Institute for Faith and Learning (IFL) was founded in 1997 to assist in achieving its mission of integrating academic excellence and Christian commitment, and its goal of becoming a first-tier university committed to its Baptist and Christian heritage.

Since its founding, the Institute has developed several major programs, cultivated high-quality research, sponsored conferences, offered a number of faculty development programs to include week-long retreats, and, in other ways, offered a variety of programs which encourage faculty members to regard their professional work as a Christian calling.⁹ The Director of the Institute for Faith and Learning reports directly to the Provost at Baylor. Thus, the Provost is able to exercise significant leadership as he or she oversees the work of the IFL and reports to the President.

At Boston College, the Office of the Vice President for University Mission and Ministry was established within the last decade or so. It now coordinates and develops the university-wide process of maintaining and promoting the distinctive academic and societal mission of Boston College as a Catholic and Jesuit university. It directly oversees the work of the Office of Campus Ministry and the Center for Ignatian Spirituality. It also serves as a resource for existing programs that promote the Catholic and Jesuit identity of the university in areas such as academic affairs, student affairs, human resources and university relations, and for the collaborative development of new programs in these areas.¹⁰

Faculty Development

It is obvious that no university can be a seriously Christian university without a substantial commitment from its faculty. Since most faculty members receive their professional education at secular institutions, even Christian faculty members are likely to regard the project of integrating faith and learning with suspicion or bewilderment. Moreover, faculty development at a Christian university will have some distinctive features, when

compared to faculty development at secular institutions. Hence, a serious faculty development program is an imperative. But all too little attention is paid to faculty development as a career-long program at most Baptist institutions.

Core Curriculum

One way a Christian university can reclaim its heritage is to take seriously the task of providing every student a Christian liberal arts education. One essential practice is to require of every student a core set of classes that expose students to the riches of the Christian intellectual tradition in conversation with some other intellectual options. Yet, many Baptist colleges are content

with a set of distribution requirements that reflect political accommodations for various departments or powerful faculty members rather than a well-thought out program that provides a genuinely Christian liberal arts education. Most presidents and provosts are unwilling to expend the political capital and intellectual energy to address this

disease that fundamentally corrupts our intellectual efforts.

Honors College

If one cannot reclaim a core curriculum (as opposed to a set of distribution requirements) that is identifiably Christian and intellectually rich and challenging, then one might offer the best and brightest of its students an honors college. There are several good examples, two of which I commend to your attention. One is Christ College, The Honors College of Valparaiso University <<http://www.valpo.edu/christcollege/about/index.php>>. Another is Baylor University's Honors College <http://www.baylor.edu/honors_college/>.

Student Life

No doubt, one of the strongest features of Baptist colleges and universities is their attention to student life. More can be done, however, especially given recent research on the connection between retention, residential colleges, living and learning centers, engaged learning activities and the like.

In addition, a commitment to articulate the purposes of university life in part by using an intentionally Christian vocabulary (e.g., vocation) can unify and deepen what is often encountered by students as separate spheres or domains: intellectual life, student life (entertainment and social life and physical fitness) and spiritual life (church involvement, volunteer projects and bible studies, involvement in the Baptist student union). Again, success in this area is essential to a Christian university if it is bold enough to embrace McCall's exhortation to formulate a total program of Christian education.¹¹

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Centrality/Importance of Philosophy and Theology

I fear this may come across as self-serving but I must say it, nonetheless. In my judgment, it is difficult to be a successful and identifiably Christian university without a very strong commitment to both philosophy and theology. This is because these two areas of human thought are, at their best, both integrative and comprehensive.¹² They encourage conversations about how the various academic disciplines and their practices fit together, with attention to wholeness, integratedness and comprehensiveness.

While respecting the relative autonomy of the individual disciplines, they insist that we take a larger perspective and ask questions about ultimate ends. Baptists have all-too-often dismissed the importance of these areas of human inquiry, either licensing repugnant forms of anti-intellectualism or promoting merely instrumental approaches to education. Many Baptist colleges offer little or nothing in philosophy, and theology is under-represented. No doubt, biblical studies, church history and missions deserve their places in the curriculum, but so do philosophy and theology. In my judgment those Christian colleges and universities that have the strongest “total program” are those that regard philosophy and theology as essential to its educational effort.

May our shared work in Christian higher education flourish.

Endnotes

1. Some of these features are distinctive only contextually. For example, many of these features could be embraced in general by other religious traditions, but with different particular articulations. Both Jews and Muslims could affirm the Oneness of God and its implications for the educational practices, but reject the Trinitarian character of the Christian faith. Secular universities might embrace again the importance of the liberal arts ideal of the formation of not only the intellectual but the moral capacities of students.

