

The Southern Baptist EDUCATOR

News Journal of the Association of Southern Baptist Colleges and Schools

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Second Quarter 2004

Belmont University to Host ASBCS Annual Meeting and Workshops May 31–June 2

Belmont University, Nashville, led by Robert C. Fisher, president, will host the annual meeting and workshops of the Association of Southern Baptist Colleges and Schools May 31–June 2, 2004 in Franklin, Tenn.

The site for the 2004 meeting is the Marriott Cool Springs, Franklin, Tenn. (a suburb of Nashville). Belmont will host participants on the Nashville campus during the Monday evening reception and banquet. Belmont will provide transportation to and from the campus.

Three college presidents will deliver the H.I. Hester Lectures at the meeting that is expected to draw more than 200 presidents, chief academic officers and administrators in five other disciplines.

In addition to presidents and chief academic officers of the 54 member schools other administrators invited to the 2004 conference include chief financial officers, chief development officers, chief public relations officers, chief student affairs officers and denominational relations officers.

Duane Litfin, president of Wheaton College, Wheaton, Ill., will deliver the first lecture on Monday afternoon May 31.

The second and third lectures will be presented by presidents of ASBCS member schools. David Dockery, president of Union University, Jackson, Tenn., will deliver the Tuesday morning lecture and Tom Corts, president of Samford University, Birmingham, Ala., will present the Wednesday morning lecture.

Bob Agee, executive director of ASBCS, announced that Bill Spitz, Vice Chancellor for Finance and Investment at Vanderbilt University and one of the founders of Diversified Trust Co., will speak to presidents and chief financial officers on growing and managing endowments.

"In addition, the legal affairs briefings will be extremely important this year as we discuss legislation and trends in court decisions over the past year," Agee said.

The annual meeting and workshops will begin on Monday and conclude at noon on Wednesday. A golf tournament for participants is planned for 2 p.m. Wednesday afternoon at



Belmont University will host a Monday night reception and banquet on the Nashville campus during the annual meeting of the Association of Southern Baptist Colleges and Schools.

the Legends Country Club in Franklin.

The 15-member board of directors of the association will meet at 9:30 a.m. Monday May 31 and will conclude their meeting with lunch.

Three workshop sessions with up to seven topics each will provide help in the seven specific areas of discipline.

No sessions will be held on Tuesday afternoon and evening to provide an opportunity for participants to take advantage of recreational opportunities in the Nashville area.

The hotel room rate is \$85 per night plus taxes. Deadline for hotel reservations is May 10. The hotel reservation form and conference registration form on pages 8-9 of this issue also can be downloaded from the ASBCS website <www.baptistschools.org>. The special hotel conference rate will be extended to June 3 and 4 for those who want to stay longer for area vacation opportunities.

Conference registration fee is \$50 per conference participant plus the cost of meals and additional activities. Spouses do not have to pay the registration fee unless they attend workshops and plenary sessions. Participants should complete and mail the conference registration and meal reservation form along with payment to ASBCS, 917 Harpeth Valley Place, Nashville, TN 37221-1141. ■

Tentative Schedule for ASBCS Annual Meeting May 31–June 2, 2004

Marriott Cool Springs, Franklin, TN

Pre-Conference Meeting SUNDAY May 30, 2004

7:00 PM–9:00 PM Worship Service

MONDAY May 31, 2004

9:30 AM Board of Directors Meeting
Noon Board of Directors Luncheon
9:00 AM–4:00 PM Registration
2:00 PM–3:30 PM First Plenary Session
3:30 PM Spouses' Meeting
3:40 PM–5:00 PM Workshops
6:30 PM Reception at Belmont University
7:30 PM Banquet at Belmont University

TUESDAY June 1, 2004

7:30 AM–8:45 AM Presidents' Buffet Breakfast
Auxiliary Groups Buffet Breakfast

9:00 AM Spouses' Activities
9:00 AM–10:30 AM Second Plenary Session
10:30 AM–10:45 AM Break
10:45 AM–Noon Workshops
12:15 PM–1:45 PM ASBCS Business Luncheon (Presidents & CAOs)
Auxiliary Groups Buffet Lunch

TUESDAY AFTERNOON AND EVENING FREE

WEDNESDAY June 2, 2004

7:30 AM–8:45 AM Chief Academic Officers Breakfast
Auxiliary Groups Buffet Breakfast
9:00 AM–10:15 AM Workshops
10:15 AM–10:30 AM Break
10:30 AM–12:00 PM Third Plenary Session
Adjourn
2:00 PM Golf Outing at Legends Country Club in Franklin

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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.

Results of Educator Survey of ASBCS Member Schools

Number of Students Studying for Church Vocations and/or Students Receiving Church Vocational Ministry Scholarships, Percent of Operating Funds Received from Your Baptist State Convention

	Students studying for Church Vocations	Students Receiving Church Vocational Ministry Scholarships	% of Funds from State Convention
1. Anderson College	63	49	8.5%
2. Averett University	40	—	1.25%
3. Baptist College of Florida	575	335	32%
4. Baptist College of Health Sciences	NA	NA	NA
5. Baylor University	2,234	197	1.3%
6. Belmont University	75	—	2.8%
7. Blue Mountain College	89	58	17.9%
8. Bluefield College	42	12	4%
9. Brewton-Parker College	95	95	9%
10. California Baptist University	—	—	3%
11. Campbell University	110	—	2.3%
12. Campbellsville University	66	44	5%
13. Carson-Newman College	83	82	6.3%
14. Charleston Southern University	162	25	5%
15. Chowan College	13	6	6%
16. Clear Creek Baptist Bible College	212	182	16.5%
17. Cumberland College	68	—	5%
18. Dallas Baptist University	683	683	3%
19. East Texas Baptist University	198	179	6.7%
20. Fruitland Baptist Bible Institute	200	—	—
21. Gardner-Webb University	—	118	2.5%
22. Georgetown College	120	230	5%
23. Grand Canyon University	82	22	0
24. Hannibal-LaGrange College	74	77	5.65%
25. Hardin-Simmons University	270	168	3.8%
26. Hawaii Baptist Academy	NA	NA	0.5%
27. Houston Baptist University	200	74	2%
28. Howard Payne University	304	161	6.3%
29. Judson College (Alabama)	22	5	13%
30. Judson College (Illinois)	121	0	0%
31. Louisiana College	63	16	18%
32. Mars Hill College	20	20	3-5%
33. Mercer University	264	—	2%
34. Mid-Continent University	52	11	0%
35. Mississippi College	142	142	6.8%
36. Missouri Baptist University	—	103	0%
37. North Greenville College	343	343	6%
38. Oklahoma Baptist University	—	328	10.13%
39. Ouachita Baptist University	290	68	8%
40. Palm Beach Atlantic University	68	162	0%
41. Samford University	384	244	5%
42. San Marcos Baptist Academy	0	0	7%
43. Shorter College	80	80	0%
44. Southwest Baptist University	227	75	4.9%
45. Truett-McConnell College	41	41	8.4%
46. Union University	242	242	6.3%
47. University of Mary Hardin-Baylor	226	140	4.1%
48. University of Mobile	—	86	12%
49. Virginia Interment College	—	—	1.5%
50. Wayland Baptist University	130	130	5%
51. William Carey College	170	133	12%
52. William Jewell College	55	52	0%
53. Williams Baptist College	80	—	13%
54. Yellowstone Baptist College	25	14	1%
Grand Total:	9,103	5,232	

Source: from information supplied by member schools. —=No data reported, NA=not applicable

COMMENT: Strategies for Strong Denominational Relations

Bob R. Agee, Executive Director, ASBCS



During my lifetime I have been privileged to look at Baptist higher education from nearly every imaginable viewpoint. Attending a Baptist university was a significant turning point in my life and started a passion in me for our schools that remains alive and vibrant.

I've served on the alumni board of my alma mater, on the Education Committee of the Executive Board of the Kentucky Baptist Convention, and on the Board of Trustees of Union University. I've held jobs as professor, dean and vice president at Union University and as president in one of our finest institutions, Oklahoma Baptist University. I also served two terms on the Education Commission of the Southern Baptist Convention. I have studied denominational relations since my college days and have observed a great deal of what works and what doesn't.

Our schools relate to their state conventions in a variety of ways, and it occurs to me that some of what I've learned could be valuable in fostering a strong positive working relationship with the Baptist state convention with which it works.

