

# The Southern Baptist EDUCATOR

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Third Quarter-2001

## Baptist Educators from 38 Schools Explore Methods to 'Assure the Future'

By Marc C. Whitt

Approximately 200 educators from 38 Southern Baptist-related colleges, universities, Bible colleges and academies came to Lexington, Ky., June 3-5, to attend the annual meeting of the Association of Southern Baptist Colleges and Schools (ASBCS).

Challenged to examine and discuss financial and spiritual matters for assuring the future of their institutions, attendees heard from more than 40 Christian educators who called on them to cherish and to promote their relationships with Southern Baptist churches, state conventions and other Southern Baptist-related entities.

Georgetown (Ky.) College and its president, William H. Crouch, hosted this year's meeting that explored "Assure the Future." E. Douglas Hodo, president of Houston Baptist University, served this year as president of ASBCS.

George Marsden, professor of philosophy at Notre Dame University, and Ben Elrod, chancellor of Ouachita Baptist University, delivered this year's H.I. Hester Lectures.

"The Hester Lectures, endowed in 1971 by Dr. and Mrs. H.I. Hester of Liberty, Mo., are intended to bring outstanding Christian scholars to the annual meeting who, through the lectures, will contribute to an understanding of the role of church-related higher education and to the mission of the Baptist-related institutions," said Bob Agee, executive director of ASBCS.

Marsden, a nationally respected Christian scholar, spoke on "An Evangelical Case for Christian Scholarship" (see page 3) and "The Opportunity and the Need for Academic Leadership." Elrod, retired president of Ouachita Baptist University and noted fund raiser, spoke on "Meeting the Challenges in Fund Raising for Christian Institutions."

"I believe this has been one of our association's strongest annual meetings yet," said Agee. "We not only were pleased by the strong attendance from our Baptist institu-

tions, but were impressed by the quality of our speakers and their topics.

"Such annual meetings, in my opinion, provide the leadership of our Southern Baptist colleges and schools with great networking opportunities with their colleagues as well as with creative ideas that they can

take back to their campuses," said Agee.

Chief development and chief financial officers discussed the formation of formal auxiliary groups to ASBCS. Jay Orr, vice president for institutional advancement at East Texas Baptist University, was appointed

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New Board officers of the Association of Southern Baptist Colleges and Schools for 2001-2002 elected at the June Board meeting are from left: Stanley G. Lott, president, Chowan College, chair; R. Alton, Lacey, president of Missouri Baptist College, vice-chair; Mike Arrington, provost, Carson-Newman College; secretary; and Bob R. Agee, ASBCS executive director, treasurer.

### ASBCS Bylaw Change Opens Membership to Non-U.S. Schools

Members of the Association of Southern Baptist Colleges and Schools (ASBCS) approved a proposed change in the association's bylaws during its annual business luncheon Monday, June 4, at Marriott's Griffin Gate in Lexington, Ky.

The change removes the limitation for a school to be located in the United States in order to be a member of the association.

Doug Hodo, ASBCS board chair for 2000-2001, said the proposed change enables the association to expand its membership to schools in Canada and in other countries that have expressed an interest in joining the association.

The change removes the underlined words from the former purpose:

#### ARTICLE 2: Purpose

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

Voting members of the association who approved the change include the president and the chief academic officer from each of the 54 ASBCS member schools. ■

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**Managing Editor:** Tim Fields, director of communications, ASBCS

**Editorial Assistant:** Tammy Drolsum, administrative assistant, ASBCS

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POSTMASTER: Send address changes to:

ASBCS Operations & Communications Office  
917 Harpeth Valley Place  
Nashville, TN 37221-1141

To contact the publisher write:

Bob Agee, executive director ASBCS  
Executive Offices  
P. O. Box 11655 Jackson, TN 38308-0127  
E-mail: bob\_agee@baptistschools.org

Send news items to:

*The Educator*  
E-mail: tim\_fields@baptistschools.org  
917 Harpeth Valley Place  
Nashville, TN 37221-1141  
Fax: (615) 662-1396  
Phone: (615) 673-1896

"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.**

## 'Assure the Future'...

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to lead the development group and Richard Stipe, chief financial officer at Ouachita Baptist University, was named to lead financial officers.

"I don't know a lot of people who do the things I do," Stipe said. "Organizing auxiliary groups not only will help me do my job better, but will do the same for other Baptist education administrators."

Topics presented during the three-day meeting included "Effective Budget Planning and Monitoring Processes," "Building an Effective Fund-Raising Program," "Special Event Fund Raising," "Electronic Tuition Management," "Leveraging Trends in Financial Services to Enhance Your Campus Environment," "Avoiding the Seven Deadly Sins in Fund Raising," "Investment

Strategies," "Using External Investors to Meet Student Housing Needs" and "Issues Facing Academic Leaders for the Immediate Future."

Additional topics discussed included "Developing a Culture of Honor," "The Role of Faculty in Retention and Student Success," "Maximizing the Impact of Faculty in Christian Higher Education" and various sessions pertaining to current education legal issues.

ASBCS will conduct its 2002 annual meeting for its 54 member schools in Panama City, Fla., June 1-4. The meeting, according to Agee, will be hosted by the Baptist College of Florida. ■

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*Marc Whitt is vice president for communications and marketing at Campbellsville University, Campbellsville, Ky.*

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## ASBCS Board Sets Priorities for 2001-02, Elects Officers

by Tim Fields

Board members of the Association of Southern Baptist Colleges and Schools (ASBCS) approved a strategic plan that sets program priorities through 2004; recommended a budget for 2001-2002; and elected officers.

Doug Hodo, president of Houston Baptist University and Board chair for 2000-2001, presided.