2. Arthur Holmes, *The Idea of a Christian College* (Grand Rapids: William B. Eerdmans Publishing Company, 1976).

3. Abner McCall, “Why We are Here,” *The Southern Baptist Educator*, July–August, 1976, pp. 5-7.

4. To identify one of our sister institutions represented here rather than several is dangerous but, nonetheless, I sin boldly. For one example of what I have in mind, please look at Union University’s website and the material under the headings of *Excellence-Driven*, *Christ-Centered*, *People-Focused* and *Future-Directed* at this site: <http://www.uu.edu/>. For another, much more comprehensive document, see *Baylor Vision 2012* here: <http://www.baylor.edu/vision/index.php?id=9690>.

5. George Marsden, *The Soul of the American University: From Protestant Establishment to Established Nonbelief* (Oxford: Oxford University Press, 1994).

6. James T. Burtchaell, *The Dying of the Light* (Grand Rapids, MI.: William B. Eerdmans Publishing Company, 1998).

7. Because the work of a Board is so important to Christian colleges and university, having its board members properly oriented and provided continuing education opportunities relevant to their board responsibilities seems wise to me. Among other things, I imagine retreats and portions of regularly scheduled meetings devoted to such aims. Reading lists of pivotal books and articles may be provided as well.

8. I can imagine a board hiring a president whose many gifts do not include the ability to compellingly articulate the vision. In such circumstances, perhaps the provost becomes the principal spokesperson of it. Perhaps such an arrangement reminds everyone that success requires a communal effort rather than being the work

of one very gifted person.

9. This quote is taken from a portion of the link *About IFL* at the Baylor Institute for Faith and Learning Website at <http://www.baylor.edu/ifl/index.php?id=19770>. IFL also sponsors a highly successful program for undergraduate students called the Crane Scholars program, an intensive program for Baylor undergraduates that encourages and supports gifted students who are interested in connections between faith, learning and vocation. Aiming to help identify and cultivate the next generation of Christian scholars, the program identifies and mentors students who are considering graduate school and careers in academic life. See the following link for more information on the program: <http://www.baylor.edu/ifl/index.php?id=54058>.

10. For a full description of its programs, see its website at <http://www.bc.edu/offices/mission/home.html>.

11. McCall, “Why We are Here,” p. 7.

12. At their worst, they can be narrow and self-absorbed professional disciplines with little connection to their historical concern for wisdom and the One, the Triune God, who is the ultimate source of wisdom. ■

Because the work of a Board is so important to Christian colleges and university, having its board members properly oriented and provided continuing education opportunities relevant to their board responsibilities seems wise to me.

2008–09 Annual Tuition at IABCU Member Schools

Tuition prices listed are for the 2008-09 term. **Current prices are subject to change at any time without notice. Amounts do not include student fees, books or room and board. Tuition is based on varying semester hours at each school.**

Source: information from IABCU member schools provided for the 2009 *Directory of Member Schools of the International Association of Baptist Colleges and Universities*.

	<u>2008–2009</u>		<u>2008–2009</u>
ALABAMA		MONTANA	
Judson College	\$11,740	Yellowstone Baptist College (12 hrs./semester)	\$3,720
Samford University	\$19,300	NORTH CAROLINA	
University of Mobile	\$13,500	Campbell University	\$19,600
ARKANSAS		Chowan University	\$17,950
Ouachita Baptist University	\$18,500	Gardner-Webb University	\$19,810
Williams Baptist College	\$10,200	Fruitland Baptist Bible Institute	
CALIFORNIA		North Carolina Residents:	\$1,500
California Baptist University	\$20,930	Non-Baptists or Out of State:	\$1,800
Golden Gate Baptist Theological Seminary		Mars Hill College	\$19,896
for Southern Baptist Students per unit:	\$180	OKLAHOMA	
for non-Southern Baptists per unit:	\$340	Oklahoma Baptist University	\$16,790
FLORIDA		SOUTH CAROLINA	
Baptist College of Florida	\$6,350	Anderson University	\$17,850
Palm Beach Atlantic University	\$21,250	Charleston Southern University	\$19,612
GEORGIA		North Greenville University	\$11,680
Brewton-Parker College	\$13,440	TENNESSEE	
Mercer University	\$28,600	Baptist College of Health Sciences	\$8,250
Shorter College	\$15,440	Belmont University	\$20,070
Truett-McConnell College	\$13,500	Carson-Newman College	\$17,000
ILLINOIS		Union University	\$18,980
Judson University	\$21,350	TEXAS	
KENTUCKY		Baptist University of the Americas	\$4,080
Campbellsville University	\$17,700	Baylor University	\$23,664
Clear Creek Baptist College	\$5,322	Dallas Baptist University (12 hrs./semester)	\$13,152
Georgetown College	\$22,390	East Texas Baptist University	\$16,140
Mid-Continent University	\$11,850	Hardin-Simmons University	\$17,400
University of the Cumberlands	\$15,298	Houston Baptist University	\$19,390
LOUISIANA		Howard Payne University	\$16,350
Louisiana College	\$10,650	University of Mary Hardin Baylor	\$17,400
MISSISSIPPI		Wayland Baptist University (12 hours/semester)	\$9,120
Blue Mountain College	\$8,070	VIRGINIA	
Mississippi College	\$12,200	Bluefield College	\$15,640
William Carey University	\$12,420	Virginia Inter mont	\$22,260
MISSOURI			
Hannibal-LaGrange College	\$13,978		
Missouri Baptist University	\$16,170		
Southwest Baptist University	\$15,000		