When the president of an institution and the board value the historic relationship between the college and the church family to which they relate, they work hard to find ways to build strong relationships. All too often the negatives in a relationship cloud the picture and make it easy to lose sight of the value of staying anchored in the faith family. Negative communication and narrow agendas on either side of the relationship make it difficult to maintain a high sense of value, and those things that threaten a strong positive relationship need to be dealt with.

The president of the institution should develop a congenial personal relationship with the Executive Director of the state convention. As leaders of their respective entities, they need to understand and appreciate each other and their work. Wherever possible, mutual respect and some shared core values and mission priorities will help build a meaningful, mutually beneficial relationship. The state convention leader's spirit and attitude toward the colleges/universities significantly impact the relationship, as do the spirit and attitude of the president of the institution.

College/university leaders and state convention leaders should understand that



Bob R. Agee

covenant and partnership are two-way streets. All too often, the institution feels that it is a victim to negative reactive forces that target the school for hostile action. Whatever the nature of the relationship, it is important that each side of the equation respects the other's concerns and interests. Issues such as trustee selection, procedure for dealing with concerns, and efforts to help with financial support are a part of the two-way street that makes covenant and partnership meaningful.

Focus the majority of efforts on reaching out to local churches to express appreciation for their support of the Cooperative Program and to find ways that you can serve the needs of the congregations. For Southern Baptists the local church is the most important entity in the Kingdom enterprise. The president and his/her staff should share that same sense of value for each congregation. Every local Baptist church is important. Every church member is important, and every member's concerns are important. Our Baptist people are a wonderful family of believers who want their schools to be effective and to succeed. Reaching out to them to let them know that your college/university holds each congregation in high regard will serve you well.

Find as many ways as possible to build relationships with the pastor of the local church. The pastor of the local church is regarded as the leader of and personal representative of that most important Kingdom entity. As a vice president with responsibility for denominational relations and as a president I tried to let pastors know that I valued their work and their friendship. Whatever need I could identify that the pastor had, we would try to meet as a college. Whenever a pastor called to voice a concern or a complaint, I tried to treat that pastor with courtesy and graciousness. I told the faculty and staff that whenever someone called to register a concern or complaint, they should tell the person that I would look into the matter, then I would talk with the person or group about whom the concern was expressed, and then I would call the person back to report on what I had learned. The pastors found that I kept my word, and they appreciated it. The faculty and staff appreciated the fact that I would deal with the matter, including letting them know that a concern had been

expressed. Most of the time a situation involved a misunderstanding of something that was said or done, and the internal family was grateful to have a chance to clear up the matter. The pastors became friends and supporters of the college, and the faculty were grateful for that.

See the local church as a prime recruiting ground and target their young people with your recruiting efforts. I learned early that I got little help from guidance counselors in the schools and only marginal benefit from college fairs in geographic areas. We urged our admissions counselors to build relationships with pastors and youth ministers to find ways to gain access to young people. The smallest churches in the most remote areas often yielded some of the finest students. No young person is unimportant and his/her church family matters as well. Having some of your staff, including admissions counselors, become active in associational or state convention youth activities will give your school valuable exposure.

Participate in and offer support to state convention mission projects and partnerships. Most Southern Baptist state conventions are engaged in at least one international partnership and at least one partnership with a developing state convention. Most state conventions also have camps or retreat centers where students and staff can be involved. These are great learning laboratories for students. The International Mission Board and the North American Mission Board sponsor mission projects that offer excellent service opportunities for students and staff during the summers and break times. Southern Baptists value missions above all else. When we walk side by side with the church family in missions efforts, the churches see us as intentional partners.

Our schools must have a strong, positive, Kingdom-oriented agenda that our Baptist family can embrace. None of the above strategies detract from the institution's commitment to academic excellence nor do they diminish the school's efforts at leadership within the broader academy. They are as much attitudinal as they are strategic action. I've learned that most state conventions want a strong positive relationship with Baptist schools located in their state. The strategies suggested above put us in the position of being players and not victims. You set the tone and lead the way and the Baptist family will be appreciative. ■

Servant Leadership as a Model for Christian Teaching

Editor's Note: The following article was adapted from a paper presented during the conference "Christianity and the Soul of the University—Faith as a Foundation for Intellectual Community" March 25–27 at Baylor University.

by **Marty McMahon**, Assistant Professor
University of Mary Hardin-Baylor

At the University of Mary Hardin-Baylor, we have developed a course called Christian Principles in Business Leadership. Students spend a semester thinking through business issues from the viewpoint of the Christian faith. The class goes beyond "business ethics" to consider what would be a Christian perspective on topics like money, power, justice, multicultural workforces and faith in the workplace. Leadership, especially servant leadership, is a key element of the course. The vision for the class is to develop business leaders who will consider every business decision through the eyes of their Christian faith.



Marty McMahon

I have used Ken Blanchard's "Lead Like Jesus" seminar as a starting point for teaching servant leadership. Blanchard uses Jesus as a model for teaching the basic requirements for servant leadership. One of my responsibilities in becoming a facilitator for the seminar was to work through the process of training a "direct report." As a college professor, the only logical persons who would qualify were students. That process led me to consider the close relationship between teaching and leadership. My thesis is that Jesus' model of servant leadership provides an approach for both integrating faith into the classroom and helping Christian educators to be better teachers.

Starting with the Right Model

The phenomenon of leadership is a relatively new field of study in the more general field of management studies. Empirical research in the field has been rather limited, but that has not prevented the development of numerous approaches. Even a cursory glance through the business leadership section of the local bookstore reveals numerous models of leadership. However, many of those models do not really fit the modern concept of leadership as influence. As Popper points out, "leaders" such as Julius Caesar, Queen Elizabeth and Napoleon caused people to act more by coercion than by influence. Their approach to leadership becomes problematic in a democratic society.¹

Leadership models have often been developed around autocratic rulers. This is hardly surprising since top-down leadership has been the dominant approach to leadership in the world for millennia. However, modern leadership theory has raised significant questions about the viability of such leadership in democratic societies. Newer theories of leadership tend to emphasize a more democratic and "empowering" component.

One of these more democratic theories was the version of servant leadership developed by Robert K. Greenleaf during the 1970s. Although Greenleaf first published his work *The Servant as Leader* in 1970, the concept of servant leadership has only attracted significant attention in the marketplace within the last decade. Like most leadership theories, it has not been significantly tested from an academic or empirical viewpoint. However, the consistency with which several companies that have implemented a servant leadership approach (notably Container Store, TDIndustries, Southwest Airlines and Synovus) have made the Fortune 100 list of "Best Companies to Work For" has made servant leadership a popular topic, regardless of its academic support.

While Greenleaf is the person most responsible for the place servant leadership has in business leadership theory, he was hardly the inventor of the concept. The approach is at least as old as Jesus. It was Jesus who said "whoever wants to become great among you must be your servant."² The Christian church has not, of course, been consistent in following his approach to leadership. Instead, the church has often modeled itself after authoritarian approaches to leadership found in the political and business worlds. Regardless of what level of empirical support servant leadership has, Jesus did not leave his followers with a choice. After noting that the officials of the Gentiles "lord it over them" and "exercise authority over them," Jesus stated emphatically "Not so with you."³ It may be difficult to prove empirically that servant leadership is the best approach to leadership, but Christians remain under Christ's command to lead that way.

Ken Blanchard and Phil Hodges have taken the servant leadership principles developed by Greenleaf and others and returned them to their roots in the example of Jesus.⁴ Their model for servant leadership emphasizes four areas of concern for the leader. The *heart* defines a leader's motives. This may be the most important element of servant leadership. Some companies have tried to fake servant leadership, but they only create cynicism and distrust among their employees. Servant leadership must start from a desire to serve. This desire is strengthened and defined by the *habits* the leader practices. These are the disciplines that build the virtues of the heart. The *head* defines the assumptions and beliefs that guide a leader. What do I want to accomplish and what are the appropriate and inappropriate ways to go about

By applying the principles of servant leadership, Christian professors have an opportunity to increase the direct impact they have on student learning.

it? The final area, represented by the *hands*, describes the actual methods used to accomplish the mission.

It is the model that I will apply to the classroom.