During the business session June 3 at Marriott's Griffin Gate, Lexington, Ky., members approved strategic plans for publishing several new books, including a handbook on non-profit trusteeship; a 200-page book of selected Hester lectures on higher education and "how to" manuals on topics such as long-range planning, fund-raising, budget planning and student recruitment.

Members approved, in theory, a proposal by the staff to establish a Baptist Education Press for publishing books and other materials helpful to Christian education. They requested further study of the proposal, and board member Carla Sanderson, provost at Union University, was appointed to work with staff and to assist in preparing a more detailed proposal for the December board meeting in New Orleans.

Other strategic plans call for ASBCS to:

- seek foundation support for a faculty development emphasis on faith and disciplines and on faith and learning;
- increase revenues from corporate sponsors by \$10,000 per year and revenues from state conventions by \$5,000 per year;

- improve public relations strategies designed to advance the cause of Baptist education;
- develop a database of consultants to assist member schools with strategic needs; and
- continue to improve the annual meeting program and improve the appearance and functionality of the ASBCS web site, [www.baptistschools.org](http://www.baptistschools.org).

The board recommended a budget of \$230,025.05, a 7 percent increase over last year. Member presidents and chief academic officers approved the budget during the annual business luncheon June 4.

Board members elected the following officers for 2001-2002: Stanley G. Lott, president, Chowan College, chair; R. Alton Lacey, president, Missouri Baptist College, vice-chair; Mike Arrington, provost, Carson-Newman College, secretary; and Bob R. Agee, ASBCS executive director, treasurer.

Board members nominated the following new board members who were approved by the full ASBCS membership:  
Terms Expiring 2004: Jerol Swaim, president, Williams Baptist College; Bettye Coward, president, Blue Mountain College; Bill Crouch, president, Georgetown College; Frank Cheatham, VPAA, Campbellsville University; and Carlisle Driggers, executive director, South Carolina Baptist Convention;  
Term Expiring 2003: Bill Pinson, executive director emeritus, Baptist General Convention of Texas; and  
Term Expiring 2002: Craig Turner, president, Hardin-Simmons University. ■

# An Evangelical Case for Christian Scholarship

*Editor's note: This article is adapted from the Hester Lecture delivered at the annual meeting of the Association of Southern Baptist Colleges and Schools in Lexington, Ky., June 3, 2001.*

by **George Marsden**

Most of the little I know about Southern Baptists comes from having spent six years, from 1986-1992 on the faculty of the Divinity School of Duke University and living in Durham, North Carolina, if that counts as the South. During the first years I was at Duke our faculty met yearly with the faculty of Southeastern Theological Seminary, a custom that came to an end with the fundamentalist or conservative takeover of Southeastern. After that, Duke became a haven for some SBC refugees.

Around that time I offered a course on "Religion in the American South," which was the most tension-filled course I ever taught in my life. When we came to a discussion about the controversies in the Southern Baptist Convention, people were nearly coming to blows. One young man, who was not even a Baptist, was in tears as to how the controversy had broken up part of his family. At one point I had to interrupt the class and say, "Listen, this is my course and I ought to be allowed to say something."

From these and from quite a few other encounters with the SBC and from visiting at a few of your schools, I think I have learned a couple of things about the SBC, although I am far from an expert. I think the thing that has impressed me most, is how much like an ethno-religious group the denomination is. Before I made my sojourn in the South I had spent twenty years teaching at Calvin College, a college of the Christian Reformed Church. The Christian Reformed Church is a very cohesive ethno-religious community—much like Missouri Synod Lutherans—that has maintained a distinctive identity for the past century and a half.

One trait of truly Christian Reformed people is that they are not much interested in what other denominations are doing. That is how they have maintained their distinct identity. At some point after spending some time around Southern Baptists, I realized that they are much the same way. Southern Baptists are intensely interested in what other Southern Baptists are doing, but are not especially concerned about the views of those outside the denomination. They are like a huge family or clan.

The lesson I draw from this observation is that you may be a tough audience. In such a community it is difficult for an outsider to come in and have an impact—I'll come back to that issue in a minute.

The other observation I have about Southern Baptists is one that quite a few Southern Baptists have impressed upon me when I have talked about religion and higher education and the need to strengthen the relationship between faith and



*George Marsden*

intellect. That is, so I've been told by your fellow church people, that Southern Baptists put a lot of emphasis on faith and not much on intellect. It's not that there are not a lot of Southern Baptists who are well-educated and well-informed. Rather, intellectual achievement has rarely been a high priority in the Southern Baptist constituency. I realize that there are exceptions to this priority, but I am assured by quite a number of Southern Baptists that this is the case.

Southern Baptists, of course, are not alone in their suspicions of intellect. A few years ago my good friend Mark Noll, a former speaker to this group I believe, published a very influential book called *The Scandal of the Evangelical Mind*. In it, he argued, in essence, that the scandal of the evangelical mind is that there is no evangelical mind. Evangelical Americans are extremely pragmatic. They do what works. But they seldom take the time to build good theory or good theology for what they are doing. As one evangelical leader said to me, their operating procedure tends to be "Load, fire, aim."

There is, it should be acknowledged, a good bit to be said for such anti-intellectual attitudes. Southern Baptists and their northern evangelical counterparts have been thriving for the past generation, unlike, some other religious groups. More would be lost than would be gained if they became like, let's say,

Episcopalians or Presbyterians, who have produced many distinguished intellectuals, but often seem to remain in the doldrums spiritually. My own denomination,

the Christian Reformed—which is essentially Dutch Presbyterian—has one of the strongest intellectual heritages among conservative evangelical American groups. Yet—while it has grown in recent decades—its growth has paled beside that of Southern Baptists.

