

The Southern Baptist EDUCATOR

News Journal of the Association of Southern Baptist Colleges and Schools

Volume LXVII, No. 1

Fourth Quarter-2002

Magazine Ranks 45 ASBCS Schools Among Nation's Best

By **Bob R. Agee, Executive Director
Association of Southern Baptist
Colleges and Schools**

The colleges and universities which are members of the Association of Southern Baptist Colleges and Schools (ASBCS) continue to emerge as leaders and pace-setters within the American higher education community.

In the annual survey conducted by *U.S. News and World Report* magazine, forty-five ASBCS member institutions were listed among the nation's best. Eight of the member schools were listed in the top tier of institutions analyzed and compared in four categories, thirteen were listed in the second tier, sixteen were listed in the third tier, and eight were listed in the fourth tier. Two of the member schools were also ranked in the top ten of those schools with the highest graduation rates.

The national news magazine studied more than 1400 institutions scattered across the U.S., gathered data from the

schools themselves and solicited opinions from peer institutions as to their perception of quality.

Using a weighting system based on what the editors believe to be indicators of quality, they developed a ranking in four categories: Best National Universities – Doctoral; Best Liberal Arts Colleges – Bachelor's; Best Universities – Master's; and Best Comprehensive Colleges – Bachelor's. Their ranking was determined by analyzing data gathered on seven categories of information: peer assessment; graduation and retention rates; faculty resources; student selectivity; financial resources; and alumni giving. For schools evaluated in the national universities – doctoral and liberal arts colleges – bachelor's categories the ranking system also

analyzed data on "graduation rate performance." In addition to the overall ranking the magazine developed additional comparisons on topics of lowest acceptance rate, highest graduation rate, and highest proportion of classes under 20.

The eight ASBCS member schools ranked in the top tier were listed in Best Universities – Master's and in Best Comprehensive Colleges – Bachelor's. Samford University (5th), Mercer University (tied for 8th), Belmont University (tied for 15th), and Union University (33rd) were ranked in the top tier of Best Universities – Master's in the South. The Best Universities – Master's category looked at 572 schools which they determined



(Continued on page 2)

Annual Meeting and Workshops Set for June 2-3 in Branson, MO

The annual meeting and workshops of the Association of Southern Baptist Colleges and Schools has been set for June 2-3, 2003 in Branson, Missouri.

Site for the meeting is the Chateau on the Lake conference hotel that overlooks Table Rock Lake in Branson.

Southwest Baptist University, Bolivar, Missouri, led by Pat Taylor, president, will host the meeting. Instead of beginning on Sunday as in past years, the meeting will begin on Monday and conclude on Wednesday. A golf tournament for participants is planned for after the meeting instead of before the meeting.

In addition to presidents and chief academic officers, additional administrators of the 55 member schools are invited to attend the conference each year.

Other administrators invited to the 2003 conference include chief financial officers, chief development officers, chief marketing and public relations officers, chief alumni officers and chief student affairs officers.

The fifteen member board of directors for the association will meet Monday morning June 2 just prior to the meeting.

The meeting will begin Monday afternoon with a legal affairs briefing

designed for presidents and chief academic officers.

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

Included in the meeting will be a dinner cruise on the Branson Belle paddle wheel boat and opportunity to attend a live performance at one of Branson's many theatres.

Participants are encouraged to extend their stay and take advantage of the family recreational opportunities at the hotel and in the Branson area.

Watch for further hotel and meeting registration information on the ASBCS website at <www.baptistschools.org>. n

CONTENTS

- 1 Magazine Ranks 45 ASBCS Schools Among Nation's Best
- 3 Keeping the Faith in Christian Higher Education: Living Religious Traditions
- 4 Consortium for Global Education: Reflections on the Past and the Future
- 8 Tuition Remission Agreements
- 9 Chart of Schools in Tuition Remission Program
- 10 Names and Faces
- 10 People
- 11 Transitions
- 12 Legal Notes
- 13 Campus Report
- 14 Gifts and Grants
- 14 Development
- 15 Comment

Vol. LXVII, No. 1

Fourth Quarter 2002

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The Southern Baptist Educator (ISSN 0038-3848) is a news magazine published quarterly for administrators, faculty, staff, trustees and friends of member schools by the Association of Southern Baptist Colleges and Schools.

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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.

ASBCS Schools Ranked Among Best...

(Continued from page 1)

fit into this group. Samford was also ranked sixth among all the Best Universities – Master's institutions in the listing of schools with the highest graduation rate. These schools are those which provide a full range of undergraduate and master's level programs but offer few if any doctoral programs.

Among institutions ranked in the category Best Comprehensive Colleges – Bachelor's, four ASBCS members schools made the top tier. Oklahoma Baptist University (2nd in the West), Ouachita Baptist University (4th in the South), Shorter College (tied for 17th in the South), and Louisiana College (tied for 20th in the South) were listed among the best in this category. Oklahoma Baptist University was also ranked second in the listing of schools with the highest graduation rate among the Best Comprehensive Colleges – Bachelor's. The category includes 324 institutions which were evaluated by *U.S. News* and includes those schools which offer a wide range of undergraduate degrees in liberal arts and professional disciplines.

Baylor University was listed in the second tier of Best National Universities – Doctoral category. The magazine evaluated 249 institutions which fit the profile to be listed based on the fact that these schools offered a "wide range of undergraduate majors as well as master's and doctoral programs." The group included 162 public institutions and 87 private.

Other schools ranked in the second tier in their respective categories included thirteen ASBCS member schools. Among the Best Universities – Master's: Campbell University, Carson-Newman College, Cumberland College, and Mississippi College were listed among the schools in the South. Grand Canyon University, Hardin-Simmons University, and the University of Mary Hardin Baylor were listed among the schools located in the West.

Within the category of Best

Comprehensive Colleges – Bachelor's five member schools were ranked in the second tier. Blue Mountain College and Virginia Intermont were listed from the South; Judson College (Illinois) from the Midwest; and East Texas Baptist University and Howard Payne University from the West.

Sixteen ASBCS schools were ranked in the third tier of their respective categories. Those institutions listed were Georgetown College and William Jewell among the Best Liberal Arts Colleges – Bachelor's; Averett University, Campbellsville University, Charleston Southern University, Gardner Webb University, Palm Beach Atlantic University, William Carey College, California Baptist University, Dallas Baptist University and Houston Baptist University among the Best Universities – Master's; Anderson College, Bluefield College, Chowan College, North Greenville College and Hannibal LaGrange College among the Best Comprehensive Colleges – Bachelor's.

Eight ASBCS member schools were ranked in the fourth tier of their respective categories. Those listed included: Judson College (Alabama) among the Best Liberal Arts Colleges – Bachelor's;

University of Mobile, Southwest Baptist University, and Wayland Baptist University among the Best Universities – Master's; Brewton-Parker College, Mid-Continent College, Missouri Baptist University, and Williams Baptist College among Best Comprehensive Colleges – Bachelor's.

Achieving national recognition for the quality of education offered is a significant step for colleges and universities. Schools will use these rankings in various promotional material and presentations with target groups such as prospective students, alumni, and donors. Independent third party recognition of quality based on research adds to the credibility of the institutions within their communities. n

Achieving national recognition for the quality of education offered is a significant step for colleges and universities.

KEEPING THE FAITH
in Christian Higher Education

THE RESOURCE: Living Religious Traditions

Editor's note: This article was adapted from the second Hester Lecture delivered by Robert Benne during the annual meeting of the Association of Southern Baptist Colleges and Schools in Panama City Beach, Fla., June 2-4.

by Robert Benne

In my previous essay I described the way that secularization works both overtly and covertly in our Christian institutions of higher education. In this essay I wish to argue that we have a great resource for fending off these pressures toward secularization. That resource is what founded us in the first place—the living religious tradition from which we came. I will show why and how certain fine Christian schools have found their traditions to be resources for shaping their mission and identity in a distinctly religious way. They have been able to combine academic quality with religious soul.