Carver School Blossoms in New Setting at Campbellsville University

By Peter Smith

©The Courier-Journal, (used by permission)

CAMPBELLSVILLE, Ky.—In a small classroom building at Campbellsville University, students stood before their peers and outlined ways to make good on slogans covering the walls that urged them to fight poverty and “make a difference.”

They gave presentations on agencies they “created” to help young mothers, rescue abused children and mediate family disputes.

While the agencies were fictitious—part of a class assignment—the students were honing real-world skills they will need as graduates of the Carver School of Social Work at Campbellsville University.

“I have always had an interest in helping people,” said student Angela Pace, whose work with orphans in Romania prompted her to seek a social work degree. “I love the program here. I love that it’s faith-based.”

Pace and her classmates are part of a slow revival of a program that was shuttered in one Southern Baptist setting in Louisville before finding a home in another here about 80 miles away.

More than a decade ago, Southern Baptist Theological Seminary closed its Carver School of Church Social Work, which was the nation’s only seminary-based social work program.

That decision, one of the signature episodes in the tumultuous rightward shift at the seminary in the 1990s, came after the seminary’s leaders concluded that contemporary social work values were incompatible with its mission.

Campbellsville University came to the opposite conclusion.

It acquired the Carver name from the seminary in 1998 along with library materials, scholarship funds and a century-old heritage of blending religious values with human services.

In the past decade, the Carver School at Campbellsville has granted 136 bachelor’s degrees in social work. The seminary only offered master’s degrees in social work.

And it achieved a milestone this year when it began offering social work courses at the master’s level, the first at the Carver School since 1997, when it granted its final eleven social work degrees as part of the seminary.

Six students are in the first year of the master’s-level social work classes. Carver School Dean Darlene Eastridge is optimistic it will grow.

“It’s a very exciting time for us,” she said.

“I can’t speak for what happened at the seminary,” she added. “All I can speak for is here. (Social service is) very much a part of...who we are as a school.”

School faced challenges

The Carver School is no direct transplant, however, as it has had to recruit new faculty and seek accreditation on its own.

And while Campbellsville received some of the old Carver School’s funding, the Southern Baptists Woman’s Missionary Union—which handles the old Carver School’s endowment—has also used those funds for other Baptist university programs, such as a large social work program at Baylor University in Texas and a women’s leadership program at Samford University in Alabama.

Those programs reflect the heritage of the Carver School, founded in 1907 to train Baptist women for missions and social services.

By the 1950s, the school had evolved into a co-ed social work pro-

gram, named for early supporter and seminary professor W. O. Carver.

The Carver School merged with the seminary in 1963. It became a battleground in the 1990s, when the seminary came under more conservative leadership.

Seminary President Albert Mohler fired Carver School Dean Diana Garland when she sought to hire a professor who favored the ordination of women, which the seminary officially opposes.

Seminary trustees closed the school after concluding in a study that “considerable differences exist in the structures, processes and issues of social work education and theological studies.”

The code of ethics of the National Association of Social Workers prohibits, among other things, advancing one’s religious interests in professional settings and discriminating on the basis of such factors as sexual orientation.

The code posed challenges to the seminary’s central emphasis on evangelism and its opposition to homosexuality.

Mohler said in a recent interview that a social work program would represent “for any Christian institution, a significant point of stress, given some of the values and practices adopted within the social work profession.”

He said he’s not familiar with Campbellsville’s program, but hopes it can meet those challenges.

“It is good to see that the program is continuing under a different sponsorship, and I certainly wish them well.”

Faith does play a role

Campbellsville is affiliated with the Kentucky Baptist Convention, the Southern Baptists state affiliate.