The emphasis on evangelism among the Southern Baptists and other evangelical denominations is intimately related both to their growth and to their distrust of intellect. Proclaiming the Gospel, they have rightly insisted, has been their top priority. For such a task there is an advantage in keeping the message simple. Far too often faithful believers have seen their sons and daughters who turn to intellectual life turn away from the simple truths of the Gospel.

I want to ask if it is either necessary or proper that a denomination that emphasizes evangelism should not be also engaged in a first-rate intellectual mission to the culture it hopes to reach? Of course, you might respond, that the SBC

*I want to ask if it is either necessary or proper that a denomination that emphasizes evangelism should not be also engaged in a first-rate intellectual mission to the culture it hopes to reach?*

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## Christian Scholarship...

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already has some fine colleges and universities including your own and who am I, as an outsider, to suggest that you should do more. Nonetheless, recognizing the limits of my expertise as to how much impact your schools are having on the intellectual life of the surrounding culture, let me challenge you as to whether your schools might do better in the area of intellectual leadership, particularly in the area of relating faith to learning.

As I have said, I am keenly aware that I speak as an outsider, and hence without a lot of authority in this setting. Further, the specific rationale for developing more of an intellectual mission is drawn frankly from my own Presbyterian tradition. But I believe firmly that different traditions in the church need to learn from each other. Since Protestant churches as a whole have no central headquarters, we need to be open to looking for and adopting strengths of other traditions without losing the strengths of our own. It is an application of the principle of recognizing that various parts of the body of Christ need each other.

So how should the evangelistic strengths of the Protestant tradition be linked to its intellectual strengths?

The answer that has inspired me most comes, as I say, out of my own tradition. I discovered it early in my career when I was teaching at Calvin College in the 1960s. During that time I visited L'Abri Fellowship in Switzerland conducted by Francis Schaeffer. Schaeffer, as I'm sure you know, was a widely influential evangelist who spoke much of the relationship of Christian faith to contemporary culture and intellect. When I visited L'Abri I found that he had reprinted as a little pamphlet an address, titled "Christianity and Culture," that had been especially influential on him in shaping his own sense of mission. It was a lecture by one of Schaeffer's teachers, J. Gresham Machen. Machen, who became a great New Testament scholar at Princeton Theological Seminary, had delivered this address when he was a young teacher at a convocation of that seminary in 1912.

The early twentieth century was a time of church growth and enthusiasm for evangelism and missions in Northern churches and young men who had chosen such a conservative seminary were likely to have done so not so much for intellectual reasons as because of enthusiasm for evangelism that they saw as lacking at the more liberal seminaries. Their tendency, Machen knew well, was to question why they had to take so much time for rigorous learning when there was so much practical Gospel work to be done, when untold numbers were perishing in their sins every day. Machen well describes them as saying:

The gospel is the sole means of escape [from the crisis of modern civilization] let us preach it to the world while yet we may. So desperate is the need that we have no time to engage in vain babblings and old wives' fables. While we are discussing the exact location of the churches of Galatia, men are perish-

ing under the curse of the law; while we are settling the date of Jesus's birth, the world is doing without its Christmas message. (1)

Machen responds to such criticisms by challenging the assumption of evangelical Americans that scholarship is impractical and irrelevant to the urgent task of evangelism. On the contrary the intellectual task is an essential component of evangelism. That is because God works through *means* to bring people to himself and these means include cultural conditions that may dispose people to give the gospel a hearing. In the twentieth century, Machen observes, the intellectual obstacles to the faith seem insurmountable for many people. This is true not only for the intellectuals, but also for masses of people who are shaped by prevailing cultural fashion. Christian scholarship is not only making good use of God's creation—another good rationale—it also can provide a vital component of evangelism.

***Christian scholarship is not only making good use of God's creation—another good rationale—it also can provide a vital component of evangelism.***

We may preach with all the fervor of a reformer [Machen proclaims] and yet succeed only in winning a straggler here and there, if we permit the whole collective thought of the nation or of the world to be controlled by ideas which, by the resistless force of logic, prevent Christianity from being regarded as anything more than a harmless delusion.

This brings us to the key statement of what I would like you to consider.

Machen's view of the potential importance of Christian scholarship is built on a more general view about the relation of ideas to history.

What is today a matter of academic speculation [he declares] begins tomorrow to move armies and pull down empires. In that second stage, it has gone too far to be combated; the time to stop it was when it was still a matter of impassionate debate.

I would like you to reflect on that statement in thinking what might be the intellectual task of Southern Baptist schools. If it is true that "what is a matter of academic speculation in one era begin to move armies and pull down empires in the next" what does that mean for us?

I think there is no doubt that this basic thesis is true. The Reformation was, among other things the outgrowth of scholars' insights. The American Revolution also was in part the result of ideas that could be found on scholar's drawing boards a century earlier. Some of the best examples of the influence of ideas occurred after Machen spoke. Karl Marx's theories of the mid-19th century moved countless armies and pulled down empires in our century. Turn-of-the-century speculations on racial evolution as popularized by a demonic Führer led directly to the devastating havoc of the holocaust.

Of course, lot's of other factors,—such as economic, political, and ethnic factors—account for the rise and fall of empires or for why people adopt particular ideas. Yet there's no denying that among those factors that steer world history is the force of ideas themselves.

So I think there is a good case for Machen's primary assertion that God works through the influential ideas in a culture and not just through individuals, or families, or even just through churches. Cultural conditions help dispose people to

belief or disbelief. Intellectual beliefs, underlying cultural assumptions, and the like, are crucial parts of those cultural conditions. So Christian scholarship can have an integral role to play in evangelism by witnessing to the intellectual viability of Christianity in an era of intellectual skepticism and by challenging widely-held assumptions that are antagonistic to the faith. That point also seems to me to be irrefutable and as crucially important today as it was at the beginning of the twentieth century.