This is not to say that these colleges and universities have no struggle with secularization. They do struggle, and rightfully so, for if we think we have escaped the struggle, we have either lost touch with the world God has given us to witness in or we have unduly accommodated to it. It is good for us to struggle; it keeps us alert. Struggle also indicates that we have taken our calling as Christian colleges and universities seriously. Truly, if we do take that calling seriously we will continue to struggle, perhaps even to suffer. As Luther pointed out, if we take our callings in the world seriously we will not have to seek the cross. It will find us.

Living Tradition

A living tradition, to paraphrase Alisdair MacIntyre, is a socially embodied argument (proposal, wager) about the meaning and values of life, borne by a narrative-based community over time. To elaborate a bit more, a tradition is the living faith of the dead, according to Jaroslav Pelikan. On the other hand, traditionalism, he says, is the dead faith of the living. According to G. K. Chesterton, a tradition is a democracy in which the dead have a vote.

The narrative upon which all Christian traditions are based is the biblical story. Emerging from the biblical story as well as



Robert Benne

from their founding moments are the grand, living, persisting, massive Christian traditions—Catholic, Lutheran, Reformed, Anglican, Baptist, Methodist, etc. The Christian traditions—along with the other great world religions—are the largest and oldest traditions of all. The currently dominant national traditions are new and narrow compared to the religions. In fact, these religious traditions provide the way of life for the vast majority of persons on the face of the earth. Moreover, these traditions are growing, not waning. Christianity, while waning in Europe, is burgeoning in the developing world.

It is important to understand the various components of a religious tradition, in this case the Christian tradition in its various streams. A tradition includes a *vision*, an *ethos* or way of life shaped by practices, and the *people* who know the vision and live out its ethos. Let's look at each component more closely.

Every Christian heritage has a tradition of thought, which is its vision. It has reflected on the biblical narrative in a specific way that emphasizes certain themes and ideas. Its thinkers systematize these ideas and themes into theologies. Some Christian traditions, like the Catholic, are immensely rich in such thought. They have intellectual traditions.

Or, to put it a bit differently, as does Paul Griffiths, the tradition gives an account of life and reality. The accounts—or visions—of the great Christian traditions are comprehensive, central, and unsurpassable for the serious participants in those traditions.

Comprehensive means that the Christian vision has universal scope. It does not confine itself to truth claims about only private or church life, or worse, the gaps that modern knowledge has not yet filled. The God of biblical faith is a sovereign God over all existence and reality, which He in fact has created. Thus, the Christian vision casts an umbrella of meaning over all of life and reality. Serious religion is comprehensive. (One of the charges of Muslims is that Christianity lacks comprehensiveness because it allows for a

A tradition includes a vision, an ethos or way of life shaped by practices, and the people who know the vision and live out its ethos.

(continued on page 4)

Living Religious Traditions...

(continued from page 3)

secular state. We of course see it differently. Though the state is secular it is subservient to God's Law.)

The secularization of our colleges and universities has robbed the Christian vision of its comprehensiveness in those institutions. It has pushed religious claims to truth to the periphery of campus life. Even Christian schools have allowed the comprehensiveness of the Christian vision to be compromised. They allow great swatches of life to be defined and interpreted by other visions. This is not to say that secular modes of inquiry do not offer real truths. It just means that those claims should not be given complete autonomy. The Christian vision certainly doesn't provide all the specific truths about the natural or social world, but it does have a comprehensive scope that demands we appropriate those secular claims critically, but responsibly. We are called as persons and institutions to place these secular claims within the comprehensive context of Christian meaning.

Centrality means that the Christian vision addresses the central questions and issues of life—where do we come from, who are we, where are we going, how ought we act when we are here? Christian traditions with developed intellectual traditions have an interpretation of ultimate reality based on the Holy Trinity. They have an interpretation of God's relation to the world—He is Creator, Sustainer, Judge, Redeemer, and Sanctifier. The Holy Trinity became intimately involved in the world. The Christian intellectual tradition has a claim about the origin and destiny of the world and of the people in it. It has a great stake in the proposition that human life and history is purposive. It has a conception of the human predicament—humans are limited by sin and finitude. It has a major claim about the nature of human liberation or salvation—it is offered to the repentant soul as a free gift from God through Christ. It has a conception of human purpose and conduct—we are called by God to serve others in our places of responsibility and we are to live out the Commandments of God, summarized as love for God and neighbor.

Unsurpassability means that the comprehensive and central claims of the Christian vision are ultimately true. They constitute the truth about life and reality. These claims are not true only for Christians, but for all. That faith in Christian truth stimulates the missionary impulse. But we are fully aware that there are other schemes of meaning that are unsurpassable to those who believe in them. Some of these schemes are based on other religious claims; others are based on secular claims. We have to engage these other schemes with firmness and respect.

When these other schemes of meaning—be they grounded in the Enlightenment or in American pragmatism or in postmodern relativism—supplant the Christian vision as the guiding paradigm or principle for the life of the college or university, that Christian vision has been surpassed. Almost all the elite colleges and universities founded by the churches have given up on the unsurpassability of the Christian vision. In their quest for worldly recognition and achievement, they adopted another faith or lost faith in any comprehensive scheme of meaning, as is the case with many

public colleges and universities in the contemporary world.

Happily, many fine Christian colleges and universities have held to the unsurpassability of the comprehensive and central claims of the Christian vision. That vision continues to be the crucial source of guidance for the identity and mission of the school. Furthermore, they have not given up academic excellence while they have clung to the Christian account.

We have spent a good deal of time on the vision—or intellectual claims—of the Christian tradition because that is where our schools have been weakest. We either step aside for secular schemes to rush in or we trump worldly knowledge way too easily by appealing simplistically to the Bible.

There is another great component of religious tradition that we must examine. That is *ethos*, or way of life. An ethos is sustained by particular religious practices that are indigenous to specific traditions. Lutherans love choral music and the excellent practice of choral music helps define the way of life at many Lutheran colleges, preeminently St. Olaf College. Service is a defining practice for Mennonite Colleges. Daily mass is a defining practice for Notre Dame, along with football. Prayer and spiritual

counseling is a crucial practice at Wheaton. Serious schools have enough confidence in their ethos that they are willing to play the *in local parentis* role for their students.

They insist that their student affairs divisions take seriously their particular Christian ethos. They encourage students to take seriously the way of life of the sponsoring tradition.

Finally, it is a truism that there have to be *people*—a community of them—who know and articulate the vision and who embody the ethos. I distinguish among persons according to their intensity. Intense participants are those who know the vision, willingly embody the ethos, and will act decisively if they feel the vision and ethos is endangered. (It is quite possible for non-participants in the sponsoring tradition to belong to this intense group. Our intense core at Roanoke contains a number of non-Lutherans. Indeed, for us to succeed at reconnection we must have non-Lutherans in that core! But one still has to have a significant number of “natives” in order to carry on the tradition. I would argue that members of the sponsoring tradition have to lead the enterprise.)

Then there are the supportive folks who are not nearly as intense as the inner core. But they willingly follow the basic direction set by the intense leaders. They may quarrel with particulars but are fundamentally “on board.” But they are not intense or learned enough to lead. Finally, there are those who are apathetic or hostile, or who simply want to be left alone. This group is a varied mixture running from good-natured indifference to outright alienation. Maybe we can get this final group below one third of the faculty or staff, but it is difficult to manage academic life with such precision. Even Wheaton and Calvin have faculty in this third category, though certainly not a third.