The state convention confirms Campbellsville’s trustees and helps fund the college, which has grown from 1,615 to 2,601 students in the past decade, while adding several academic programs. Campbellsville has operated as a college since the 1950s, and gained university status in 1996.

Whereas the seminary trains professed Christians to be church leaders, the liberal-arts college provides a “faith-oriented environment” while admitting students “whether they have any faith perspective or not,” President Michael Carter said.

Social work graduates learn that for many clients in crisis, “their faith plays an important role,” Carter said, “but there won’t be a proselytizing process.”

“The world is a diverse place, and we believe as Christians we are called to live in a diverse world,” Carter said. “That doesn’t mean we have to adopt the values of the world but we need to live out an ethic of caring, compassion and concern.”

That suits Tony Rutherford, one of the first six students to enroll this year in the first master’s level class in social work.

“I think if we just respect the dignity of each individual, it pretty much takes care of the rest of it,” he said.

Erlene Grise-Owens, a former Carver School professor now at Spalding University, was glad to hear of the Campbellsville program’s growth, while also noting that master’s social work programs at Spalding, Baylor and elsewhere were created in part to fill the void left by the Carver School.

“You can’t replicate” the original Carver program, she said. “It was what it was and it is no longer, but there are other entities that the Carver School was the seed for.” ■

Social work graduates learn that for many clients in crisis, “their faith plays an important role,” Carter said, “but there won’t be a proselytizing process.”



Campus Report

William Carey University Institutes Green Program

William Carey University's Green Committee is researching ways that the institution can conserve energy and help the environment. A Green Day was held recently on the Hattiesburg campus when faculty, staff and students received eco-friendly information and were encouraged to bring in aluminum cans and small batteries for recycling.

"Being environmentally friendly is a smart way for any business or organization to contribute positively to the carbon footprint and to the bottom line," said Green Committee member Allison Chestnut. Chestnut led a project to recycle aluminum and use the monies raised from the effort to benefit the Miss William Carey pageant program.

Many of the green methods cost the university nothing and can save money includ-

ing a campus-wide campaign to lower thermostats during winter months. Other methods include using environmentally safe cleaning products, installing additional trash cans, and using electric golf carts for errands and deliveries on campus. Bins are also available for recycling ink cartridges. Fuel reduction measures include teleconferencing whenever possible between Carey's three campuses, and class scheduling adjustments so that adjunct teachers can car-pool.

Current environmental advances include replacing aged heating and cooling units with energy efficient ones, using indigenous plants and shade trees to replace ones lost to hurricanes, and implementing cafeteria services to contract for oil/grease waste to be recycled and to use eco-friendly cleaning agents. Future plans include purchasing recycling bins for every building on campus, producing a digital newsletter for staff and students that features green tips, and collecting and properly disposing of batteries.

Belmont Breaks Ground for School of Pharmacy

Belmont University has broken ground on an estimated \$30 million building that will become the permanent home for the Belmont School of Pharmacy. The building, which has an anticipated completion date of June 2010, will also house the university's School of Physical Therapy and will include expansion space for the Schools of Nursing and Occupational Therapy as well as the Social Work and Psychology programs.

Together with the Inman Center, this new structure will provide a consolidation of all the university's health science studies—pharmacy, nursing, social work, occupational therapy and physical therapy.

The facility will emphasize integrated, "hands on" experiential learning components through medical simulation spaces and a licensed, state-of-the-art pharmacy. The building will also include a four-level underground parking garage to provide additional spaces for Belmont's growing student body.

UMHB Opens New Meyer Christian Studies Center

The University of Mary Hardin-Baylor has opened the Paul and Jane Meyer Christian Studies Center. The Meyer's family foundation provided the lead \$1 million toward the building's construction.

The 18,800-square-foot building provides space for classes, meetings and special events.

The first-floor foyer leads visitors to a suite of offices for the dean of Christian Studies and a student lounge.

There are four classrooms for students enrolled in Old and New Testament classes. The first floor also includes the Manning Chapel, sized to hold 275 people.

On the second floor is a large library which houses a special collection of books on theology and Baptist life.

The library will also serve as the home for UMHB's new Center for Baptist Studies. Offices for members of the religion faculty are clustered together on the second floor. ■

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UNION UNIVERSITY

Professor Warns Students of Addiction to the Internet

CAMPBELLSVILLE, Ky.—It's a new world of students failing classes, spending too much time on the internet by gaming and social networking and losing interpersonal relationships with friends and family.

Eric Bruns, associate professor of psychology, spoke on this new world of internet and gaming addictions at a recent Campbellsville University chapel.

"One way an addiction can be defined is when your life is out of balance and your behavior becomes compulsive," Bruns said.