Before I make

that application, though, I do need to address the question of whether it makes sense to think of teaching as leadership. If teaching is seen as simply dispensing information, it would be easy to dismiss any link between teaching and leadership. That picture certainly exists in many classrooms. Students file into class, take detailed notes as the teacher lectures, and are declared to have learned if they can identify the concepts on a multiple-choice test taken later. This is true even if nothing about the class ever has any effect on how they live. Dallas Willard notes this is far different from how Jesus taught. Jesus' aim was not to impart information, but to make a significant change in the lives of the hearers. Therefore, Jesus sought to make a lasting impression on his hearers that would change the way they lived.⁵

Certainly not every college class has the same life-changing potential that sitting on a hill listening to Jesus did. If there is any point in teaching the class at all, though, there is a need for the class to make some difference in how students do things. When I teach computer science classes, I want students to develop skills that will enable them to produce software. I even want them to do certain things in particular ways—ways I know are consistent with the standards of the industry. Some of the softer sciences may leave more room for varied approaches, but even in an ethics class there are, at least, ways of thinking about choices I want students to carry with them. English teachers want students to write well. Math professors want students to use sine and cosine correctly. All of this is leadership: setting a vision, inspiring change, and enabling followers to accomplish the vision.

McEwan points this out when describing effective teachers. She argues, “The individual who sees teaching as anything other than an opportunity to lead, misses the mark completely.”⁶ Leadership in the classroom is not necessarily about trying to imitate John Kennedy or even John Madden; it is about moving students into new ways of thinking and acting.

Servant Leadership in the Classroom

Professors are tempted to believe our responsibility is simply to present information, and then leave it up to the students whether or not they learn. There is a grain of truth in that concept—students must take responsibility for pursuing learning. However, that does not relieve teachers from a corresponding responsibility. The Old Testament uses the same word for both teaching and learning. The difference is simply that the word for teach is expressed in the tense which means “to cause to learn.” Effective teachers at all kinds of institutions recognize their responsibility to cause learning, but in the Judeo-Christian perspective, it is the core assumption. One area where Christian institutions have an opportunity to distance themselves from their secular counterparts is with a genuine commitment to individual student growth that is difficult to maintain in large state institutions. By applying the principles of servant leadership, Christian professors have an opportunity to increase the direct impact they have on student learning.

The Head: Motivations

The starting point for effective classroom leadership is not about technique; it is about attitude. Blanchard identifies the core attitude problem for most leaders as ego. For the Christian, ego tends to edge God out as the source of our security and self-worth and as our audience and judge. The two symptoms that most easily reveal this ego problem are pride and fear.⁷

Pride is certainly a temptation for academics. Earning a teaching doctorate is difficult. We spend a significant amount of time learning to be an expert in a field. Pride says my value is based on the accomplishments of my academic career. Pride makes me look to easily quantifiable results to validate my work. It also leads me to compare myself with others as the way to judge my worth. I can feel confident, possibly even boastful, as long as I can show a longer list of academic papers than someone else or better numbers on student evaluations. The problem is it is easy to forget what our schools claim is the most important point of our existence—the education of students. Buchen notes that Greenleaf also warned of the danger of pride to educators. When leaders are full of themselves, nothing else can get through. This is especially true in the way we screen who and what is important.⁸ Such an attitude can be self-defeating in the classroom. A professor who appears to be closed to other ideas undermines his or her own credibility with students.

The other manifestation of ego detrimental to leaders is fear. Fear stems from an insecure view of the future and results in self-protecting behavior. Fear causes a leader to hoard control, intimidate others and discourage honest feedback. All of those elements negate any attempt to practice servant leadership, or even basic teaching, in the classroom. Fear arises when we believe we need to defend our turf. It is based in the belief power is scarce and must be held tightly. However, in the business world, we have seen that the paradoxical effect of sharing power is that it grows when it is distributed. As followers become more empowered, the leader’s ability to accomplish goals becomes easier rather than harder. In the classroom, sharing power can create a reciprocal relationship that makes mutual learning and collaboration possible. I may be able to intimidate students by appealing to my

expertise or by simply talking in terms they find difficult to follow, but when I do that, I find students nod and walk from the classroom with their viewpoints unchanged. Since I have not given them the opportunity to flesh out their views against a respectful opponent, they simply refuse to think seriously about other perspectives. Finally, the tendency of fear to cut off honest feedback makes it difficult to ever improve. In my own experience, I see this in the extreme cynicism some faculty place on student evaluations. It is certainly true some students can unfairly evaluate faculty because of personal dislikes or the simple fact

Pride and fear get in the way of good teaching. In contrast, Jesus led with humility and confidence, guiding his followers without concern for status or prestige.

that they are doing badly in the class. The problem is it is too easy to dismiss all poor evaluations as fitting into that mold. I believe that is, at best, an exaggeration. Student evaluations can be skewed by the difficulty of the class, but that is not the end of the story. The majority of students seem to recognize some classes are more difficult than others and have respect for faculty who challenge them to better themselves. Even in classes I

have taught which I felt were difficult, even unfairly difficult, for students, I have found them to be reasonable in their evaluations. One of the ironies of the situation is that the self-protection of fear can keep us from seeing the need for improvement that might eliminate the need for self-protection.

Pride and fear get in the way of good teaching. In contrast, Jesus led with humility and confidence, guiding his followers without concern for status or prestige. Humility has always been a tricky virtue to acquire. If I seek to be humble, how can I ever feel I have met my goal without becoming proud of my humility? The basic answer is humility involves shifting focus. Blanchard defines humility in leadership as looking out the window to give praise instead of looking in the mirror. One of the common threads found in most good leaders is their tendency to talk about “we” and “our team” rather than “I” and “my accomplishments.” It also helps to remember the number of shoulders every academic is standing on. Students need to be impressed with the discipline, not necessarily with the instructor. Greenleaf’s basic question of good leadership is appropriate here—do those being served grow as persons? If I focus on whether or not students are growing, I find I have a lot less time to be concerned about my ego.

Blanchard turns to the concept of stewardship as a source for the confidence that overcomes fear. A key perspective which dominates all of scripture is that the world belongs to God and all we have is a gift. This principle of stewardship may give me responsibility, but it leaves me free from the worries of ownership. That is just as true for my role as a professor as it is for my home or family. If I am simply a steward of the gifts God has given, then my confidence should not rest in my own ability to maintain those gifts but in God’s desire for me to use them effectively.

The benefit of taming the ego is it provides an excellent opportunity to teach students something important about the relationship of faith and life. This is more than just being a nice person in the classroom. It is showing students what a difference genuine Christian commitment can make in the way they interact with people..

Habits: Building the Character

Closely tied to character traits that make for better leaders are the daily disciplines needed to develop that character. Virtue seldom appears just because we want it. It is developed by practicing activities to build virtue much the way exercising builds muscle. Blanchard identifies five necessary habits for becoming an effective servant-leader: solitude, prayer, Bible study, unconditional love and accountability. The one discipline I would add to his list is the practice of joy.

Whenever Jesus faced difficult issues, his first step was to find time alone. Certainly American culture with its loud music, televisions

(continued on page 6)

Model for Christian Teaching...

(continued from page 5)

nearly everywhere, and large population does not encourage solitude. On the other hand, the practices of the academy in terms of research and classroom preparation do provide some support for the practice. Solitude as a discipline is more than just working alone, however. Solitude involves isolation not just from people but from all forms of input. Solitude frees us from the normal course of human interaction and helps us recognize we are not really in charge of our lives. It also opens the door to new ideas. Creativity requires time to sit and think. Those who are involved in creative professions (which teaching certainly should be) note that new ideas are more likely to develop when they have time to stare out the window with nothing else to accomplish.

Few textbooks on education, even those written by Christians, would put prayer and Bible study at the top of the list of practices necessary to be a good teacher. There are two ways in which those practices contribute significantly to teaching, however. First, they are necessary for developing the sense of humility required to be an effective servant leader. Second, they give us the opportunity to hear a voice larger than ourselves. It is not a matter of looking to God for the best way to explain the associative property in mathematics or new solutions to physics problems. It is even more than a matter of recognizing the Father's voice. My three-year-old recognizes my voice when I speak, but what is both thrilling and scary is I often recognize my voice coming from her. The more time we spend listening to God, the more likely we are to approach our classrooms with a voice indwelt with God's spirit.