A serious Christian college or university insists that its religious tradition be crucially relevant to all facets of the life of the school.

Religious Tradition

A serious Christian college or university insists that its religious tradition (vision, ethos, and the persons who carry them) be crucially relevant to all facets of the life of the school. It has to gather enough intense believers in the tradition's vision—its comprehensiveness, centrality, and unsurpassability—to make that vision the organizing principle or paradigm for the life of the college or university. It also has to have enough intense believers to model the tradition's ethos within the life of the school, as its dominant way of life, though it may make room for other ways of life.

This is a strong description of a Christian college, but one that exists in the life of a significant number of colleges and universities. In response to the pervasive pessimism of much of the literature of the 90s on the secularization of church-related schools, I wrote *Quality with Soul—How Six Premier Colleges and Universities Keep Faith with Their Religious Traditions*. I visited and explored six schools—Baylor (Baptist), Notre Dame (Catholic), Calvin (Christian Reformed), Wheaton (Evangelical), and St. Olaf and Valparaiso (Lutheran). These six schools fit the description above and also maintain a high quality that is recognized by the secular world.

Among the six are two basic kinds—the “orthodox” (Calvin and Wheaton), which insist on membership in Christian churches and in professions of faith; and the “critical mass” (the other four) who maintain what I call a critical mass of participants in their sponsoring tradition. I believe a critical mass is constituted by at least 30 percent intense believers (as I have defined it above), 30 percent supporters, and another 30 percent of motley character. Naturally, the President and Dean must be among the intense actors. Such a critical mass, I believe, can make the tradition publicly relevant to the life of the school.

Unfortunately, schools like Roanoke College cannot draw on such a critical mass.

The six schools I studied all were able to give their interpretation of the Christian vision a significant role in all the facets of their lives. Calvin College is perhaps the most thorough and systematic in insisting that its faculty relate their faith to the learning of their specific field. A faculty person cannot be hired let alone gain promotion and tenure without demonstrating a fairly sophisticated account of how the intellectual claims of the faith relate to and finally transform worldly knowledge.

The method for this transformation of knowledge is the Kuyperian method in which the worldview assumptions implicit in every field of learning are identified, analyzed, critiqued, and finally transformed to fit the Reformed Christian worldview. This approach can in principle lead to “Christian” economics, sociology, etc., since Calvin has the confidence that its biblical/theological worldview is comprehensive, central, and unsurpassable.

Sometimes the integration of faith and learning at Calvin is done woodenly and badly. But for the most part the integration process is subtle, careful, and patient. There is no simple trumping of worldly knowledge by Christian assertions even though Christian claims finally take priority when there is fundamental conflict between Christian and secular claims. Sometimes faculty members can get into difficulty by

integrating faith and learning in bold and surprising ways. A physicist at Calvin suggested in his book that God could well have used the strict Darwinist method of random mutation to get His purposes done. His proposal was greeted by an effort to dismiss him from the faculty. He survived long enough to see his work honored as an example of faith/learning integration.

All six schools also were able to model the ethos of their religious tradition in attractive and visible ways. However, it would be difficult to surpass the commitment Notre Dame makes to its students through its rector system in its 28 single-sex dorms. A priest or “religious” resides in all the dorms and acts as *pater familias* of residents. He or she and their staffs (three or four graduate students and several upperclassmen) preside over social, athletic, service, and religious life. They counsel and guide the students, as well as maintain a quiet and peaceful living space. Above all, they celebrate mass daily with a special week-beginning mass on Sunday evening, in which 90 percent of the students participate. The sons and daughters of earlier generations ask to be accepted into the same dorms as their mothers and fathers were, so strong is the allure of Catholic life together.

Wheaton and Calvin take few chances with their personnel. All must be believing members of their respective traditions. The critical mass schools choose a different route for both theological and pedagogical reasons. The critical mass schools believe that all human knowledge, even religious, is distorted by sin and limited by finitude. Therefore, the best path toward truth must come from an open inquiry toward it. One doesn't have to be a believer to make important contributions in the pursuit of goodness, truth, and beauty. Pedagogically, critical mass schools believe that students learn their own tradition best when they are exposed to real contrary views in the relatively safe context in which the Christian tradition is privileged. Some varied voices are important as preparation for the world after college.

The six schools faithful to their religious heritages are able to draw upon that heritage for a coherent vision for shaping the identity and mission of their schools. This coherent approach enables them to form the intellectual, moral, and spiritual lives of the students who go there. The Harwick/Day study of the graduates of Lutheran colleges, for example, shows that they make a wholesome impact on their students far beyond what even the public flagship universities are able to do. The products of Lutheran colleges are more likely to serve in voluntary associations, to lead in congregational life, to see their work as vocation, to have deepened and extended their Christian values while in college, and to have engaged faith and learning.

Several other characteristics of these schools are worth noting. They have rich connections with their church constituencies from which they obtain students, faculty, direct and indirect financial support, and helpful, appropriate guidance. They unabashedly present themselves as representing a specific tradition; they don't shy away from what the world calls “sectarian.” They pointedly do not claim they will not discriminate on religious grounds. They hire according to mission, considering both quality and soul. The schools have real character—they are not generic—and they demonstrate a lively engagement of faith and learning. ▯

CONSORTIUM FOR GLOBAL EDUCATION: *Reflections on the Past and the Future*

by Bob R. Agee

Editor's note: The following article was adapted from a speech delivered by Bob Agee, ASBCS Executive Director, at the annual meeting of the Consortium for Global Education at Union University, September 27, 2002).

More than sixteen years ago a small group of representatives from seven Baptist colleges and universities met in the airport in Atlanta to discuss the possibility of working together to promote a wider range of international involvement on our campuses.

The meeting was instigated by Dr. Lewis Myers, then the director of CSI for the International Mission Board. Present at the meeting were representatives from Carson-Newman, Baylor, Grand Canyon, Samford, Mississippi College, Ouachita and Oklahoma Baptist University. Seated around the table were people like Dan Grant, Treva Gibson, Ron Midkiff, Dr. Belew, and me. At that meeting, Dr. Myers introduced us to terms like "World A", the "1040 Window", multiple people groups within nations, and the growing hunger around the world for interaction between educational institutions. Out of that meeting, CSIEC (the Cooperative Services International Educational Consortium) was born.

From the beginning we felt that the possibilities would be great but we could not have begun to imagine the number and scope of opportunities that would come our way. Over the fifteen years since we formally chartered CSIEC and later changed the name to CGE, thousands of students along with hundreds of faculty and administrators, have scattered around the world to impact countless thousands of lives. Often in places whose names we did not know before we have worked with institutions and people groups of whom we had never heard.

At Oklahoma Baptist we watched our students return from projects in China, Russia, Brazil, Zimbabwe, Venezuela and Argentina never to be the same again. Frequently they would come back to

change their majors to begin preparing for career ventures that would invest their lives in people, places, and cultures they would never have dreamed about before they worked abroad.

Faculty members would return with new passion for helping students develop multi-cultural understanding and for impacting their world for Christ through quality educational endeavors. We saw a campus culture emerge that was dominated by a passion for impacting the world for Christ through education endeavors. Our goal was to see that every major academic division would be involved in at least one international project. Over the years that goal was achieved.

Think about it! Our 47 campuses are operating more than 400 programs in more than 50 countries of the world.

At Oklahoma Baptist we watched our students return from projects in China, Russia, Brazil, Zimbabwe, Venezuela and Argentina never to be the same again.

Our campus families are raising and investing thousands of dollars to make these projects possible and to keep them operating. Whether through study abroad, faculty exchange, student exchange, missions or humanitarian service endeavors, we are making a difference in our world.