If it were the case, as it has become the case in Great Britain and Western Europe, that the overwhelming majority of the educated classes felt that they could simply dismiss traditional Christian claims as hopelessly out of date fairy tales, the impact on the rest of our culture would be incalculable.

It is interesting to reflect on how the situation has developed quite differently in the United States. Here the dominant voices in the educated classes have also turned against traditional Christianity and that has had a tremendous impact in the media and the arts as well as in mainstream academia itself. So something of what Machen predicted has happened. Yet the situation here is not nearly as bad as it might be. The turn against traditional Christianity at the center of the culture has not dragged everything with it—at least not yet. The situation is more like that described in Peter Berger's memorable image that the United States is like a nation where the population is as religious as that of India but is ruled by an elite who are as secular as Swedes.

It is worth reflecting on why the United States is different from Great Britain and Western Europe on this score and how that difference should relate to our agenda as Christian educators. There are a number of cultural factors that help account for this difference and I will not attempt to go into all of them here. An important factor that does relate to our topic, however, is the role of ethnicity and regionalism in preserving traditional religious identities. Religion has played a vital role as a centrifugal force that resists the centripetal force of the more secularized cultural center. Southern whites, African Americans, and many ethnic groups maintained ethno-religious identities that were out of sync with the mainstream culture. In America the spokes of the culture do not necessarily turn with the hub.

This cultural situation has had an educational counterpart. In the United States the system of higher education has been far more decentralized than that of Western Europe. Most of this decentralized college system has been church related and much of it still is. So there always have been pockets where Christianity has survived even within higher education—the Southern Baptist colleges are an important case in point.

Another major factor that academics sometimes need to appreciate more is the impact of popular evangelism in sustaining the faith at all levels, including the intellectual. The flourishing of populist, free-enterprise, "democratic" evangelism has long been a characteristic of North American life that has distinguished it from most of its European counterparts. It is important for scholars to remember that this popular evangelism helps build a culture that makes Christian scholarship viable as well as the reverse. Countless people have been originally brought to Christianity through strongly anti-intellectual evangelists. Billy Sunday, for instance, is supposed to

have said, "I don't know any more about theology than a jack-rabbit knows about ping-pong, but I'm on my way to glory!" Many converts of such evangelists have later become well educated and have made powerful contributions to evangelical intellectual life.

A related factor is that not all of twentieth-century evangelism has been anti-intellectual. The "evangelical mind" has been far from what it might be, but it has not been entirely missing in action either. Evangelicals have maintained some fine colleges and seminaries—including some Southern Baptist examples. Today many of these have fine faculty and students and are beginning to gain recognition as competitive with some of the better secular schools. Evangelical scholars can also be found at many leading universities. Defective as evangelical intellectual life may be, evangelicals in the United States have been able to point to scholars whose belief and academic witness helps validate their own belief.

So the situation today for evangelical scholarship is not nearly as bleak as Machen might have predicted. Even though the secular debacle in the intellectual mainstream has gone on pretty much unchecked, the whole culture has not followed. Not even the whole intellectual culture has followed. For that we need to thank—among other people—the evangelists.

That does not lessen the point that evangelists need scholars. If anything, that is more true today than at the beginning of the twentieth century. Much

more than then, we live in a culture where we constantly have to depend on the authority of experts. Most Christians, even well-educated ones, are not in a position to evaluate the

plausibility of belief in the historicity of the Gospels in the light of higher criticism. Nor can they demonstrate that the intellectual warrant for traditional Christian belief is as solid as is the warrant for many of the most important things that rational people believe. Nor would they have the time to marshal historical evidence against the claim that Christianity has been, on the whole, a source of oppression in history. Nor are they in a position to sort out popular claims such as that America has until recently always been a Christian nation. And so forth. For most such questions we need people in our communities who are expert on the subject and on whom we can rely.

Furthermore, if America is a culture where the people are as pious as in India but the cultural leaders are as secular as Swedes, one wonders how long such a balance can be maintained without the Swedes winning out. If—to take just one area of modern culture—the media are overwhelmingly controlled by the Swedes, one wonders how long we can continue to win the hearts and minds of upcoming generations. (For example, there was an article in the paper that Harper-Collins is planning to publish a new version of the *Narnia* tales with

*... evangelicals in the United States have been able to point to scholars whose belief and academic witness helps validate their own belief.*

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## Christian Scholarship...

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the Christian elements removed. Who among Christians is doing an adequate job to train thoughtful people who can step into positions of cultural leadership?

Populist and fundamentalist protestantism tends to respond to such problems with demagogues and intellectual patent medicines. So it is particularly important for the thoughtful parts of the Protestant communities to build strong centers of learning that can provide counter-balances without losing enthusiasm for the essentials of the faith.

Our basic model—as I said earlier—should be the image of the Body of Christ as in 1 Corinthians 12 and 13, where we recognize our dependence on each others' gifts and that the highest gift is charity. We must see the mutuality of the need of Christian communities for expert scholars and the need of expert scholars for their spiritual communities.

Finally, I think that at the beginning of the 21st century we (as Christian educational institutions) have a wonderful opportunity to present to the secular community an alternative to the hollowness of its mainstream education.

One of the major differences between the academic situation at the beginning of the 21st century and that at the beginning of the 20th is fragmentation of the dominant culture and hence of the communities and institutions that control scholarship. American culture in 1912 was as diverse as it is today, but that diversity was not reflected in its leading educational institutions. In that setting it made sense to talk about "the whole collective thought of the nation" which seemed to Machen to be controlled by the ideas that prevailed in northeastern universities such as Harvard, Yale, Columbia, Princeton, and Johns Hopkins and a few satellites in the west. If these centers became hostile to Christianity, or simply ignored it, there seemed little hope for the nation.