Another critical, but not always obvious, discipline for effective leadership is unconditional love. I recognize two questions arise immediately here. First, how can love be a discipline? Second, what difference does love make to teaching anything? The answer to the first question lies at the heart of the Christian faith. American culture may mistake positive feelings and emotions for love, but Christianity does not. Love acts for the benefit of others even when there are no positive feelings.

Jesus' sacrifice on the cross is the most conspicuous example of that love. The second question is important as well, though. Does love really make a difference in leadership or in teaching? Scholars in both areas would say yes. Kouzes and Posner note those who care are the ones who most often make a difference in people's lives. Empowering others requires believing in them and caring for them in a noticeable way.⁹ Similarly, McEwan notes teachers who are praised as changing

lives are seldom described as "knowing the subject" or "having great teaching methods." Instead, what impressed students was their human concern for students.¹⁰ This fits with what I have witnessed in the reaction of students to teachers. I have heard students complain about several teachers' classroom abilities, yet seen those same teachers listed as the most influential teachers in student's lives. The practice of unconditional love may be the most potent weapon against pride and fear. If Jesus could be a "friend of sinners," surely we can become "friends of students."

Accountability is not a popular concept in an individualistic culture, and the academy may even manage to be more individualistic than American society at large. Nevertheless, it is almost impossible to manage life-change without some form of accountability. One colleague approaches this by telling students at the beginning of class that he intends to teach from a servant perspective and asks them to challenge him if he strays from that goal. I

have not generally been quite so bold, but I do always begin the semester by telling students about my background in a way that gives me a

sense of responsibility to live up to what I know they will expect of me. This is necessary since I will never be able to fully recognize my own straying from my goal.

I received a wake-up call in this area just recently when a student shared with me that I had strongly rejected her viewpoint several times recently during classroom conversations which were supposedly about matters of opinion. With the awareness from that conversation, I caught myself saying "no, that's not right" in my next class in a way that would clearly have been a conversation killer. By allowing others to hold us accountable, we open up our personal blind spots. Accountability cannot have the effect it needs to have, though, unless some of the accountability comes from equals. We need someone to ask us tough questions about whether or not we are living up to our own goals.

Like love, joy may not be obvious as a discipline or as a benefit to leadership, but I believe it is both. We practice joy when we learn to look at the spectacular in everyday life. This is another thing I have learned by being a parent. My little girl can explode with joy over the sight of a dozen birds sitting in a tree, despite our seeing many of them every day. It takes practice for those of us who are older to notice the sensational in the mundane. The contagiousness of her joy also teaches me the difference the right outlook can make in leadership. Research strongly supports the idea that positive leadership is

significantly more effective.¹¹ Unfortunately, cynicism is often in vogue in the academy. It seems clear to me, though, that approaching our material with joy will make it far more contagious than the approach of the cynic.

Head: Basic Methods

One of the key tasks for any leader is to develop the vision and values of the organization. Blanchard identifies this as the one area where the traditional leadership pyramid is effective. The traditional pyramid places responsibility and authority at the top and makes each lower level responsive to those above them. Servant leadership turns the pyramid upside-down by making the leader responsive to the needs of those who work. Blanchard argues, though, that leaders must take responsibility for establishing the direction of the organization and the most important traits for making the vision work.

Very early in his ministry, Jesus gave the disciples a picture of the goal—"I will make

you fishers of men"—and a vivid image of the values to make that vision a reality—the Sermon on the Mount. The teacher defines both the

The teacher defines both the vision and the values of the class. What should the student be able to do when the class is over?

vision and the values of the class. What should the student be able to do when the class is over? Defining a vision is an easy task to neglect in the classroom. Teachers tend to assume students know what the point of the class is. That is a dubious assumption. Even if students understand the basic idea behind the class, they will need a better picture of the goal. For instance, if students picture history as being about memorizing dates and figures, they will focus their study on those things and miss the broader point of the class. My first experiment with our Christian Principles class was reasonably successful. We discussed issues I thought were important, classroom interaction was good, and most of the students expressed appreciation for being challenged to think about some challenging issues. Still, several noted they were not quite sure exactly what the primary point of the class was.

I now attack this problem with all of my classes by stating my vision for the class clearly in the syllabus and on the opening day of class. I also have come to realize the vision needs to be repeated occasionally—students are not even good at remembering when the class final is, much less the class's vision. If I can make the vision clear, though, then I can help students to evaluate whether they are succeeding in the class using a method other than simple grades.

The other important starting point for leadership is defining values. What practices or values are most important for reaching the

goal? What things cannot be compromised even for better “performance”? By helping the students see where they are going and the most valuable traits for getting there, we give them a blueprint for success. When leaders define values, they often make two mistakes. First, they express values that sound good but are not really what is most important. I doubt anyone really believes that Enron’s first priority was integrity, though that is what the company value statement said. Second, leaders fail to rank the values in importance. If I tell students what practices and attitudes I value for the class, I need to be certain my reward system backs it up. Obviously, I cannot tell students I value their expressing their opinions, if I give better grades for those who agree with me. More difficult is backing up my value of things like mutual respect with students whose ultimate concern related to the class is still their grade. Even more important is helping students see the ranking of values. Difficult decisions in life are most often about making a choice between two values. If I want students to make good choices, I need to help them compare values. For example, I value courage, but I value critical thinking more. I want students to understand that I am less impressed with those who stubbornly hold to a view without even making an attempt to think about other points of view.

Vision and values establish the direction of the class. If they are clear, they provide students with a picture of where they should finish and the best way to make the finish line.

Hands: Practices

Blanchard identifies two key practices that are essential for day-to-day leadership. The first is managing change. Leadership is often about creating positive change. Good managers can maintain the status quo without providing much leadership. People need to be inspired and motivated for change, however. The second key practice is tailoring direction to the needs of the followers. That is, recognizing what level of input from the leader followers need in order to accomplish the goal.

Change may be the only constant in life, but many people still do not respond to it well. Blanchard identifies four levels of change. Change moves from knowledge to attitude to behavior and finally to character. It is not really permanent until it has reached the character stage. It may not be possible for teachers to move students through the whole process, but we should realize our classes will make little difference to students if all they gain is simple knowledge.

One of the most negative teaching evaluations I have ever received came from a student in my first semester of teaching. He believed I was treating him unfairly because his computer programs would work, but I still did not give him good grades. His code

did run, but it would have gotten him fired in most of the places I have ever worked. It was simply too far outside the norms of the industry. Although I still believe his criticism was unfounded, I also believe I did, to some extent, fail him. I gave him knowledge, but was never able to create the change in attitude and behavior to give him an opportunity for success. I now spend more time in my software classes attempting to show students why I want them to follow certain practices.

Change has little chance of permanence until it has reached the application level. What difference does the information students are receiving make in terms of how they think, live and act? If they can see the difference, it will have a significant impact on their ability to remember the information. Blanchard emphasizes picking key changes to prevent overwhelming the followers. A similar approach is successful in teaching. Help students grasp the core issues of significant importance, and then allow them to see the peripheral issues in ways they can apply later. Accountability is also critical to creating thorough change. Teachers have a built-in accountability system with testing, but testing needs to measure the students’ ability to grasp the difference information makes, not just the information itself.

Effective leaders also tailor their leadership style to the needs of their followers. Jesus applied the appropriate type of leadership for different situations. Early in his ministry, he sent out the disciples with clear instructions. Later, he offered more support and encouragement. By the end of his ministry, his instructions were broad and left a lot of room for adaptation by the disciples. A similar process applies to the classroom. It is always tempting to say to students, “here is the problem, go solve it,” and then assume that we are “making them think.” The problem is the process will simply frustrate students who are not ready and may actually teach them poor substitutes for good thinking. The parallel to this problem in leadership is delegation. Managers who do not delegate well often frustrate those who are effective in their jobs. When those persons move into leadership positions, they often overcompensate by delegating freely. However, if followers are unprepared for a task, they require direction until they are ready to handle the task on their own.

Blanchard’s solution to this problem, which he sees modeled in Jesus’ approach, is his concept of situational leadership. With each task, the leader has a responsibility to determine where his or her followers are in ability and then offer either support or empowerment to meet the situation. This effort is task specific; it is not a matter of determining the overall quality of the person. Each different task we have for students

Regardless of our field, we integrate our faith into our work when we model the approach to leadership that Jesus himself modeled.

requires helping them master the process. A student may be one of our best students, but still not be prepared for the next major subject in the class. Obviously, there is no way to do this for each individual student in a class of 65, but I have begun to notice that I can diagnose the situation of the majority of the class reasonably quickly if I am simply paying attention. At the very least, I can see from one class what I probably need to do differently the next time around. I have learned, for instance, that I cannot assume that sophomore students understand what it means to make an argument.