The word is out. More and more others are turning to CGE to ask how we do what we do. We are now at a point where opportunities seek us out. Places like North Korea, Somaliland, China and countries in the Middle East are coming to us to ask for help with specific critical educational needs. Government leaders, ministers of education within nations across the world have come to recognize the quality of what we do and want us there. For every need, there always seems to be a school or someone within our schools who will step forward to say: "We'll take on that task." It's not unusual for us to hear reports of our schools

hosting government leaders that include governors, senators, parliament members and central government representatives. Thanks to people like you and your schools, CGE is a powerful force in international education today.

Where do we go from here?

Leadership within our institutions is constantly changing. The only president who was active in helping to start CGE who is still serving as a president is Dr. Tom Corts. The only director of international programs among our schools who has been active since our beginning is Dr. Treva Gibson from Grand Canyon. We must never assume that presidents and chief academic officers know what CGE is and what we do. We must be willing to continue to enlist the presidents and academic leaders and fan the flames of passion in their hearts for the calling to impact our world for Christ through quality international educational experiences. The leadership and involvement of presidents and chief academic officers is critical and vital to our ongoing success as an organization.

What we seek to do is more important to our world than it has ever been. Building bridges of understanding between people and cultures and representing the true essence of the Christian faith through service to mankind have taken a quantum leap in importance over the past twelve months. We must be even more alert to opportunities and open to possible new relationships as the days unfold. It is so important that we maintain a Kingdom intent and Kingdom focus in our educational efforts. As we involve the various disciplines and provide educational opportunities for our students and provide educational services in other countries we must help our students and faculty to realize that we are Kingdom outposts in our world whether our profession is in education, business, medicine, or other professions.

We must continue to be alert to the possibility of strategic partnerships with

organizations and institutions whose mission is compatible with ours in order to expand the range of resources available to us. There are many opportunities uncovered each year in strategic places of the world that go unmet because there are more opportunities than there are institutions and financial resources to respond. We want very much to be able to reach more people and places with our efforts. It is painful to Dr. Carolyn Bishop and me for needs to go unmet.

Because the demand is so great and the opportunities so compelling, we need to be constantly seeking additional sources of revenues to use for more start-up grants to help our schools step through open doors of new opportunities in cutting edge and strategic places in the world.

We must be diligent and careful to work with our international partner institutions with absolute integrity in our agreements and covenants. On several occasions I have told groups about a comment from the president of Xinjiang University in Urumqi, China. He stated to

It is critical for all of us to learn that wherever we are and whatever we do we are salt and light and leaven in the world.

me that of all the relationships his university had with western universities, he valued his relationship with OBU more than any other. When I asked him why (because I knew that his university had relationships with Harvard, Oxford, University of Wisconsin and several other major institutions), he replied: "There are three reasons we value our relationship with Oklahoma Baptist University so

highly: (1) You always treat us as equals; (2) We feel that you really care about and for us; (3) We can always believe what you tell us.

OBU has been there for fourteen years, the longest running program with the same institution among us. It's important to operate with absolute integrity.

CGE must be ever available and constantly making the effort to assist any of our member schools in finding strategic opportunities and in thinking through how best to respond. CGE exists to serve the schools, not the other way around. Maintaining a servant's heart and being diligent about serving the needs of the schools is critical.

Our schools must remain committed

to the highest possible standards of personal and professional conduct and to the highest possible quality of educational experience for our students and for those we serve around the world through our programs. Whether our international endeavors have a missions intent or purely educational intent, faculty and students alike must be held to high standards of conduct and attitude. It is critical for all of us to learn that wherever we are and whatever we do, we are salt and light and leaven in the world. If we go in the name of our schools we need to be mindful that we represent more than ourselves.

As we face the future, CGE is positioned to be an even more vital force in the Kingdom enterprise. Christian education really is about influencing our students and motivating our campuses to become forces for good and for God in a world that needs to feel the impact of salt, light and leaven. May we be faithful to that calling and that task in the years to come. I thank God for each of you and for the thousands of students, faculty and staff who will both be influenced and who will become influences for good in our world. God bless each of you. n



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Tuition Remission Agreements Benefit Faculty and Administrators at 35 ASBCS Participating Schools

Tuition remission agreements between 35 ASBCS member schools enables full time faculty members and administrators whose dependent children are eligible to receive tuition benefits at their home institution to receive benefits at a participating institution.

The Baptist College of Florida is the newest participant in the tuition exchange program. When a school requests to participate in the tuition remission program, the presidents of all participating schools are polled. Not all of the 35 participating colleges and universities have exchange agreements with all of the other participating schools (see chart on page 9).

For additional information contact Tim Fields, ASBCS director of communications, by phone at 615-673-1896 or by e-mail at <tim_fields@baptistschools.org>.

To apply for tuition remission contact the admissions office of the school your dependent wishes to attend.

Eligible students must meet the usual

requirements for admission at a host institution. The benefit will continue as long as the student is in good standing with the host institution and meets all other eligibility requirements.

A student may be required by the host institution to apply for any tuition grants (state, federal, or other) for which he or she is eligible. Any such aid must be applied to the cost of tuition at the host institution.

If a student can demonstrate need beyond tuition, he or she may be eligible to receive other forms of financial aid according to the regulations of the host institution.

In addition to the above requirements each institution is protected by enrolling a combined total of only five students per year under the plan; reviewing the program annually; retaining the right to exclude certain programs from the agreement; and retaining the right to establish conditions or make exceptions to the agreement.

Schools currently participating in tuition

remission agreements include: Averett College, Baptist College of Florida, Belmont University, Bluefield College, Brewton-Parker College, Campbell University, Campbellsville University, Carson-Newman College, Charleston Southern University, Clear Creek Baptist Bible College, Cumberland College, Chowan College, Dallas Baptist University, East Texas Baptist University, Gardner-Webb University, Georgetown College, Hannibal-LaGrange College, Hardin-Simmons University, Howard Payne University, Judson College (Alabama), Louisiana College, Mississippi College, Missouri Baptist University, University of Mary Hardin-Baylor, University of Mobile, North Greenville College, Oklahoma Baptist University, Ouachita Baptist University, Southwest Baptist University, Union University, Virginia Intermont College, Wayland Baptist University, William Carey College, William Jewell College, Williams Baptist College. n

Plan Now to Attend the Association of Southern Baptist Colleges and Schools Annual Meeting and Workshops June 2-4, 2003 • Branson, Missouri Hosted by Southwest Baptist University

THE FOLLOWING ADMINISTRATIVE GROUPS ARE INVITED TO ATTEND:

1. Presidents
2. Chief Academic Officers
3. Chief Financial Officers
4. Chief Development Officers
5. Chief Public Relations/Marketing Officers
6. Chief Alumni Officers
7. Chief Student Affairs Officers

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

Mark your calendar and watch the *Southern Baptist Educator* and the ASBCS website at <baptistschools.org> for hotel and registration information.



Chateau on the Lake, Branson, Missouri, is the site of the 2003 ASBCS annual meeting.