"Are you taking time to do what you need to do—doing work first before you relax and have fun? Are you taking care of business or are you wasting time on frivolous behavior?" he asked the audience which was made up of students.

Bruns said God made our brains to experience pleasure, but you can "hijack the pleasure circuit through different kinds of behaviors."

He said a study in China showed that 10 percent of the population under 18 is now classified as addicted to the Internet. These young people spend six hours or more a day online.

"These are the dangers of the technology expansion," Bruns said. "We have a whole generation growing up not developing interpersonal skills. They won't know how to work with people. It's frightening," he said.

Bruns told a story of a woman being addicted to an internet game called "Second Life," in which she became immersed in the game and carried on an online affair with a man from another continent and this behavior ruined her family.

Bruns said another possible indication of having an addiction is when you spend more time thinking about the problematic behavior instead of the things you should be focused on. An example of this would be students in class and not taking notes but thinking of an online persona (like an Avatar in "Second Life") or staying up all night gaming and can't keep their eyes open in class.

"Something is going on if you can't focus on the here and now of life," he said.

Bruns said, "This addiction is a growing problem. It is severe. Don't let your brain be hijacked."

He said to explain addiction we have to understand things from a worldview that includes a loving God.

"God created us with a purpose and

calling," he said. "God has plans for you and a calling. We were created to be in relationships, and the Bible tells us we were created to be in a relationship with a loving and perfect God."

He said people, if they haven't accepted Jesus as their Savior, have an empty place inside that "God created and only He can fill."

If you don't fill the hole with God, it gets filled with other things, some of which are addictive, he said.

"The internet can be a powerful tool," he said, "but Satan uses it to diminish the kingdom."

"God is the only one who can bring us to restoration and healing from all of that."

Bruns also talked about illegal downloading of music and showed a film on the subject.

He urged students to understand that illegal downloading of music can be a crime and can cost money both for students and universities.

"Making copies of music or emailing music to friends is illegal," Bruns said.

"What is free, can cost dearly," he said.

"As Christians, we are called to be good stewards of the resources we are granted," he said. Some infractions of illegal downloads can be up to \$15,000 per incident, and

Bruns asked the students, "Can you afford to use the Internet inappropriately? Can you afford it emotionally, physically and psychologically? It's a check you probably don't want to write," he said. ■

A study in China showed that 10 percent of the population under 18 is now classified as addicted to the Internet. These young people spend six hours or more a day online.



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Online Education at Anderson University Nets Surprising Benefits

by Barry Ray
Director of Marketing and
Communications
Anderson University

Anderson University (AU) in South Carolina commenced its online course offerings in 2005, taking a more experimental approach to the online learning rather than a full-on launch of a wide variety of programs. The original intent was not to offer several entire degree programs online but to target one specific major, Criminal Justice (CJ). Students in this program were more likely to need the flexibility of working online while maintaining stressful jobs whose hours fluctuated too much to permit on-campus attendance. The success of the Criminal Justice program was modest, according to university officials, but what it taught them about the promise of online education has revolutionized the way Anderson delivers education—and not just for adult students.

“It’s pretty fair to say we dipped our toe into the online waters,” said David Shirley, Dean of the College of Adult and Professional Studies at AU. “We knew about online education, but it didn’t become an institutional priority until the need bubbled up from that one area of our program.”

Despite the moderate success of the Criminal Justice online program, Anderson officials noticed that upper level psychology and sociology courses that were offered for the CJ degree drew intense interest from students in other degree programs, making it necessary to increase online offerings to meet the demand. Soon, it became apparent to AU leaders that boosting online courses could be a catalyst to growing the adult degree program at AU, which was an institutional priority and remains as such.

“We found that students in other areas of study from business to education also wanted the flexibility of the online instruction,” Shirley said. “It provided a myriad of solutions for working adults to keep them on track towards their degrees.” For some it was the ability to move faster, taking a combination of on-site and online courses. For others, it was the ability to take online courses during times when schedules at work prohibited a full on-site workload. The net result for AU was an increase in adult students from roughly 250 in 2005 to 330 in 2008.

Delivering online education had always seemed labor intensive and cost prohibitive for the Baptist university of 2,049 students.

Rather than try to develop the Web content and online delivery mechanism on its own, AU found a valuable partner in The Learning House, Inc., a Louisville, KY-based specialist in online education. Learning House provided the tools necessary for AU to duplicate its classroom instruction to online learners, working with professors to make the institution’s Web-based instruction nearly identical to the classroom curriculum.

“They worked with our professors to ensure that the online courses met the requirements of Anderson University and the requirements of the individual professors,” Shirley said. “We also liked the fact that they provided excellent training to the faculty and offered 24/7, 365 days a year technical support to both the students and the professors.”