Today, while there are still the same dominant institutions there is little intellectual coherence at those cultural centers. Part of the problem is that the system of academic specialization, combined with faddish post-modernism, has ensured that ninety-five percent of academic activity, even in the humanities, is unintelligible to anyone but other academic specialists in one's own field or sub-field. Furthermore, since the 1960's the idea of the dominance of any one school of thought has been under severe attack.

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As deplorable as this state of affairs may be, the positive side of it is that we face a cultural and intellectual situation that appears to be going to be pluralistic for the foreseeable future. This pluralistic situation provides a new moment for Christian colleges and universities of which we should be talking advantage. We should be taking advantage of a moment that has opened the door for Christian and other religious perspectives to be recognized as legitimate players in the mainstream dialogue. We need to be challenging the vestigial claims to universalism of non-theistic and naturalistic schools of thought.

The crucial point is that Christians today—no more than at the beginning of the 20th century—cannot allow the dominant thought of the nation to be controlled by ideas that are alien to Christianity. In the pluralistic setting that we find ourselves in today, we are on the verge of effectively making this point. We are on the verge of gaining wide recognition that it is inconsistent to claim that the best intellectual life must be uniform in its commitment to exclusively naturalistic views of things. On similar grounds we should also challenge the other widespread assumption of both modern and post-modern thought, that humans are the creators of their own reality. For such challenges to be effectively made, however, Christian communities will have to build first-rate intellectual centers where Christian scholars can work on such issues.

The important point to underscore is that the cultural fragmentation of today is not simply intellectual, it is also communal and institutional. This institutional fragmentation provides some of the most significant opportunities that should be shaping the agendas of those who head Christian education institutions. We should be taking advantage of this golden opportunity. In this pluralistic environment we should build strong communities that support first-rate Christian scholarship.

So Christian colleges have an important role to play as centers to support among faculty and inspire among students alternative models for shaping American cultural ideals. I'll say a little in my second lecture as to what those alternatives should be.

For now though I can say this. For such alternatives to develop, schools will have to include true intellectual centers. Even at schools like Notre Dame and Duke, people complain about the anti-intellectualism among the students. So this is not simply a Southern Baptist problem. To cultivate alternatives, it will take leadership with great vision and willingness to commit resources to that vision. For one thing, it seems to me, faculty are greatly overworked at most schools and need more time and opportunity to develop vital Christian visions on their disciplines. To change that would take real vision and resources.

I realize that there are a pressures in a hundred other directions to take your resources. Nonetheless I think your Christian academic mission is a matter of high calling. We are in a cultural situation today in which there is a great need for alternative education from Christian perspectives that are academically competitive with the best schools in the nation. For that to happen, some group with a large constituency and resources will have to take advantage of the opportunity. Why not the Southern Baptists? ■

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*George Marsden is professor of philosophy at Notre Dame University, South Bend, In.*



# The Nine Commandments for Fund Raisers

by Ben Elrod

- 1 **Do** begin asking on your own campus. If your own institutional family doesn't think enough of the institution to give, prepare the order of service for the funeral.
- 2 **Do** prepare a positive, simple case statement including your strengths, plans and strategy for securing resources.
- 3 **Do** ask boldly. My vice president for development and I have a clear job description for him. It is in the form of one sentence. Here it is: "Get the money." I have no problem understanding that job description, and evaluation requires a fairly simple framework! We never have apologized for taking the time of busy men, and we never have failed to tell them the purpose of our visit. If fellowship is what you want, stay at home and visit with your spouse. If money is what you are after, tell your prospect that is what you want.
- 4 **Do** relate meaningfully your donor's participation with the larger programmatic objectives of your institution. That is where the heart of his strongest motivation lies.
- 5 **Don't** look for your institutional salvation to fall miraculously from some distant sky. Take your shovel in hand and start digging your own gold mine.
- 6 **Don't** expect large fund-raising victories to come from the performance of second- and third-string quarterbacks. Important people want to talk to the president.
- 7 **Don't** fear the possibility of asking too much or too often. The ones you "turn off" ordinarily never were "on."
- 8 **Don't** prepare your speeches and materials for other educators. I don't expect to get a single pledge from you. Prepare statements that tell your lay constituency what you are doing and how they can relate, and say it in terms they can understand.
- 9 **Don't** get discouraged. The law of averages is on your side. If one out of every five responds positively, thank heaven for the fourth negative response. You are on the threshold of success.

AUTHOR'S NOTE: Why nine "commandments"? I'm not Moses, and I didn't get these on a mountain.

*Editor's Note: This article is adapted from the Hester Lecture delivered at the annual meeting of the Association of Southern Baptist Colleges and Schools, Lexington, Ky., June 3-5, 2001. Ben Elrod is chancellor, Ouachita Baptist University, Arkadelphia, Ark.*

# Legal Notes

by James Guenther



## Admissions Decisions and Standardized Tests

My educator wife has a healthy suspicion about the efficacy of tests. Our son's experience with a standardized kindergarten admissions test did not help her attitude. "He did quite well at recognizing and naming all the things in the pictures," the examiner had reported. Then she paused, looking at the results more carefully, and mumbled, "But for some reason he doesn't seem to know what an iron is."

Masculinists might say that quizzing a boy about an iron is gender discrimination. In our case, we recognized that the question discriminated against children, male or female, whose mothers spent more time reading to them than letting them watch ironing. That kind of discrimination is not illegal.

The SAT, the 500 pound gorilla of standardized admissions tests, continues to be under attack by those who say the test is biased against women and members of some minority groups. In May the University of Minnesota released the results of an analysis of 1700 studies involving more than a million students. The conclusion: SAT is doing a good job at predicting college success. However, the president of the University of California is among those who think the SAT test results are overvalued in the admissions process. He suspects the test truly is discriminatory. For SAT, burden would shift to the kindergarten to show the test is "educationally justified." The school must show there is a manifest relationship between the use of the test and an important educational purpose.