**Association of
Southern Baptist
Colleges and Schools**

Tuition Exchange
Program (10/15/02)

**X=Exchange Agreement
with Specified School**

	Averett University	Baptist College of Florida	Belmont University	Bluefield College	Brewton-Parker College	Campbell University	Campbellsville University	Carson-Newman College	Charleston Southern Univ.	Chowan College	Clear Creek Baptist College	Cumberland College	Dallas Baptist University	East Texas Baptist Univ.	Gardner-Webb University	Georgetown College	Hannibal-LaGrange College	Hardin-Simmons Univ.	Howard Payne University	Judson College (Alabama)	Louisiana College	Mary Hardin-Baylor, Univ. of	Mississippi College	Missouri Baptist University	Mobile, University of	North Greenville College	Oklahoma Baptist Univ.	Ouachita Baptist University	Southwest Baptist Univ.	Union University	Virginia Intermont	Wayland Baptist Univ.	William Carey	William Jewell College	Williams Baptist College			
1. Averett University		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2. Baptist College of Florida	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3. Belmont University	X	X				X	X					X	X		X	X	X	X	X	X	X	X	X				X	X	X	X					X			
4. Bluefield College	X	X			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5. Brewton-Parker College	X	X		X		X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
6. Campbell University	X		X	X	X		X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
7. Campbellsville University	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
8. Carson-Newman College	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
9. Charleston Southern Univ.	X	X		X	X	X	X	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
10. Chowan College	X	X		X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
11. Clear Creek Baptist Coll.	X	X				X	X	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
12. Cumberland College	X		X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13. Dallas Baptist University	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14. East Texas Baptist Univ.	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15. Gardner-Webb University	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16. Georgetown College	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17. Hannibal-LaGrange Coll.	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
18. Hardin-Simmons Univ.	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
19. Howard Payne University	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20. Judson College	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21. Louisiana College	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
22. Mary Hardin-Baylor, Univ. of	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
23. Mississippi College	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
24. Missouri Baptist University	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
25. Mobile, University of	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26. North Greenville College	X	X		X	X	X	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
27. Oklahoma Baptist Univ.	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28. Ouachita Baptist Univ.	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
29. Southwest Baptist Univ.	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
30. Union University	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
31. Virginia Intermont College	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
32. Wayland Baptist University	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
33. William Carey College	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
34. William Jewell College	X		X			X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
35. Williams Baptist College	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

For more information contact ASBCS Ph: 615-673-1896 • 917 Harpeth Valley Place • Nashville, TN 37221



Jerry Pounds Elected President of Truett-McConnell College

In a special called meeting of Truett-McConnell College's Board of Trustees on July 16, Jerry W. Pounds, Sr., was named the College's seventh president, effective immediately.



Jerry Pounds

Pounds succeeds Dr. T. Clark Bryan, who retired from the presidency in July 2001. The college has been under the direction of Danny Parker, serving as interim president.

A native of Louisiana, Pounds has been associated with New Orleans Baptist Theological Seminary since 1988. A faculty member since 1988, he has also held the positions of division chair, director of continuing education and conference planning, assistant to the president and, most recently, vice president for development. Prior to his association with

NOBTS, Pounds held teaching positions with Carson-Newman College and the William Carey College School of Nursing. An ordained minister, Pounds has served as a counselor, minister of youth, interim pastor, minister of family education, and associate pastor of administration in Baptist churches in Louisiana, Tennessee, Alabama, Mississippi, Colorado, and South Carolina.

Pounds has served as a denominational leader working with the Baptist Sunday School Board of the Southern Baptist Convention as design editor as well as editor of youth publications for Discipleship Training and Sunday School.

He received his Bachelor of Arts from Samford University in 1977; M.R.E. from New Orleans Baptist Theological Seminary; and Ed. D. from Vanderbilt University in 1989.

Pounds has authored over 50 articles and chapters in numerous publications,

including *Church Administration*, *Church Training*, *Home Life*, *The Student* and *Church Recreation*. Recently he was a ghostwriter for a book Chuck Colson wrote for college students, addressing the issue of helping students recognize the agenda of the secular world view and how a biblical world view should be lived personally and at work.

Pounds has authored or co-authored 12 books, including *Discover the Winning Edge*, *Hormones in Tennis Shoes*, and *Parenting by Grace*.

Pounds is married to Bayne Bagdanovich, originally from Jacksonville, Florida. She holds a Ph.D. degree from NOBTS, where she has been on the faculty since 1989. Mrs. Pounds has extensive denominational service and is an author as well. They have two children, Jerry, Jr., and Rebecca, who are both students at Samford University. n

People

Averett University: English professor **Stephen C. Ausband** had his book *Byrd's Line: A Natural History* published by The University of Virginia Press. **Richard Breen**, assistant professor of theatre, spent eight weeks performing with The Virginia Shakespeare Festival in Williamsburg, Va. He played Gloucester in "King Lear" and Amiens in "As You Like It." **Susan Elzey**, director of the learning center, sold a short story entitled "Skillet Magic" to *Country Woman* magazine to be published within the year. English professor **Ann Garbett** was selected by the National Endowment for the Humanities to attend a five-week summer program "Shakespeare's Playhouses Inside and Out." Assistant music professor **Anne Lewis** directed two different versions of "Tintypes" at Interlochen Arts Camp in Michigan, sang Brahms' "German Requiem" as part of Festival Choir and played "the orchestra" (piano) for John Williams' Trumpet Concerto in Faculty Recital. **Wally Saunders**, assistant professor of business administration, conducted a summer course in strategic marketing at Lithuania Christian College in Klaipeda, Lithuania. **Darcy Wudel**, associate professor of political science, published his article "Shakespeare's Coriolanus in the Political Science

Classroom" in the American Political Science Association Journal.

Chowan College: **Gladys DeJesus**, Associate Professor of Economics was presented the Excellence in Teaching Award. **Jeff Whelan**, art instructor, has produced illustrations for two issues of *ESPN Magazine*, including one on pro baseball player for the Baltimore Orioles, Albert Belle and an illustration on various sports figures named "Ty." **Johnny Jo Lott**, wife of president and ASBCS board member Stan Lott, has authored a new book *In the Cold of the Sun: Children in Crisis* published by Fields Publishing, Nashville, Tenn.

Hardin-Simmons University: Jesse C. Fletcher, president emeritus of HSU, has been named "Citizen of the Year" by the Abilene Chamber of Commerce. Fletcher, served as the president of HSU from 1977 to 1991 and as chancellor until being named president emeritus in June 2001.

Missouri Baptist University: **Cordell Schulten**, chair of the division of social and behavioral sciences, received the 2002 Parkway Distinguished Teaching Award. He also delivered a paper entitled "Limitations on Faith and Learning Integration" at the National Faculty Leadership Conference in Chicago, Ill.

Oklahoma Baptist University: Art instructor **Julie Blackstone** had two weavings accepted in the juried exhibit "Fiberworks 2002" at the Kirkpatrick Galleries in Oklahoma City.

Also, an award-winning work was included in a feature on regional winners in the latest edition of *Shuttle Spindle & Dyepot*, the national publication of the Handweavers' Guild of America. **Laura Byland**, assistant professor of theatre, will conduct a workshop titled "Makeup Design: Back to the Basic" at the annual Oklahoma Community Theatre Youth Conference. She also was appointed vice chair for professional auditions for the Southwest Theatre Conference. **Ray Fink**, director of news and information, was named the 2002 Ike Pearson Award winner for contributions to the sports information profession by the National Association of Intercollegiate Athletics' Sports Information Directors Association. Associate music professor **Jon Gruett** is conductor/musical director for San Bernardino Valley College's summer musical theatre program. English professor **Bill Hagen** had his review of "Consuming Desires: Consumption, Culture and the Pursuit of Happiness" published in the *Journal of American and Comparative Cultures*. His review of John Biguenet's "The Torturer's Apprentice: Stories" was published in *World Literature Today*. **Cindy Meyer Hanchey**, associate professor of computer science, presented her paper, "Yes, You Can Teach Ethics!" at the Consortium for Computing in Small Colleges Central

(Continued on page 11)

Evans P. Whitaker Named President of Anderson College

Evans P. Whitaker, 42, an educator who has spent the past six years as vice president for university advancement at Belmont University in Nashville, Tenn., was named Anderson College's twelfth president October 18.