Each expansion of the online program at AU has opened a new window of opportunity for the university. AU has a task force currently working to identify other degree programs that can be offered completely online.

Already designated for online delivery in August 2009 is the degree completion program in Human Services for students already holding an Associate degree in that field. At the request of the State of South Carolina, AU is also offering, P.A.C.E. courses online, which offer college graduates of various disciplines an alternative path to earning teaching certificates in the state.

The benefits of online learning are spreading throughout the academic program at Anderson University beyond undergraduate adult programs. In the fall, AU plans to add a Master of Ministry to its graduate offerings in education and business. The program, to be led by Michael Dudit, founding editor of *Preaching Magazine*, will combine the experience of some of the nation’s leading evangelicals into a degree that is described as “soundly Biblical and intensely practical.”

The original plan for the program was to launch with classes on the Anderson campus, plus two satellite sites in the Midlands and the coastal area of South Carolina. Online courses were going to be available in the second term, but interest from students and the relationship with Learning House led to a change of plans,

with online courses launching along with on-campus classes this fall. Students will conduct their education online for all but one week of intense instruction and research to occur during the summer in Anderson.

For the first time in the school’s history, online classes will also be offered to traditional students at Anderson in 2009.

“We’re using online as a means of expanding our summer school initially,” said Shirley. “Students who go home to work for the summer will be able to advance toward their degrees from home. In other words, we’re able to expand our educational offerings without further taxing our university infrastructure.” That has been the most unexpected benefit of online education for the growing institution. The

For the first time in the school’s history, online classes will also be offered to traditional students at Anderson in 2009.

growth in student population has outstripped the growth of classroom space on campus. University officials now see online education as a prime means of dealing with classroom

availability challenges, which could have hampered efforts to grow the academic program along with the student body.

What began as a means of serving a small constituency has opened doors that Anderson University educators didn’t anticipate when they “dipped their toes” into the waters of online education. While some institutions have adopted online programs as part of an overall growth strategy, Anderson’s program is evolving in a way that is uniquely Anderson, and not from a template developed in some other region of the country. For that reason, it’s difficult to say just what the school’s online component may look like in 10 years, but one thing is for certain. It will be larger, and it will serve new generations of students whose educational needs are evolving at the same dizzying pace.

About Learning House

The Learning House, Inc. (www.learninghouse.com) is a comprehensive online education solutions provider that helps colleges and universities offer and manage their online degree programs. Learning House provides creative and support services in course publishing, learning management systems, marketing, technology support, faculty and staff training, consulting and project management. ■



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The Sense of Congress!



The 2008 amendments to the Higher Education Act add a host of new regulations for colleges and universities. This year's regulations range from rules about dormitory fire drills to how to handle a missing persons report.

It is remarkable to me that Congress can adopt a stimulus plan involving \$700 billion with essentially no conditions or regulations, not even knowing who is going to get the money, but when it comes to providing a fraction of that sum for students and institutions of higher education Congress finds it necessary to tell the schools in great detail how to manage their affairs.

For higher education, the financial quid does not keep pace with the regulatory quo.

This year Congress tucked way down in the Act a "sense of Congress" provision just for good measure. A sense of Congress resolution is not law. Even when it is adopted by Congress as part of a legislative act, it does not require anything of anybody. It is a means by which Congress can get something off its chest, state an opinion, or send a message.

This sense of Congress is captioned "Protection of Student Speech and Association Rights." It declares Congress opinion that no student should be subjected to discrimination or sanction because of his speech or association, and that all institutions of higher education "should facilitate the free and open exchange of ideas." Congress went on to say that it did not mean to discourage punishment of a student who was willfully disruptive, abused alcohol, hazed, sexually harassed or created "unsanitary or unsafe conditions in any student residence," as long as the punishment was "done objectively and fairly." (Undoubtedly some in Congress would be ready, willing and, they think, able, to spell out what is and is not "objective" and "fair" discipline for a nasty dorm room.)

Among the sponsors of this provision are those who have pushed enacting as law an "Academic Bill of Rights" promoting "intellectual diversity." Rep. Kingston (Ga.) wanted the resolution in this year's Act to use stronger language than Congress finally chose. He described his language as an expression of his belief that a student has the right to "get an education rather than an indoctrination." He thinks there is a lack of conservative voices in academia and that Congress ought to remedy that problem.

Since state colleges and universities already are obliged to assure students of constitutional speech and association rights, the National Association of Independent Colleges and Universities saw this sense of Congress statement as a shot across the bow of private schools. Private schools have no such duty under the Constitution or any law. In its response to Mr. Kingston, the Association opposed "bringing in the

heavy hand of the government to balance the scales of discourse on college campuses."