Even if the school can carry that burden, the discrimination claimant might still win if he could show that there exists an equally effective alternative which meets the institution's goals but results in less disparity between the sexes.

Forgetting kindergarten, precisely what discrimination is illegal when it comes to admissions in higher education?

- The Americans With Disabilities Act and Section 504 of the Rehabilitation Act

prohibit discrimination against persons with disabilities. When the institution tests, the regulations issued by the U.S. Department of Education require the institution to provide the disabled student, upon request, appropriate accommodations so that the student may demonstrate his or her aptitude and achievement, not the effect of the disability.

The law does not oblige the institution, however, to fundamentally alter the institution's program or to change, lower, waive or eliminate academic requirements that can be demonstrated to be essential to its program.

One court has gone further and said that a test score may be "flagged" to indicate the applicant had received extra time because of his disability unless the student can show that the additional time had no effect on the validity of his score.

- Title VI of the Civil Rights Act prohibits race and national origin discrimination; the Age Discrimination Act, protects against age discrimination.

- Title IX of the Education Amendments prohibits sex discrimination. But Title IX prohibitions do not apply to private undergraduate admissions. So, whether the SAT is biased against women is legally irrelevant if the test score is being used to determine undergraduate admission. However, sex discrimination in undergraduate admissions may be illegal under state law, and colleges and universities with nursing programs will not be eligible for grants from Health and Human Services if the school discriminates on the basis of sex in its admission to the nursing program.

Further, private institutions are not burdened with rules emanating from the constitution's equal protection requirements that prohibit state schools from discriminating against residents of other states or citizens of other countries residing in the U.S. Also, significantly, private schools may discriminate on the basis of religion in admissions unless they have promised that they will not do

that or the state law prohibits it.

So how is the flap over standardized testing going to affect admissions standards? Some schools will probably abandon the SAT in favor of a test they believe to be less discriminatory. Some will reduce the extent of reliance on test scores, especially using the scores as the singular criterion for admission. Some will make no changes.

While admissions tests are high stakes,

**While admissions tests are high stakes, they are also high politics.**

they are also high politics.

Currently it appears the regulators are lightening up about tests. At the same time, affirmative action plans that some schools have used to "fix" the test results are in disfavor with the courts.

While it is impossible to predict, disability discrimination may be the most litigated issue in the near future, at least for private undergraduate admissions.

Current counsel: admissions policies and practices should be derived from and clearly linked to the institution's overarching educational goals, and the use of tests in the admissions process should serve those institutional goals.

Admissions decisions should take into consideration information other than test scores if that information will enhance the overall validity of the decision. Be sensitive to criteria which, though not intended to be illegally discriminatory, will have that pernicious effect.

Follow your criteria. Don't ask questions on subjects irrelevant to your criteria. ■

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



# Campus Report



**Belmont University:** Belmont now offers a doctorate degree in physical therapy, the university's first doctorate degree program.

**Brewton-Parker College:** A groundbreaking celebration initiated plans to build the new Student Activities Center, a 45,000-square-foot facility that includes gaming, concession and relaxation areas for students, a Hall of Fame room, and conference and meeting room areas.

**Campbell University:** The university's Society for the Advancement of Management (SAM) student business club was named "Club of the Year" for the fifth straight year at the annual SAM Club International Case Management Competition. Three of the club's officers received "Outstanding Student" awards, and club advisor and professor Ellen Sikes was named "Advisor of the Year" for the second year in a row.

**Campbellsville University:** The school established The Kentucky Heartland Institute on Public Policy, which focuses on facilitating public policy study and issues debate, while encouraging the involvement of Christian leaders in the public and civic arenas.

**East Texas Baptist University:** A groundbreaking ceremony marked preparations to build a 200-bed residence hall, which should be completed by fall 2002.

**Georgetown College:** The Georgetown College Academic Team claimed first place in the Kentucky Collegiate Quick Recall League for the 2000-01 academic year, marking the fourth time in the last eight years that Georgetown has been league champion, along with three second place awards and one third place award.

**Hannibal-LaGrange College:** The college completed its \$7.6 million "Season for Growth" campaign to raise funds for a new fine arts center. The 52,000-square-foot facility will feature a theatre and an art gallery and will house classrooms, practice and studio space, faculty offices and other space for visual and performing arts.

**Hardin-Simmons University:** The Texas State Board of Social Worker Examiners reported that 100 percent of Hardin-Simmons social work graduates who took the examination for Licensed Social Worker in 2000 passed the examination. This marks the 6th year in a row that 100 percent of Hardin-Simmons University graduates passed the exam on the first effort. The pass rate for first time candidates was 100 percent for 13 of the 14 years in which students took the license exam.

**Houston Baptist University:** The Houston Baptist University undergraduate recruiting video, produced by students enrolled in the Department of Communications' Production II class, received the Special Award in Audiovisual Communications—Film or Videotape from the Council for Advancement and Support of Education.

**Mercer University:** Mercer is launching the Center for Baptist Studies to foster better understanding of Baptist identity, to promote scholarly study of Baptist history and to provide a resource for interpreting contemporary Baptist issues.

**Missouri Baptist College:** The Spirit of Excellence Campaign exceeded its goal by \$1.8 million, marking the most successful fund-raising effort in the college's 35-year history. Gifts included a \$2 million challenge grant

from the Pillsbury Foundations, a \$1 million grant from the L.E. and J.E. Mabee Foundation and a \$1 million anonymous gift. The funds will finance construction of a new chapel fine arts building and endowment.