Whitaker received unanimous approval of the Anderson College board of trustees during their fall meeting at the college.

He succeeds Lee Royce who left in June to become president of Mississippi College.

"I am impressed with the mission of the college and its emphasis on the integration of learning and faith," he said. "The people I met on campus seem to have a very clear understanding of the school's mission."

Whitaker added that the accomplishments of his predecessor left the school on solid ground for the future.

"Dr. Royce did a good job improving the college's financial position, raising the quality of academics, raising admissions selectivity and placing priority on



Evans P. Whitaker

Christian missions and ministry. Anderson College is also positioned geographically and in other ways to achieve great success in the next 10 years," Whitaker said.

A native of Shelby, N.C., Whitaker has been at Belmont since 1996. He holds a Ph.D. in Education and Human Development from Vanderbilt University, a master's degree in Institutional Advancement from Vanderbilt's Peabody College for Teachers and a bachelor of science in Business Administration from Gardner-Webb University.

At Belmont he was a member of the Senior Leadership Team, sharing responsibility for the general administration (academic affairs, financial and legal affairs, student affairs and development) for the Baptist school of 3,344 students. As vice president for university advancement, he led the institutional advancement division that includes successful programs of financial development, marketing, and external relations, including alumni, church relations, communications and publications. He also taught classes in management, organizational theory and leadership in Belmont's college of business administration.

Under his leadership, alumni giving at Belmont doubled while the endowment grew from \$25 million to \$50 million. During his career in Christian higher education, Whitaker has led efforts that have secured more than \$153 million in private support.

Prior to his service at Belmont, Whitaker served as vice president for development at Wingate University, associate vice president and director of development at Gardner-Webb University, and director of endowment development for the North Carolina Baptist Foundation. He served two years as youth director of Prospect Baptist Church near Gaffney, S.C., while in college.

His doctoral dissertation, "A Study of Factors Related to Loyalty," was a double award winner of the 2000 H.S. Warwick Dissertation of the Year Award and the 2000 John Grenzebach Award for Outstanding Doctoral Research, both from the Council for the Advancement and Support of Education (CASE).

He is married to Cynthia Diane (Owen) Whitaker and is a member of Brentwood Baptist Church in Brentwood, Tenn. n

People (Continued from page 10)

Plains Regional Conference. **Jim Hansford**, professor of music and director of bands, served as an adjudicator for bands and orchestras at the Director's Choice Festivals in Houston. In addition, he conducted the Baptist All-State Symphonic Band on its tour to Boston. Music professor **Ron Lewis** will serve as president of the Oklahoma Music Teachers Association for 2002-04. He will lead a master class as part of the seventh annual Amadeus Piano Festival at the University of Tulsa. Music professor **Nancy Cobb Lippens** will have her work "Threnody for an April Day" published by Hinshaw Music in early 2003. **Sandra Meyer**, associate music professor, will serve as vice president for local associations and student chapters of the Oklahoma Music Teachers Association during 2002-03. History professor **Bill Mullins** wrote an entry on Henry P. Iba, legendary men's basketball coach for Oklahoma State University Cowboys for the recently released Scribner's *Encyclopedia of American Lives* (Sports Figures). **Kristen Todd**, assistant professor of music/humanities, recently completed book and music reviews for *American Recorder*, *Choice*, and *The Bulletin of the Society for American Music*. Assistant English professor David Urban had his

review of Victoria Silver's "Imperfect Sense: The Predicament of Milton's Irony" included in the spring summer issue of *Seventeenth-Century News*. Music instructor **Kim Watson** presented a session called "Who's Teaching Who: the Keyboard Ensemble Experience" at the Oklahoma Music Teachers State Convention.

***Dick A. Rader**, who recently retired as Oklahoma Baptist University's vice president for religious life and dean of the University's School of Christian Service, died October 14. The longtime Baptist educator was diagnosed with liver cancer in January.*

University of Mary-Hardin Baylor: UMHB president **Jerry G. Bawcom** wrote an essay that is included in a book titled *College Faith: 150 Christian Leaders and Educators Share Faith Stories from Their Student Days*, released in July by Andrews University Press. Nursing professor **Mary Dowell** was appointed to the Pediatric Nurse Content Expert Panel of the American Nurses Credentialing Center Commission on Certification.

William Carey College: **Tommy King**, psychology professor and director of graduate programs, was inducted into the Lions of Mississippi Hall of Fame at their annual convention. **Miroslav Loncar**, associate professor of music and artist in residence, published two books of guitar music with D'Oz Productions in Quebec, Canada. **Gene**

Winters, professor of church music and voice received a Mississippi Humanities Council Faculty Award. n

Transitions

Averett University: **Fred Bolton**, director of military programs, was recently promoted to Lieutenant Colonel. **Chowan College:** **Don Williams**, associate vice president for enrollment management, was promoted to vice president for enrollment management.

Hardin-Simmons University: **Joella Michael** was named to a newly created position as director of communications.

Missouri Baptist University: **Jason Brink**, a coach at Palm Beach Atlantic University, was appointed head coach of the women's basketball team. **Tony Tompkins** was promoted from assistant men's basketball coach and head coach for the cross country team to head coach of the men's basketball team. **Ann Uschold** was appointed director of student activities. **Wayne Mosher** was appointed director of institutional research.

University of Mobile: **Elizabeth Flanagan** was promoted from assistant dean to dean of the school of nursing. **Yellowstone Baptist College:** **Larry Elrod** was named registrar. n

Legal Notes

by James D. Jordan



Sixth Circuit Blesses Tax-Exempt Financing for Church-Related Schools

In the Legal Affairs briefing during the June meeting of the ASBCS, I presented a session entitled, "Walking the Fine Line: Are You Too Religious for Tax-Exempt Bond Financing?" At that time we were waiting for the Sixth Circuit Court of Appeals to rule on the appeal of a troubling case out of Tennessee involving a bond issue for David Lipscomb University. I am pleased to report that the Sixth Circuit obliterated the trial court's decision and expanded the "fine line" into a superhighway. The court solidly affirmed that the U.S. Constitution will not prevent Baptist colleges and universities from using tax-exempt bond financing for campus improvements.

The Lipscomb case arose in 1991 after a local government agency approved a tax-exempt bond issue for Lipscomb University, a liberal arts university affiliated with the Churches of Christ. Local taxpayers sued Nashville and Lipscomb University, claiming that Lipscomb was so religious that the issuance of the tax-exempt bonds provided an impermissible benefit to religion and violated the Establishment Clause of the First Amendment to the Constitution.

The trial court's decision caught

many observers by surprise. The judge refused to let the matter go to trial and held that tax-exempt bonds could not benefit schools as religious as Lipscomb University. The court cited a laundry list of factors that could make a school too religious for government aid. The court's list, far broader than most would have predicted, asked questions such as: Is the school sponsored by a church or religious organization? Are the trustees elected by the church? Are there religious restrictions on what can be taught? Does the school prefer to employ church members? Does the school adhere to the American Association of University Professors ("AAUP") Statement of Principles on Academic Freedom?

The trial court's decision questioned the viability of tax-exempt bond financing for many Baptist-related institutions. Fortunately, the Sixth Circuit saved the day. The appellate court stayed out of the laundry list business. Don't look at how religious the school is, the court said. Look at the type of aid involved and at who is eligible to receive that aid. These bonds are not direct aid, but an indirect benefit more like the charitable deduction for income taxes. This "benefit" is part of a neutral program

that benefits education at both secular and religious schools.