In its final choice of words, the adopted resolution tipped its hat to the fact that a "key strength of American higher education is that there is a "diversity of institutions and educational missions."

Still, the adopted resolution was probably more than many private colleges and universities wanted to hear. Some deemed it to be an effort to intimidate.

Especially significant for church-related colleges and universities, the mandatory portions of the amendments to the Act, not the sense of Congress portion, contained a new requirement that accreditors must apply standards which respect the stated mission of institutions, including religious missions. The mission statement of church-related schools often determines the school's policy in regard to student speech and association.

Whatever the merits of "intellectual diversity," this is neither the first nor likely the last word from Congress on this subject. And there is no reason to expect that Congress will evidence some new-found restraint, but rather will continue its annual enlargement of the already burdensome volumes of regulations for colleges and universities generally and ad infinitum.

And when it comes to governing and managing private institutions of higher education, government has long since abandoned much of its historical deference to boards of trustees and educators.

Jim Guenther is a partner in the law firm of Guenther, Jordan and Price, P.C. in Nashville, Tennessee, 615-329-2100. ■

The mission statement of church-related schools often determines the school's policy in regard to student speech and association.

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Gifts & Grants

Brown Foundation Grant to Fund Georgetown Projects

The first phase of fundraising is complete for a matching grant from the James Graham Brown Foundation. The grant will enable a \$3.2 million science and technology renovation project that focuses on improvements to Asher Science Center as well as campus-wide technology.

Originally Georgetown College requested \$1 million from the foundation. They were then challenged to raise \$2 million to match the grant by December 31, 2008.

Approximately \$400,000 from a 2008 grant from the Howard Hughes Medical Institution contributed to this goal. This money was built into the HHMI grant for the purpose of science equipment and technology. Individual pledges totaling \$1.6 million completed the remainder of the matching goal. The college was able to approach and appeal to these individual donors because of the attraction of the matching grant.

For Georgetown College, this grant is only the latest in a series of endowments from the Brown Foundation. Since 1974, the college received a total of \$12.4 million from the foundation. Their funds supported recent renovations to the Phi Mu house, and they also sustain the Brown Scholars Program. ply: "We love the Brown Foundation."

Dallas Baptist Receives \$300,000 for Chapel Organ

Dallas Baptist University has received a donation of \$300,000 from James and Sally Nation. The gift will provide the organ for the new Patty and Bo Pilgrim Chapel.

Federal Funding Supports New Bluefield Residence Hall

Bluefield College broke ground on a new residence hall in May of 2008 with just a few federal loan details left to complete in the funding process before actual construction could begin. Despite national economic concerns and diminishing lines of federal credit the loan for the college's first new residence hall in 30 years were made available.

While enrollment numbers for traditional students at Bluefield College remain stable, demand for on-campus living space is up 20 percent from a year ago with that trend for growth expected to continue. The new resi-

dence hall—a \$4.3 million, 24,000-square foot, three-story structure—will house about 100 students in single- and double-occupancy rooms, as well as apartments with exclusive kitchens and bathrooms. The credit for the project comes in the form of a \$3 million low-interest federal loan from the U.S. Department of Agriculture's Rural Development Office and a \$1.3 million loan from First Century Bank of Bluefield.

The facility, scheduled to be available for students in the fall of 2009, will feature large commons or living rooms on all three floors, complete with kitchenettes and activity space. All three floors also will feature computer labs and lobbies.

Foundation, Gives Palm Beach Property Valued at \$1.4 Million

Palm Beach Atlantic University has received a property gift from the Marshall and Vera Lea Rinker Foundation, Inc. valued at \$1.4 million.

The property, located at 1301 South Olive Avenue in West Palm Beach, will be used to house the University's undergraduate, evening and graduate admissions offices.

"The University is grateful to the Foundation for this generous gift," President David W. Clark said. "This key acquisition contributes significantly to the University's campus master plan."

DBU Receives Million Dollar Gift for New Chapel

Dallas Baptist University has received a donation of \$1,000,000 from John and Nita Ford. The money will be used for the monumental construction of the Patty and Bo Pilgrim Chapel on campus.

DBU is pleased to name the chapel's new foyer the Ford Foyer in recognition of their generosity. "We are delighted by the Fords generous gift," said Adam Wright, DBU assistant to the president for advancement. "They have supported DBU for many years, and their latest and most sizable act of kindness will go far in seeing a long-standing dream become a reality. We are grateful for their friendship." Nita Ford was raised in a faithful Baptist family in Oak Cliff and has remained supportive of her roots.