Conclusion

Teaching is both rewarding and frustrating. When it is most frustrating, the tendency is to turn it into a job where we hand out information. However, following the model of Jesus in teaching means actively seeking to develop students. Regardless of our field, we integrate our faith into our work when we model the approach to leadership that Jesus himself modeled.

Endnotes:

1. Micha Popper, “Salient Biases in Discussion and Research in Leadership,” in *Grounding Leadership Theory and Research: Issues Perspectives, and Methods*, ed. Ken W. Perry and James R. Meindle, (Greenwich, Conn., 2002), 2-3.
2. Mark 10:43 NIV (New International Version).
3. Mark 10:42-43 NIV.
4. See Ken Blanchard, Bill Hybels and Phil Hodges, *Leadership by the Book*, (New York, Waterbrook Press, 1999) and Ken Blanchard and Phil Hodges, *The Servant Leader*, (Nashville: J Countryman Books, 2003).
5. Dallas Willard *The Divine Conspiracy: Rediscovering Our Hidden Life in God*, (San Francisco: HarperSan Francisco, 1998), 112-13.
6. Elaine K. McEwan, *10 Traits of Highly Effective Teachers*, (Thousand Oaks, Ca.: Corwin Press, Inc., 2002), 37.
7. The basic source for the pattern of Jesus as a model for leadership I am using is Ken Blanchard and Phil Hodges’ “Lead Like Jesus” seminar. However, since that is a seminar and not a book, I will not be using a traditional page-referencing scheme for their material.
8. Irving H. Buchen, “Servant Leadership: A Model for Future Faculty and Future Institutions,” *Journal of Leadership Studies*, 5 (Winter 1998): 125.
9. James Kouzes and Barry Posner, *The Leadership Challenge*, (San Francisco: Jossey-Bass, 2002), 286-87.
10. McEwan, *10 Traits of Highly Effective Teachers*, 33.
11. Kouzes and Posner, *The Leadership Challenge*, 31, 351-79 ■

ASBCS Annual Meeting Hotel Reservation Form



For Revisions or Cancellations
Please Call 1-615 261-6100 or Toll Free 1-888-403-6772
Check In Time: 4:00PM Check Out Time: 12:00NOON

GROUP NAME: Association of Southern Baptist Colleges & Schools
GROUP CODE: SOUSQUA (for online reservations log on to www.franklinmarriott.com)
PROGRAM DATES: May 30, 2004 through June 2, 2004
RATE: \$85 per room, per night (plus applicable state and local taxes)
CUT OFF DATE: May 10, 2004

Special rate for Association of Southern Baptist Colleges & Schools will be offered two days after meeting date of June 2, 2004, based on availability.

Reservation requests after the cut off date are subject to availability, and rates higher than the group rates may apply.

GUEST INFORMATION

Name of Guest: _____

Address: _____

City/State/Zip: _____

Home Phone: _____ Work Phone: _____

Fax: _____ Email: _____

Arrival Day: _____ Arrival Date: _____

Departure Day: _____ Departure Date: _____

Number of Rooms: _____

SPECIAL REQUESTS:

(All special requests are on a space availability basis.)

- Smoking Room Non-Smoking Room King Bed 2 Double Beds

Other: _____

RESERVATIONS MUST BE ACCOMPANIED BY A DEPOSIT OR AN ACCEPTED CREDIT CARD NUMBER AND SIGNATURE.

- Guaranteed by first night's room and tax enclosed
(Tax 15.25% TN State and Local)
- Guaranteed by my credit card (please check one):
- American Express Diners Club Visa MasterCard Discover

Credit Card #: _____ Expiration Date: _____

I understand that I am liable for one night's room and tax which will be deducted from my deposit or billed through my credit card in the event that I do not arrive or cancel 36 hours prior to arrival date indicated.

Signature

Please fax or mail completed form to Franklin Marriott Cool Springs, ATTN RESERVATIONS, 700 Cool Springs Boulevard., Franklin, TN 37067, or Fax 615-261-6148. May also email Carrie Scensny, Event Coordinator: carrie.scensny@franklinmarriott.com. **PLEASE INCLUDE FAX NUMBER OR EMAIL IF REQUESTING RESERVATION CONFIRMATION.**

Association of Southern Baptist Colleges and Schools Annual Meeting and Workshops

May 31-June 2, 2004 • Cool Springs Marriott • Franklin, Tennessee

*for member Presidents, Chief Academic Officers, Chief Student Affairs Officers,
Chief Marketing/Public Relations Officers, Chief Financial Officers,
Chief Development Officers, Denominational Relations Officers and spouses of all participants*

CONFERENCE REGISTRATION AND MEAL AND ACTIVITY RESERVATION FORM

Registration Badge Information:

Name for Badge: _____

First Name: _____

Last Name: _____

Title/Position: _____

Spouse Name: _____

Institution/Agency: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Fax: _____

Email: _____

Mode of Transportation: Airline _____ Driving _____

Instructions to registrants:

1. All fees are per person.
2. Only one (1) person (plus spouse) may register per form. Please photocopy form for additional registrations – or download this and Hotel form at ASBCS website: www.baptistschools.org
3. This form must be accompanied by payment (Check, money order.) Make check payable to ASBCS. Refunds will be given only if ASBCS is notified in writing by May 21, 2004.
4. **NOTE: Hotel reservation cut-off is May 10, 2004**

Questions?

Tim Fields, ASBCS Director of Communications

Phone: 615-673-1896 FAX 615-662-1396

E-Mail: tim_fields@baptistschools.org

Mail completed form and payment by May 18 to:

Association of Southern Baptist Colleges and Schools

917 Harpeth Valley Place

Nashville, TN 37221-1141

Tourist & Vacation Information: www.nashvillecvb.com

Date Received/Nashville: _____
Amount: _____ Due: _____

PLEASE CHECK EACH SECTION (A-F) – TOTAL AMOUNT AND INSERT ON LINE “G”.

I am a : (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> President | <input type="checkbox"/> Denominational Relations Officer |
| <input type="checkbox"/> Chief Academic Officer | <input type="checkbox"/> Exhibitor or Corporate Sponsor |
| <input type="checkbox"/> Chief Financial Officer | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Chief Developmental Officer | |
| <input type="checkbox"/> Chief Public Relations Officer | |
| <input type="checkbox"/> Chief Student Affairs Officer | |

A. Conference registration - \$50 for each participant. Spouses do not pay fee unless attending plenary & workshop sessions.

	Cost	Qty	Total
Registration Fee	\$50.00		

B. Banquet Mon. 5/31	Cost	Qty	Total
All Participants & Spouses	\$25.00		

C. Breakfasts Tues 6/1	Cost	Qty	Total
Presidents	\$16.00		
Chief Financial Officers	\$16.00		
Chief Developmental Officers	\$16.00		
Denominational Relations	\$16.00		
Public Relations Officers	\$16.00		
Spouses Breakfast	\$16.00		
(If your group is not listed, join a group of your choice)			

D. Luncheons – Tues 6/1	Cost	Qty	Total
Business Luncheon (Presidents and CAOs)	\$18.00		
Chief Financial Officers	\$18.00		
Chief Development Officers	\$18.00		
Public Relations	\$18.00		
(If your group is not listed, join a group of your choice)			

E. Breakfasts – Wed 6/2	Cost	Qty	Total
Chief Academic Officers	\$16.00		
Chief Financial Officers	\$16.00		
Chief Development Officers	\$16.00		
Public Relation Officers	\$16.00		
(If your group is not listed, join a group of your choice)			

F. Golf Outing - Wed 6/2	Cost	Qty	Total
Afternoon Tee Time TBA Legends Club of Tennessee	\$80.00		

G. TOTAL AMOUNT ENCLOSED _____

Legal Notes: Alcoholism as a Protected Disability

by Jamie Jordan



“That’s what happens when two worlds collide,” says the old country music ballad. Consider what happens when a university with a strong Baptist tradition interacts with an employee suffering from alcoholism, a protected condition under the Americans with Disabilities Act (ADA). What happens when these two worlds collide?