The Sixth Circuit's opinion is binding only in Tennessee, Kentucky, Ohio, and Michigan, but the case has significance far beyond those states. It is the first ruling by a federal court of appeals addressing the issue of tax-exempt financing for church-related schools since the Supreme Court approved the Ohio voucher system allowing disadvantaged children to use state scholarships at religious schools. The Lipscomb case will be influential in every federal circuit.

Caveat: The bond instruments in the Lipscomb case specifically provided that the facilities built with the proceeds from the bonds could not be used "for sectarian instruction or as a place of religious worship or in connection with any part of the program of a school or department of divinity for any religious denomination or the training of ministers, priests, rabbis or other similar persons in the field of religion." It may still be a Constitutional violation to use tax-exempt financing to build religious facilities, such as a chapel or a seminary classroom. ■

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

— MARK YOUR CALENDAR —

**SACS Annual Meeting • Marriott Rivercenter • San Antonio, Texas
Saturday December 7 • ASBCS Board Meeting and Dinner
6-8 p.m. — Conference Room 10**

**Sunday December 8 • ASBCS Dessert Reception • 8-9 p.m. — Salon M
for Administration/Faculty/Friends of ASBCS Member Schools**



Missouri Baptist College Becomes University

Alton Lacey, president of Missouri Baptist College, announced August 29 that the school has now become Missouri Baptist University.

According to Lacey the name change "more accurately defines the institution's high quality and broad impact in both undergraduate and graduate degree levels. This, in turn, will help the institution continue its premier mission to enrich its students' lives spiritually, intellectually, and professionally so that they can make an impact on their global community."

He said the change reflects the growth

and the diversity of the academic programs and the increasing complexity of the institution.

Historically and categorically, "college" described an institution or scholar's focuses upon a single or group of closely related academic programs. "University" describes an institution with a variety of academic programs, both in discipline and level, he explained.

MBU maintains four campuses in the St. Louis metropolitan area—three of which are degree granting and the other as a two-plus-two arrangement with Jefferson College. The

enrollment in the University's various programs exceeds 3,200 students, including MBU's graduate offerings, adult evening program, and EXCEL dual-credit program.

MBU's graduate program offers courses at all four locations with over five hundred students enrolled in the program's third year of offering.

This fall the addition of the Educational Administration program distinctly defines MBU as the only Missouri school to offer three Master of Science in Education programs: Educational Administration, Counselor Education, and Classroom Teaching. n

Gardner-Webb President Resigns Amid Controversy

by *Biblical Recorder* staff

BOILING SPRINGS, N.C. (ABP) -- Chris White resigned Oct. 11 as president of Gardner-Webb University, effective Oct. 25. White had been under fire since Sept. 10 when news broke that he had told the school's registrar two years earlier to recalculate a star basketball player's grade point average. The change made Carlos Webb eligible to play on the basketball team, which won the National Christian Collegiate Athletic Association championship that year.

Some faculty members, trustees, alumni and students had called for White's resignation. The school's faculty gave White a 63-39 vote of no confidence the day his action was revealed in a local newspaper. The school's board of trustees, meanwhile, publicly affirmed his leadership while reportedly reprimanding him in private.

In his resignation letter, White called the move "the most wrenching decision" he has ever made. "For reasons I find hard to understand and even more difficult to articulate, the situation has reached the point where the integrity of the institution and all that it represents is in jeopardy," he said.

"I am sorry that what I did two years ago out of fairness to a student has led to such turmoil and controversy. But what causes me even more sorrow is that the harm of the past few weeks has been self-inflicted by men and women of the Gardner-Webb community to the detriment of our students whom we are here to serve, inspire and educate in accordance with Christian values. "All that we have built and all that is possible in the future is at risk unless we quickly come

together and put the past behind us," White said. "I regret to say that doing so will be quicker and easier under new leadership."

Trustee chairman Tommy Hardin announced the resignation. The trustees' executive committee accepted White's resignation while meeting for about three hours.

"Let me emphasize that Dr White's decision was his own," Hardin said in a written statement. "This decision was not requested by the board."

Hardin said White chose to step aside so the "unrest" on campus would end.

"Although the recent controversy began on campus, it has mushroomed into a statewide issue and beyond that has harmed the reputation of both Dr. White and Gardner-Webb University," Hardin said. "Everyone associated with the university has been tainted by the unfortunate events that, quite frankly, have gotten out of hand."

Hardin said White was acting in what he believes is the best interest of the school.

"Dr. White's vision and leadership have been instrumental in bringing Gardner-Webb to university status, strengthening our faculty, putting us on solid financial footing, adding new programs such as the school of business and the divinity school, and expanding our reach to other communities so more people can experience a Gardner-Webb education," Hardin said.

White has been president of GWU since June 1986.

White led the school's transition from a four-year college to a university in 1993. GWU started a divinity school that same year.

In October 1998, the university's trustees renamed the school the M. Christopher White School of Divinity in his honor.

Enrollment has increased from 1,830 to more than 3,500 and the size of the school's faculty has grown from 94 to more than 130 during White's tenure. n

Bluefield Benefit Concerts Provide Food, Clothing for Needy

Approximately 350 Christian music fans attended a benefit concert in October at Bluefield College to hear singer Natalie Grant, but most importantly to help the college provide nearly 400 new pairs of kids gloves and mittens to underprivileged families.

The benefit concert was the third in just three years to support the ministry of the Bluefield Union Mission.

In December of 2000, BC co-sponsored a Christian music concert and the 700 attendees provided more than 1,000 new pairs of shoes to Bluefield Union Mission for underprivileged youth in the area.

This past summer, the college hosted a Gospel benefit concert and more than 500 music fans helped the college and the Union Mission to provide about one thousand canned and boxed food items to underprivileged families in the region.

Yellowstone Dedicates Music Building

Yellowstone Baptist College dedicated their new chapel/music building September 30. The building was constructed mainly by volunteer workers from funds given by a donor. n

Gifts & Grants



Samford Receives \$2 Million for Pastoral Resource Center

Samford University has received a \$2 million grant from Lilly Endowment Inc. of Indianapolis, Ind., to take part in a national program called "Sustaining Pastoral Excellence." Samford will use the grant to establish a Resource Center for Pastoral Excellence that will encourage spiritual, physical, social and intellectual renewal among church leaders for the 21st century.

"The project will directly support approximately 300 pastors during the five-year grant period," said Samford religion professor Penny L. Marler, project director. "Its wider impact will extend to these pastors' families, congregations, colleagues and communities."

The renewal process for church leaders will be accomplished through sabbatical leaves, pastor support groups, ministerial apprenticeships and creative interracial partnering, said Marler.

The grant is one of 47 made nationally by the Endowment to focus attention and energy on maintaining the high caliber of the nation's pastoral leaders. The grants

ranged in size from \$252,000 to \$2 million.

"The Resource Center for Pastoral Excellence will integrate an academic learning environment with peer teaching and mentoring," said Samford president Thomas E. Corts.

\$Multi-Million Endowment Gift To Secure HSU Business School

Craig Turner, president of Hardin-Simmons University has announced a "multi-million dollar" endowment that he says will secure the future of the HSU School of Business.

"The HSU School of Business will as of today (October 21) be known as the Kelley College of Business. This gift represents a permanent endowment with the earnings to be used in the development and operation of the Kelley College of Business," Turner said. The gift was given as a tribute to the Kelleys' parents, Robert William Kelley and Nora Ann Stinnett Kelley, and Floyd Alferd Tucker and Zula Florence Morris Tucker. At the request of the donors, the exact amount of the endowment total was not publicly announced.

Estate Gift Adds \$1.3 Million to Brewton Parker Endowment

Brewton-Parker College recently received an additional \$1.35 million from the estate of Dennis and Quinella Sikes. The family's total gift to BPC exceeds \$4 million. According to BPC President David Smith, the recent gift was principally applied to the institution's endowment.