**Mississippi College:** The Mississippi College chapter of the American Chemical Society received the 2000 Outstanding Chapter Award at the 221st American Chemical Society National Meeting and Exposition.

The Council for the Accreditation for Counseling and Related Educational Programs (CACREP) awarded accredited status to the graduate level counseling and therapy programs offered by the department of psychology and counseling.

**Southwest Baptist University:** The Southwest Baptist University Students in Free Enterprise (SIFE) team was selected as regional champion at the 2001 SIFE Regional Exposition and Career Opportunity Fair.

**William Carey College:** The college's theatre production of "And David Danced" was selected to appear in the 2001 American College Theatre Festival at the John F. Kennedy Center for the Performing Arts in Washington, D.C.

**University of Mary-Hardin Baylor:** The Alumni Association exceeded its goal of \$3.5 million by raising \$3,648,000 toward the university's capital and endowment campaign, Challenge Beyond 2000. The campaign will fund three new building projects: a new academic center for the schools of business and education, a new wellness and athletic center, and a band hall. The campaign also focuses on increasing the university endowment by \$4.5 million. ■

## September 15 Next Deadline for Doctoral Loan Program

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

The program provided \$92,538 in awards to 35 individuals at 17 educational institutions during 2000.

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. The September 15 deadline is 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.

Bob Agee, executive director of the Association of Southern Baptist Colleges and Schools (ASBCS) and a member of the loan review committee, said the program has been vital in helping hundreds of faculty and administrators at ASBCS member schools to

attain doctoral degrees. Also serving on the loan review committee are Doug Hodo, president of Houston Baptist University and Tom Kinchen, president of The Baptist College of Florida.

After completion of the doctorate, loan recipients must agree to repay the loan in kind through service in a qualifying Southern Baptist Educational institution. Recipients are given \$2,000 credit toward repayment of the loan for each academic year of service completed. Recipients who cease to be employed by qualifying institutions must begin immediately to repay the loan with interest.

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



## Averett President Announces Retirement Plans

Frank R. Campbell announced to Averett University's board of trustees his intention to retire as the school's president effective June 30, 2002.

The board of trustees accepted Campbell's retirement with regret and expressed appreciation for the contributions he has made to the college and to the surrounding community for the past 16 years. Incoming board chairman Charles Majors will appoint a search committee to select Campbell's successor.

Campbell became Averett's 22nd president in July 1985. Under Campbell's 16 years of leadership, Averett's campus expanded from 19 acres to more than 200 acres. The expansion included construction of the Emily Swain Grousbeck Music Center, the Equestrian Center, the Grant Center and North Campus and the Averett Commons Apartments.

In addition to its physical growth during Campbell's tenure,



Frank R. Campbell

Averett continued to update its academic offerings to meet the changing demands of students. The college's athletic program also expanded in the past 16 years to include baseball, football, women's soccer, and women's lacrosse.

During his administration, fund-raising efforts resulted in almost \$50 million worth of gifts to the college. The college's budget has also grown from less than \$5 million when Campbell became president to more than \$20 million.

"I have enjoyed my 16 years of service as president of Averett College," Campbell said. "I am proud of the strides made by this institution and would like to publicly thank all of those who have been partners in our success. It has been a pleasure to work with the board, the faculty, the staff and especially the students of Averett College. I will miss my contact with the students and my colleagues, but am looking forward to retirement and to following Averett's continued progress." As a result of the growth the institution experienced under Campbell's leadership, Averett College became Averett University on July 1. ■

## People

**Averett University:** Reference librarian **Clara Fountain** published "A History of Danville in Postcards."

**Baylor University:** Marketing professor **Marjorie J. Cooper**, associate Spanish professor **Guillermo Garcia-Corales** and theology professor **Roger E. Olson** each received the Scholarship Award from the university. Law professor **Melissa A. Essary** and Spanish professor **Phillip Johnson** each received a Tenured Teaching Award from Baylor. Senior economics lecturer **Karen R. Johnson** received the Non-Tenured Lecturer Teaching Award. Physics professor and master teacher **Robert G. Packard** received the 2001 Collins Outstanding Professor Award. **Thomas J. Proctor**, professor and chair of educational psychology, was given the award for Significant Contributions to the Academic Community in ways other than teaching or research. **Kenneth W. Van Treuren**, associate professor of engineering, received the Non-Tenured Tenure-Track Teaching Award. School of education dean **Robert Yinger** was elected to the board of directors of the American Association of Colleges for Teacher Education.

**Brewton-Parker College:** Associate history professor **Larry Toll** received the Outstanding Teacher Award, and music professor **T. N. Retif** received the Jordan Teaching Excellence Award at the college's Honors Day chapel service.

**Campbell University:** **Wayne Ballard**, assistant professor of Old Testament theology and biblical Hebrew, was named "Professor of the Year" by the student body. **Dan Ensley**, director of the department of mass communication, received a certificate of achievement from Governor Mike Easley and a congressional tribute from U.S. Congressman Bobby Etheridge for outstanding service to North Carolina. **Steve Harmon**, assistant divinity school professor, presented a paper entitled "The Critical Use of Instrumenta for the Retrieval of Patristic Biblical Exegesis" at the Society of Biblical Literature meeting in Charlotte, N.C. **Lloyd Johnson**, associate professor in the department of government, history, and justice, was appointed to serve on the 2003 Membership Committee of the Southern Historical Association.

**Campbellsville University:** Three professors were elected as representatives to the governing board for the Kentucky Academy of Science: assistant sociology professor **Patrick Bamwine** was elected as a social and behavioral science representative, assistant biology professor **Brent Summers** was appointed editor of the newsletter, and chemistry instructor **Elizabeth Sutton** was appointed state director of the Kentucky Junior Academy.