Alcoholism can be a disability entitled to protected status under the ADA. An employer subject to the ADA (including most Baptist colleges and universities) “shall not discriminate against a qualified individual with a disability” in regard to hiring, firing, promotion, compensation, or other “terms, conditions, and privileges of employment.” Interpreting this requirement is not as straightforward as it may seem.

Determining that an employee suffering from alcoholism is entitled to protection under the ADA is a three step process: 1) has the employee established the existence of a disability? 2) is the employee otherwise qualified for his or her job, with or without reasonable accommodations? 3) has the employee violated rules of conduct or standards of performance which are applicable to all employees? Let’s look at each step of the process.

In order to invoke the ADA’s protection, the employee should first establish the existence of a “disability” with appropriate documentation (typically medical in nature). The law draws a distinction between alcoholism which is a “mere impairment” as opposed to alcoholism which so interferes with a major life activity that it rises to the level of a dis-

ability protected by the ADA. Recent court decisions continue the trend of making it more difficult for an employee to establish a substantial limitation on a major life activity. Often the employer and the employee need to work with their respective medical and legal experts in order to conclude whether a disability exists.

Alcoholism can be a disability entitled to protected status under the ADA.

Once it has been determined that the employee’s alcoholism is a disability which qualifies for ADA protection, the next question is whether the employee can perform the essential functions of the job, either with or without reasonable accommodation. For example, if the alcoholism causes excessive absences from work, the employee may not be qualified to perform his or her job.

The Third Circuit has held that an employee who does not come to work on a regular basis is not qualified within the meaning of the ADA. However, if the employee can otherwise perform his or her job but has a periodic need to contact his “AA sponsor” during work hours, an employer may be required to accommodate that employee by modifying a rule prohibiting personal phone calls at work.

Finally, even if an employee’s alcoholism constitutes a disability and the employee is qualified to perform his or her job, employers may set conduct and performance standards which apply equally to *all* employees. An employer may discipline or fire an employee (including an employee with alcoholism) if the use of alcohol rendered the employee unable to adhere to the employer’s standards.

Because the ADA treats alcohol and drug use as special cases, an employer can take steps in dealing with an employee who has

alcoholism which might be inappropriate where other disabilities are concerned. An employer may maintain and enforce rules prohibiting employees from being under the influence of alcohol in the workplace. An employer can exclude an employee from holding certain jobs where the employee’s alcoholism would present a significant risk of substantial harm to the health or safety of the employee or others that could not be eliminated or reduced by reasonable accommodation. An employer may ask an employee whether he or she has been drinking or conduct alcohol testing if there is a reasonable belief that an employee may be under the influence of alcohol at work. However, an employer should not single out an employee with alcoholism and subject him or her to periodic alcohol testing unless the employer has a reasonable belief, based on objective evidence, that the employee will pose a direct threat in the absence of periodic testing.

Of course, employers are free to go beyond the letter of the law in order to help employees with alcohol problems. An employer may provide time off for counseling or rehabilitation therapy. The Equal Opportunity Employment Commission (which enforces the ADA) encourages employers and employees to enter into “last chance” agreements which outline the employer’s expectations and the consequences of the employee’s failure to meet those expectations. Many secular employers are willing to go the extra mile to rehabilitate employees who are trying to recover from alcoholism. Should those who minister as an arm of the church do less? ■

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

People

Hardin Simmons: **Michelle Dose**, associate professor of chemistry and head of the Department of Chemistry and Physics has been appointed to the American Chemical Society Division of Chemical Education Examinations Institute’s 2006 First Term General Chemistry Examination Test committee. This committee is charged with the task of writing a standardized exam covering material included in most first semester general chemistry courses. The exam will be

available for use by colleges and universities around the nation in the fall of 2006. Three articles of **Roy Vogtsberger**, assistant professor of biology, Holland School of Sciences and Mathematics, have been published in *Micron*, with colleagues in Thailand. They include: “Prestomal Teeth of Some Flies of Medical Importance;” “Larval Ultrastructure of Parasarcophaga dux (Thomson) (Diptera: Sarcophagidae);” and “Mouthparts of Megaselia Scalaris (Loew) (Diptera: Phoridae).” **Lany Brunner**, senior professor of English, has published an article in *Renascence: Essays on Values in Literature*. The article is titled, “Aestheticism

and Repentance in Tennyson’s “The Palace of Art.”

Houston Baptist University: **Ann Gebuhr**, Music, presented the paper, *From Sketch to Reality: Subtext in Pendercki’s Credo* at the Akademe de Musicke in Krakow, Poland. President **E. D. Hodo** was named to the Board of Directors for the Council for Christian Colleges and Universities (CCCU). **University of Mobile:** **Lawrence B. Smith**, associate professor of history, has been invited to join an international committee of scholars to direct the newly-formed Jacobite Studies Trust. The trust, based in the House of Lords of the British Parliament in London,

Names & Faces



Rory Lee Resigns as President of Louisiana College

W. Rory Lee, President of Louisiana College for the past seven years, has announced his resignation effective at the end of the academic year.

Lee, a native of Prentiss, Miss., will assume the position of Executive Director of the Mississippi Baptist Children's Village, the children's home administered by the Mississippi Baptist Convention.

During the seven years under Lee's leadership, enrollment at Louisiana College has increased by 23 percent, the number of faculty with earned doctorates has increased by

40 percent, the operating reserve has increased by well over \$500,000, and numerous building projects have been completed.

"After serving three different colleges," Lee said, "I have now been offered the opportunity to use those wide-ranging experiences to administer the program which benefits the children under the care of Mississippi Baptists. I look forward to returning to my home state and working in an environment that is exceptionally beneficial to young people at such a critical point in their lives.

"I am grateful for the opportunity I have

had to serve Louisiana College and for the support that has been given to me by all constituents. It is a stellar institution and my prayers and best wishes will always be with LC," Lee said.

"It is a high honor that Mississippi Baptists have bestowed on Dr. Rory Lee. His unanimous election to be the Executive Director of the five branches of the Baptist Children's home system in Mississippi clearly reveals the high regard that Baptists in that state have for him," said Joe Nesom, Louisiana College board chairman. ■

Campbell Inaugurates Wallace as Fourth President in 117 Year History

Secretary of State Elaine Marshall, former U.S. Senator Jesse Helms, and Jim Royston, executive director of the Baptist State Convention, were among approximately 1,000 guests who attended the inauguration of Jerry M. Wallace as the fourth president of Campbell University. Wallace was inaugurated Friday, April 2.

Among his many goals for the university, Wallace promised a continuing resolve to look ahead and embrace new opportunities, to affirm diversity, and to provide Campbell students an education in the context of a Christian community.

He pledged to respond to the existing and developing needs of the region, state, and nation by providing new undergraduate, graduate, and professional programs that complement and extend Campbell's mission.

He vowed to provide new and improved academic, residential, student-life, and athletic programs and facilities; to challenge alumni to greater involvement with Campbell; and to increase efforts to enlist new benefactors from a broader constituency with a new marketing and advancement plan. ■

Palm Beach Atlantic Inaugurates David W. Clark as Sixth president

Palm Beach Atlantic University (PBA) installed its sixth president, David W. Clark, in a traditional academic ceremony on Feb. 26, 2004. Clark came to PBA in July 2003, with a wide range of professional, academic and business experience. Immediately prior to his appointment as University president, Clark served as president of FamilyNet, a commercial television network in Fort Worth, Texas. Prior to his presidency at FamilyNet, Clark was the president of KMC Media.

From 1977 to 1981 and from 1988 to 1991 Clark served as the dean of the College of Communication and the Arts at Regent University. From 1981 to 1987 he was director of research and vice president of marketing at the Christian Broadcasting Network.

He has also served as an adjunct professor at Fuller Seminary and as an assistant professor of speech at Bowling Green State University. Clark's professional experience includes pastor of churches in Illinois and Iowa and president of Communication Analysts, Inc. and senior news analyst at Reymer and Gersin Associates. ■

will fund and promote study and research on the Jacobites, efforts to restore the British throne to the rightful heirs of King James II, who was deposed in 1688-89.

Wayland Baptist University: Kevin Sweeney, assistant professor of history has had the following articles published recently: "The Desiccated Plains: Comanche and Non-Indian Settler Responses to Drought in the Southern Plains" in the Fall/Winter 2003 issue of *The Heritage of the Great Plains*. "Pandora's Drought: Aridity and the Brazos and Clear Fork Indian Reserves" was published in the 79th volume of *The West Texas Historical Association Year Book*.