Department of Education Awards \$400,000 to Campbellsville

The U.S. Department of Education's Transition to Teaching Program awarded a \$400,000 grant to Campbellsville University to fund an alternative certification program for special education teachers. The grant may be extended for a maximum of five years for a total of \$1.7 million.

The grant will enable Campbellsville University's program, Teacher Routes to Alternative Certification (TRAC), to work with local school districts, to recruit, train and retain qualified special education teachers for Kentucky to ease the shortage of teachers. n

Development

Samford University has received a \$200,000 gift from the estate of former music professor Kathleen S. Martinson, the founding director of the school's A Cappella Choir in 1939. Martinson taught in the

Samford Music Department—now part of the School of Performing Arts—from 1939 until retirement in 1973. She died in 2000. The gift establishes the Kathleen S. Martinson A Cappella Choir Scholarship. **Southwest Baptist University:** Orval Jones and his wife, alumna Helen (Lindholm), donated \$50,000 to establish a scholarship for education majors.

The Mossolene (Davis) Drake Estate

donated \$110,449 to the university's endowment fund. The donation will be used to complete the language and literature portion of the Jester Learning and Performance Center on the Bolivar campus. n

January 15 Next Deadline for Doctoral Loan Program

January 15, 2003 is the next deadline for the scholarship/loan program for faculty and administrators of Southern Baptist-related colleges, and seminaries.

The Southern Baptist Foundation (SBF) of the Southern Baptist Convention administers the program, which awards the loan funds twice each year to faculty and administrators of eligible institutions. January 15 is the deadline for summer terms and September 15 is the deadline for spring and following terms.

According to Margaret Cammuse, loan administrator for the SBF, the program assists full-time faculty and administrators at qualifying Southern Baptist educational institutions in attaining doctoral degrees.

The degrees must be earned from accredited graduate institutions. Loan applicants must be full-time employees of the faculty or administration of the six Southern Baptist seminaries or Southern Baptist-related educational institutions that receive financial support from their state Baptist Convention through Cooperative Program funds for operations, are promoted by their state Baptist Conventions as part of the convention's programs and ministries, and whose governing boards are elected by the state convention.

To request an application form, contact the Southern Baptist Foundation, 901 Commerce Street, Nashville, TN 37203, 1-800-245-8183. n

ASBCS Web Site Advertises Job Openings

Job openings for faculty and administrative positions at member schools of the Association of Southern Baptist Colleges and Schools are listed on the ASBCS web site at <www.baptistschools.org> under the heading "Jobgate 2002."

The listings change almost daily as schools add or remove job listings. Academic deans and others advertising campus staff openings are encouraged to e-mail their ads to Tim Fields, ASBCS director of communications, <tim_fields@baptistschools.org>. There is no charge for this service to any ASBCS member school. A job placement registry for those wanting to teach at a Baptist school can also be accessed from "Jobgate 2002." n

COMMENT: *Trustee Selection an Unfortunate Battleground*

Bob R. Agee, Executive Director, ASBCS



Over the past five years a number of our schools have gone through the painful process of changing their approach to trustee selection. Often the process resulted in harsh criticism, threats and even lawsuits. Because of ongoing tensions others find themselves asking questions and searching for ways to resolve the conflicts which have caused their sister institutions to walk this path of change.

Having observed what's been happening and spending time with presidents, trustees and state convention executives as they walked through these issues I've seen several contributing factors at work.

1. Harsh rhetoric, organized denominational political activity, and threats of "take over" have literally frightened trustees (particularly laymen and laywomen who deeply love the institutions they serve) into taking drastic steps to protect the institutions from perceived harmful intrusion into the life of the school.

2. The breakdown in cooperation between the institution and the state convention nominating committees which results in the institutional leadership having virtually no voice in the selection of trustees causes responsible trustees to feel the need to take firm steps to assure that trustees will be chosen who will work to support the growth and achievement of the institution.

3. The regional accrediting bodies are concerned about those institutions where the presidents and their boards do not have input into trustee selection viewing this an "undue external intrusion into the affairs of the institution."

In most cases the initiative to change the trustee selection process has not come from the administration of the schools. Trustees are the legal fiduciary officers of an institution and are legally responsible for the health and well-being of the college or university. Accrediting bodies require that trustees include



Bob R. Agee

people who will "represent the public interest" in the pursuit of their responsibility.

The fact is that the conflict is not necessary and could be avoided. Several models have emerged that make it possible

for state conventions and their schools to work in close harmony and in mutually supportive roles.

In Alabama and Mississippi their schools and the state convention have negotiated a covenant relationship which deals more effectively with the trustee selection process. The interest and needs of the schools are given priority in consideration given to selecting trustees. In Texas, Baylor has negotiated an approach to trustee selection which involves state convention concerns being heard but the Baylor Board is self-perpetuating.

Perhaps the most positive compromise was developed within the Tennessee Baptist Convention. There the state convention bylaws were amended to allow the presidents of the institutions to submit the names of people they wanted on their boards to the state convention Committee on Boards.

The bylaws define the qualifications for a person to be a Board member. The Committee on Boards still nominates trustees to the state convention for election but the bylaws require that no person will be nominated for election who is not "mutually agreeable" to the president of the institution and the Committee on Boards.

If the Committee on Boards has problems with the president's recommendation they are required to come back to the president to discuss alternate selections. The end result is that the institution's board and the state convention stay involved in the process and are required to work together to find candidates that are "mutually agreeable" to both. The approach

protects the interests of both parties in a responsible way.

The accrediting agencies greatest concerns are not over who elects the members of Boards of trustees but they are concerned about the process for selecting who comes on the Boards.

If school officials have no input or

It's time for responsible caring Christian people to sit down and develop an approach to trustee selection that protects the interests of both institutions and state conventions.

no voice in the process they are relegated to the position of being potential victims to excessive external conflict. Board members chosen because someone has a negative agenda to pursue is disruptive to the operation of any institution. The regional accrediting bodies would view that as excessive external intrusion into the operation of the institution.

It's time for responsible caring Christian people to sit down and develop an approach to trustee selection that protects the interests of both institutions and state conventions.

What would be wrong with a school's president and representation from his Board sitting down with state convention leadership to develop a profile for the kind of people the state convention would expect to be selected and then entrust to the president and Board to select the individuals who would fit that profile?

Why not develop a system that would provide for the state convention to elect trustees nominated by the institution provided that the nominees fit the profile that has been adopted by the institution and the state convention? Now that's working together in strong mutual trust! n

If the address on this label is wrong, please send it along with your correct address to:

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Send résumé with professional references to:

Dr. Rick Gregory, University Advancement
Dallas Baptist University
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Dallas, TX 75211-9215
(214) 333-5138 rick@dbu.edu
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Assistant Professor of Education Southwest Baptist University

Southwest Baptist University invites applications for a nine-month contract position as assistant professor of education to teach in the graduate studies in education and educational administration areas. The successful candidate will teach research and statistics during the summer 2003 session on the SBU campus, and three graduate level courses per semester beginning Aug. 12, 2003.

Candidate must have Ed.D. or Ph.D. in the field of district level administration/educational leadership, a minimum of 10 years experience in school administration with five being at the district level, and be an evangelical Christian.

Send letter of application or intent, curriculum vitae, statement of educational philosophy, personal statement of faith, and three letters of reference to Dr. Michael "Mick" Arnold, Southwest Baptist University, 1600 University Avenue, Bolivar, MO 65613 or email <marnold@sbuniv.edu.> Applications accepted until Dec. 1, 2002.

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