She and her husband, John, who are both active members of Prestonwood Baptist Church in Plano, have been actively involved and sup-

portive of DBU throughout the years. They have provided aid for the construction costs of several of the campus facilities, as well as for scholarship funds for students in need.

HBU Awarded \$500,000 from M. D. Anderson Foundation

Houston Baptist University has been granted \$500,000 from the M. D. Anderson Foundation to fund the remodeling and expansion of its M. D. Anderson Student Center.

The M. D. Anderson Student Center has served as a hub of activity since the University opened in the fall of 1963. It has housed student life offices, the admissions office, coffee and sandwich shops, the University bookstore, and the campus post office.

"I appreciate very much what the M. D. Anderson Foundation has done for HBU in the past. This most recent support will ensure that this important facility bearing the Anderson name will continue to serve as the hub of our vibrant and growing campus," said HBU President Robert B. Sloan, Jr.

The HBU campus sustained considerable damage to its administrative office complex during Hurricane Ike. Unfortunately, the most extensive damage was to the M. D. Anderson Student Center, which is housed in this complex.

While a civil engineering study is currently underway to help HBU better understand and realize its long-range goals for campus development, environmental and restoration consultants are simultaneously assessing hurricane damage to various campus facilities.

Belmont Awarded \$288,000 Teagle Foundation Grant

Belmont University's Department of General Education was recently awarded a \$288,000 grant from the Teagle Foundation to assess the impact of experiential learning in the core curriculum. Over the course of the three-year project, titled "Learning by Doing: Assessing the Relationship Between Liberal Learning and Experiential Education," Belmont will collaborate with Wagner College in New York to seek ways to better assess how experiential learning improves student engagement and enhances important skills such as critical thinking. The project builds from a one-year, \$25,000 planning grant obtained in 2007. ■

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CGE
UPDATE



CGE Records Best Year Ever with New Agreements and New Partnerships

by Carolyn Bishop, CGE President

CGE recorded its best year in 2008 with new agreements, new partnerships, and positive growth amidst a challenging time for international programs.

As global events trigger challenges to the economy and other systems, universities and colleges are methodically evaluating all programs. However, many aspiring nations are pledging to their citizens that they can soon equal the United States in areas of production and services. Putting the two together can allow higher education in the United States to benefit from a unique opportunity.

The United States is still recognized as far above other systems in education and are looked to for providing other nations the expertise needed to meet their aspiring goals. The outcome of participation with these nations could release the strain on some aspects of university income by increasing enrollment of international students, creating cyclical outcomes of study experiences relevant to the global-student for study and exchanges, and providing value centers for specialized global projects anchoring signature programs through professional studies for adult students living overseas.

Each of the CGE member schools are positioned to provide this "yellow brick road" for capitalizing on good opportunities for better outcomes and the best values! Campus leaders and international programs should "lay their bricks" quick-

ly rather than realize later that the borderless international student and diversified professional overseas faculty have taken an educational by-pass around them!

Many CGE farsighted faculty and administrators have already responded favorably to the CGE's efforts to provide individualized service to each member university and college.

The 2008 Annual Meeting at Anderson University provided the catalyst for members to engage in value-centered projects directly with representatives from Lebanon, Jordan, Indonesia, China, Thailand, and Vietnam. The CGE Arabic and Mandarin Study Abroad programs are creating great value for students to complete a required 12 hours of language study and experience language immersion activities led by CGE contacts who provide a rich cultural perspective and degree-related contacts in that nation.

CGE's partnership with World Book Inc. provides rich resources for accessing primary source, top-level research articles, and thousands of e-books to supplement student and faculty needs.

Similarly, CGE's partnership with the China Star Group has added a frontline position for continuous Chinese professionals applying for special CGE projects on member campuses and an organized process for recruiting Chinese students.

If you missed the 2008 Annual

Meeting and want more information, please send an email to info@cgedu.org or call CGE at 770-321-4897.

Plan to attend the 2009 meeting at Dallas Baptist University, September 23-25.

The 2009 CGE agenda will include "It Takes a Village School" program in Lebanon, Korea, Bhutan, and China to partner with nations in enabling small local schools to provide alternative training for teachers and to enrich materials for students. If you are interested in the village school project, please let us know so we can include you in the "brick laying."

**Plan to Attend the CGE
2009 Annual Meeting
September 23-25 at
Dallas Baptist University.**

Join us in these golden opportunities for successful student and faculty outcomes that recycle value for you over and over. CGE whole-heartedly appreciates the commitment of students and faculty who promote educational programs and systems that create successful programs for sharing truth and providing quality education to all nations. ■

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