William Carey College: Jeff Schmuki, assistant professor of art history and ceramics at College on the Coast, received a \$5000 fellowship from the Mississippi Arts Commission ■

Transitions

Hardin-Simmons University: Michael L. Monhollon is the new dean of the Kelley College of Business. Don Ashmore has been named associate vice president for finance and management and controller. Travis Seekins has been named associate vice president for technology services. Hugh Hemesman, former assistant volleyball coach with the University of Wisconsin has been named Head Women's Volleyball Coach. **Mississippi College:** The College of Arts and Sciences has been restructured into three schools. The schools will assume their full identity June 1, 2004, and are the School of Science and Mathematics, the School of

Christian Studies, Communication, and Fine Arts; and the School of Humanities and Social Sciences. The deans are, Stan Baldwin, Dean of the School of Science and Mathematics; John Meadors, Dean of the School of Christian Studies, Communication, and Fine Arts; and Debbie Pierce, Dean of the School of Humanities and Social Sciences.

Houston Baptist University: Debra Berry has been named the Director of the Master of Science Program in Nursing. **North Greenville College:** Mike Taylor has been named head football coach. This will be Taylor's second head coaching stint at North Greenville. He guided North Greenville College to four straight years of top 20 rankings, while being named NJCAA National Coach of the Year in 1989. ■

Gifts & Grants



Brewton-Parker Receives \$1 Million Anonymous Gift

An anonymous benefactor provided a \$1 million gift to Brewton-Parker College to assist in construction costs of the student activities center, which opened in October 2002. This gift enables Brewton-Parker to receive \$750,000 from previous challenge grants.

David Smith, Brewton-Parker's president, said, "The generosity of this gift is underscored by its anonymous provision. The donors desire no accolades for the contribution. In the purest sense, they have exemplified their love for Brewton-Parker College."

Anderson College Receives \$300,000 Donation

Anderson College received \$300,000 from The Abney Foundation to help fund The Abney Scholars Fund, part of the college's permanent endowment.

"This gift brings the Abney Scholarship Fund at the college to over \$700,000 and pushes our overall endowment to \$15.5

million," said Dean Woods, vice president of institutional advancement at Anderson College. "We are appreciative of The Abney Foundation's commitment to build a strong scholarship fund at Anderson College just as they have done at numerous other institutions."

With this most recent gift, The Abney Foundation has provided more than \$1 million in support for Anderson College.

U.S. Senate Appropriates \$300,000 for Campbellsville

Campbellsville University will receive \$300,000 to fund an associate degree in nursing as a result of the federal Omnibus Appropriations Bill approved by the U.S. Senate. U.S. Senator Jim Bunning (R-Ky.), who made the announcement, said, "Campbellsville University has shown great responsiveness to the needs of Kentuckians. These funds for its nursing program will provide jobs for those with a caring spirit, and care and compassion for those in need. I look forward to watching this nursing program grow, and it is a privilege to help with this funding."

Wayland Baptist Receives \$300,000 Matching Gift

The James and Eva Mayer Foundation awarded a \$300,000 matching grant to Wayland Baptist University to help fund construction of the Pete and Nelda Laney Student Activity Center planned for the campus in Plainview.

The matching grant requires the university to secure three similar grants from other foundations toward construction costs. In appreciation for the gift, the university will name the student lounge in the new facility The James and Eva Mayer Student Lounge.

Hillcrest Foundation Awards \$250,000 Grant to DBU

The Hillcrest Foundation awarded a \$250,000 grant to Dallas Baptist University for construction of the new International Student Center that will open later this year. Since 1968, DBU has received more than \$2 million from the Hillcrest Foundation for various projects. ■

Development

Bluefield College: The Hugh I. Shott, Jr. Foundation contributed \$200,000 toward renovating the Harman Chapel and Performing Arts Center—the largest single gift made to the restoration effort since it began in 2002. The Lettie Pate Whitehead Foundation approved a \$60,000 grant for general scholarships for female students who attend Bluefield during the 2004-05 academic year.

Charleston Southern University: The United States Department of Education has announced that the CSU School of Education has won a prestigious Fulbright-Hays Foundation Group Curriculum Projects Abroad Grant, one of only 44 awarded nationwide. The grant will provide \$68,000 for

CSU's Teaching & Learning in Ghana (TLG) Program.

Chowan College: The George I. Alden Trust of Worcester, Massachusetts, approved a two-for-one matching grant of \$100,000, to help fund renovations to McSweeney Hall/Texie Camp Marks Computer Center. The entire project is budgeted at \$308,449. Trustees of the Lettie Pate Whitehead Foundation, Inc. proposed a grant of \$70,000 for general scholarships during the 2004-05 academic year. The grant will be used for scholarships for financially needy and deserving Christian women who reside in one of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. **Wayland Baptist University:** The Helen Jones Foundation of Lubbock donated \$50,000 to help fund an electronic music laboratory. ■

Baptist Alumni Directors Set March 7-8 for 2005 Meeting

Twenty-eight members of The Association of Southern Baptist Alumni Directors (ASBAD) met in Nashville, Tenn., March 29-30 for their 2004 annual meeting and set a date for the 2005 meeting.

ASBAD will meet again in Nashville at Union Station Hotel on March 7-8, 2005.

During their 2004 meeting the group elected new officers for 2004-05. The officers are Jo Ann Raney, Hannibal-LaGrange College, President; Lance Clay, Mississippi College, Vice President for Finance and Membership; Gary Williams, Union University, Vice President for Programs; Byron Magee, Louisiana College, Secretary/Treasurer; and Eric Turner, Immediate Past President. ■

Members of ASBCS to vote on Bylaw Changes June 1, 2004

Presidents and Chief Academic Officers of the 54 member schools of the Association of Southern Baptist Colleges and Schools (ASBCS) will vote on bylaw changes Tuesday June 1, 2004 during the annual business luncheon at the annual meeting. The meeting and workshops will be at the Marriott Cool Springs Conference Hotel in

Franklin, Tennessee, May 31-June 2. The proposed bylaw changes call for an increase in board members from 15 to 16 with a four-year rotation schedule instead of a three-year rotation. A copy of the proposed bylaw changes will be mailed to all presidents and chief academic officers of ASBCS in mid April prior to the meeting. ■



Seminar to Focus on “Young Scholars in the Baptist Academy” June 9-13

Georgetown College will host a seminar this summer for Baptist scholars. Roger Ward, associate professor of philosophy, said, “After I participated in the Rhodes Consultation a few years ago I thought it would be terrific to gather people interested in exploring ways Baptist heritage and theology can enrich their academic vocation.” Ward and a planning team designed a four-day seminar of conversation and reflection on the prospects and perils of Baptist higher education.

The seminar will provide reading material, room and board, and a stipend for 15 participants. “We hope to attract junior scholars from across the diverse disciplines who teach at Baptist institutions as well as

academics who are Baptist and who teach at secular or state institutions,” Ward said. Dr. Scott Moore, director of the Great Texts Program at Baylor University, will be the keynote speaker for this year’s seminar, which meets June 9-13.

“Young Scholars in the Baptist Academy” is one facet of *The Meetinghouse*, Georgetown’s program for the “theological exploration of vocation” funded by Lilly Endowment, Inc. The Institute for Faith and Learning at Baylor University is also helping to sponsor the seminar. The planning team consists of Douglas Henry, Institute for Faith and Learning at Baylor; Elizabeth Newman, Baptist Theological Seminary at Richmond; Margaret Watkins

Tate, Baylor; and Andrew Chambers, Missouri Baptist University.

Plans are to extend and expand the seminar after an initial, three-year pilot phase. The goal is to offer long-term contributions to the excellent work being done on the promise of 21st century Christian education from the distinctive and developing Baptist tradition. Douglas Henry commented, “We Baptists need more thoughtful conversation about our heritage. This seminar will help us build a stronger Baptist academy.”

To find out more about the seminar or to apply visit Georgetown College’s website at <georgetowncollege.edu> or contact Roger Ward: <roger_ward@georgetowncollege.edu>. ■

Judge Dismisses Lawsuit Against Missouri Baptist University

A Missouri judge effectively dismissed a lawsuit filed by Missouri Baptist Convention (MBC) leaders against Missouri Baptist University and four other institutions that removed themselves from convention control.

Cole County Circuit Judge Thomas Brown ruled March 11 that the suit’s plaintiffs lack the proper legal standing to assert their claim against the institutions.

“A shadow has finally been lifted from the University. We have held true to our mission and focus during this time, and we can now devote our entire attention to the education of our students,” said University president R. Alton Lacey.

Convention messengers voted in 2002 to sue the five institutions—Missouri Baptist University, the *Word & Way* newspaper, Windermere Baptist Conference Center, the Missouri Baptist Foundation and the Baptist Home retirement home system. In 2000 and 2001, trustees of all five agencies changed their institutions’ charters to make the boards self-perpetuating.

Previously, the institutions’ trustees had been nominated by a MBC committee and elected by messengers to the convention’s annual meeting.

The lawsuit demanded the agencies’ trustee boards be returned to convention control. Because the MBC itself is an unincorporated association under Missouri law, convention leaders decided to name the MBC Executive Board and six sympathetic

MBC-affiliated churches as the plaintiffs.

But Brown said the convention’s constitution and bylaws “are not ambiguous” and “the members of the Missouri Baptist Convention are individuals called ‘messengers.’” He said the churches and Executive Board do not count as “members” of the convention under its own governing documents.

Since only legal members of unincorporated associations under Missouri law can sue on the groups’ behalf, Brown concluded, the churches and Executive Board lack the right to sue the agencies.

MBC attorneys had argued that the constitution and bylaws are unclear as to what constitutes a “member.” But Brown rejected that contention.

Lary Tucker, a Kansas City-based attorney representing the Missouri Baptist Foundation, said the plaintiffs could ask the Missouri Court of Appeals in Kansas City to reconsider Brown’s decision. However, Tucker declined to speculate as to whether individual Missouri Baptists who were messengers to a previous convention meeting would have legal standing to file another lawsuit.

The controversial suit cost the Convention more than a million dollars in attorney and court fees during a period of dramatic budget shortfalls and declining church participation.

During the same period, the University experienced record growth in enrollment, number of donors, and a budget that increased by 25 percent.

“The University continues to seek a covenant relationship with the Convention that we have had since 1976. Now that the suit is over, it would be my hope that we can look beyond today and renew the healthy, cooperative relationship we have had for decades,” said Bill Houk, University board chairman. ■

Mid-Continent College Becomes a University

The Board of Trustees of Mid-Continent College in Mayfield, Kentucky, voted recently to change its name to Mid-Continent University. President Robert J. Imhoff announced that the legal process has been accomplished.

The University was founded in 1949, and has about 700 students. President Imhoff stated: “Over the years, the perception developed that the institution was intended for preachers only. Perusal of the early documents, however, reveal that our founders envisioned programs in many different areas of study. To fulfill this mission, the Board of Trustees has been actively pursuing a growth strategy for several years, and the name change is part of that strategy,” Imhoff said. “The change will better identify Mid-Continent’s role in post-secondary education, especially overseas where ‘college’ often refers to high school or community college institutions.” ■



Education Now: INDONESIA



by Carolyn Bishop, *International Director*

Several years ago, a group of Indonesian Christian universities joined together to combine efforts in strategies for providing quality academic programs to students in diverse regions. Presidents of each school work with faculty and school supporters within the community to find ways to integrate their educational expertise for impacting the development of citizenship and appreciation for local culture and history.

What is the faith-based institution's role in this mixture of factors and influences? These fifteen universities in Indonesia want to provide education and training needed for local and global job skills. In some regions they may have to introduce new sectors of work for Indonesians wanting to work locally and support and build pride in their nation.

To help reach this goal, Indonesian schools want partnerships that can help direct talented students, who choose to study overseas, to enroll with CGE member schools. Those students educated at faith based campuses would return to integrate their educational expertise in national improvement. During 2003-2004, over 11,000 Indonesian students registered a desire to attend American college and universities.

During a January 2004 visit, CGE delegates met with Sultan X at his palace office

in Jogakarta. The Sultan's response described his vision for partnerships with overseas educators in areas of culture, accreditation, city to city relationships, and a proposal for a two year educational interest project. Those **opportunities** voiced by an important leader were well received by the

CGE team and university administrators and faculty of Kristen Duta Wacana, who were hosting us in those few days.

People groups in many countries realize that each are citizens of their nations yet members of a global community. Indonesians realize that their **worldview** has been greatly affected by world events. Not only are they influenced by the recent decline of Asian economic strength that affected their trade relationships and the ethnic strife that resulted, but also they are affected by Islamic influences as a backlash of 11 September. It is critical now that Indonesians see their connectedness to the world and their ability to unite.

Dr. Johannes Oentoro, Rector of Universitas Pelita Harapan, is the Director of the group of Indonesian universities that are faith based and learning centered. Their

vision is for educators with a Christian value base to become instrumental in developing unified educational projects, cultural aware-

ness, and citizenship programs for each school's city and provincial area across Indonesia. Foundations of faith-based value in service and care for community provide a quantitative basis for systematic learning process-

es that benefit their nation and a qualitative interactive discussion between citizens that can build globally sensitive and locally productive communities.

What can CGE educators do in Indonesia, **NOW?**

CGE can support the building of respect and pride in important **Nations**.

CGE can partner with Indonesian universities to meet strategic **Opportunities**.

CGE can be a catalyst for student learning that build optimistic **Worldviews**.

If your institution is interested in partnerships and recruiting opportunities in Indonesia, please email <info@cgedu.org> and the CGE staff will send additional data. ■

Carolyn Bishop, International Director of the Consortium for Global Education, works in Marietta, Ga.

Indonesia has:

- More than a dozen committed universities with a goal to impact their nation
- More than 11,000 students interested in an American college or university

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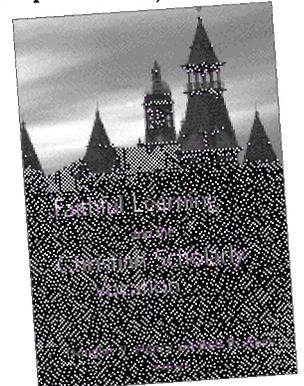
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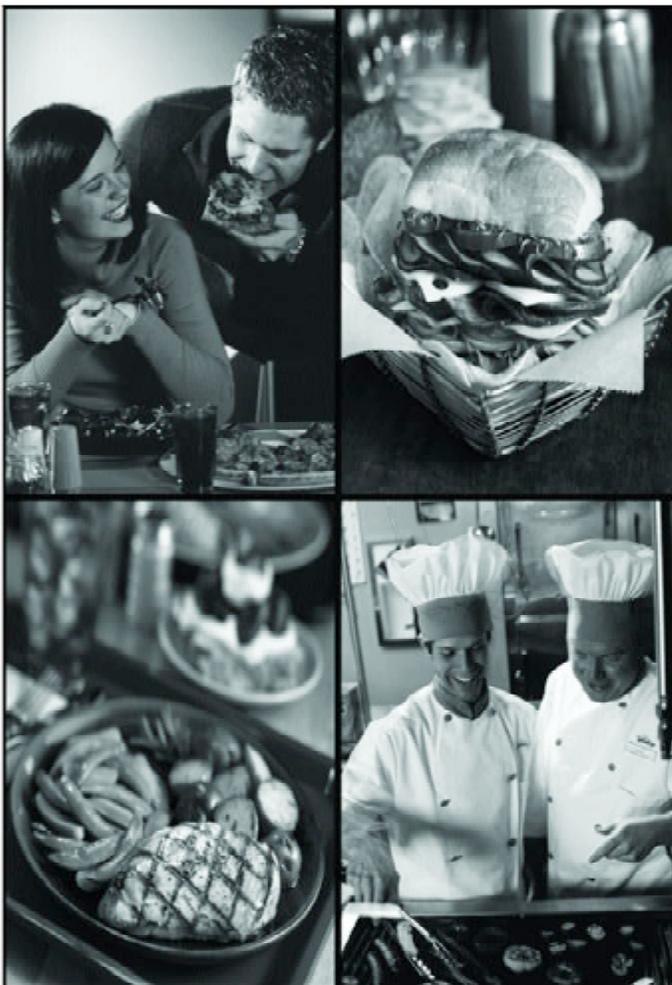
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