**East Texas Baptist University:** President **Bob Riley** received the Community Builders Award from the local Marshall Chapter of the Masonic Lodge, the highest award that can be given to a non-mason.

**Georgetown College:** **Buck Baker**, senior associate athletic director, was selected to participate in the annual Sports Management Institute, an exclusive seven-month program that provides specialized executive management programs for sports management professionals.

**Hannibal-LaGrange College:** Assistant English professor **Katherine Burt** received the Missouri Governor's Award for Excellence in teaching. Business professor **John Schafer** published an article, "Electronic Retailing" in the book *Great Ideas in Teaching Marketing*. Assistant history professor **Sam Swisher** received the Parkway Baptist Church Distinguished Professor award.

**Hardin-Simmons University:** The work of **Virginia Armstrong**, senior professor of legal studies and political science, is cited in the current issue of "The CQ Weekly," a current events report published by the Congressional Quarterly Service. **Robert Fink**, Bond professor of English, wrote an article, "Called to Poetry, Abilene" that was published in the *Houston Chronicle*. He also read his literary nonfiction essay, "How I Found Religion at a Baseball Game" and some of his poetry at the sixth annual Conference on Baseball in Literature and Culture. **Travis Frampton**, visiting assistant professor of biblical studies for the Logsdon School of Theology, received a Fulbright Scholarship for study in the Netherlands for the 2001-2002 school year. **Robert Hamner**, senior professor of English and humanities,

published an article about the use of visual arts in Derek Walcott's epic poem *Omeros* in the delayed July 2000 issue of the Canadian journal *Ariel*. Physical education professor **Merlin Morrow** was named "Faculty Member of the Year" at the annual alumni association-sponsored Faculty and Staff Appreciation Dinner. Assistant mathematics professor **Frances Renfro** received the Texas Department of Human Services' 2000 Outstanding Volunteer Service Award. **Charles R. Richardson**, director of media relations, received a 25-year recognition certificate from the Council for Advancement and Support of Education.

**Mississippi College:** The Student Government Association presented its annual Outstanding Faculty Award to assistant mathematics professor **Melinda Gann**. Associate education professor **Tom Williams** was named Distinguished Professor of the Year for 2001 in recognition of his outstanding service to the school of education and to the university community.

**Missouri Baptist College:** Education professor **H. J. Bliggenstorfer** presented a concept entitled "Looping" at the National Middle School Association's Annual Conference. English professor **John Han** received the 2001 Parkway Distinguished Teaching Award from Parkway Baptist Church in St. Louis.

**Oklahoma Baptist University:** **Chris Bade**, assistant professor of music, was an adjudicator at the 2001 Alamo Tournament of Music, and he played with Solisti New York at the Oklahoma Mozart Festival. **Oteka Ball**, associate professor of sociology and child care administration, was named president of the Oklahoma Council of Family Relations. Art instructor **Julie Marks Blackston** submitted two pieces to the annual "Fiberworks" show at the Kirkpatrick Galleries, which were accepted in the juried show, and one, "Dragonfly Ghosts" was presented with the Handweavers Guild of America award. **Darla Eshelman**, associate professor of music education, published her article "Portrait of an Exemplary Elementary Music Educator" in the spring issue of the *Kodaly Envoy*, national journal for the Organization of American Kodaly Educators. **Chris Estes**, assistant professor of psychology, was inducted into Kappa Omicron Nu, the national honor society for Family Sciences. Assistant Spanish professor **Richard Hartman** was named resident director of the University of Oklahoma Summer in France, a program that allows students to earn undergraduate credit by attending courses and lectures offered by the Sorbonne. Anthropology lecturer **Timothy McCollum** was presented with the Leslie White Award for the outstanding graduate student in anthropology for his master's work at the University of Tulsa. Education professor **Jimmie Russell** received the Oklahoma Education Association "Friend of Education" award for her work with area teachers and with the America Reads program. **Charles Swadley**, English and Spanish instructor, won the Roy and Florena Hadsell Award from the University of Oklahoma English department for his seminar paper, "Rhetorical and Electronic Memory: Intersections of the Fourth Canon and Word Processing Technology." **Craig Walker**, associate economics professor, presented two papers, "Economic and Community Development: What Is the Role of the Regional University?" and "The Mississippi Budget Crisis of 2001: Causes and Explanations," at the Society of Business, Industry, and Economics annual meetings.

**Southwest Baptist University:**

**Michelle Dose**, assistant chemistry professor and head of the department of chemistry and physics, and **Kent Chambers**, chemistry and physics instructor, have been accepted as participants in the 2001-2002 field test of the American Chemical Society (ACS) GenChem Project to develop a new one-year general chemistry course for science majors.

**Virginia Intermont College:** **Cynthia Ward**, assistant professor of psychology and program coordinator of the psychology department, made a presentation, entitled "Using Multisensory Information: Infants Show Preferences for Mother, but not Father, at Four-Months Age" at the Society for Research on Child Development Conference.

**University of Mary-Hardin Baylor:** **Michael Fabritius**, professor for the school of business, received the University Trustee Award as "Teacher of the Year" for 2001.

**Brent Gibson** was named to a three-year appointment as executive secretary/treasurer of the Conference of College Teachers of English (CCTE), a statewide organization of English teachers in Texas senior and junior

colleges. **Robert Glasgow**, assistant professor of mathematics at Southwest Baptist University, had his paper "Doctoral Programs in Mathematics Education in the United States: A Status Report," published in the book *One Field, Many Paths: U.S. Doctoral Programs in Mathematics Education*. Assistant religion professor **Carol Crawford Holcomb** received the 2001 Norman W. Cox Award for Writing the Best Article Published by the Southern Baptist Historical Society for her article, "The Kingdom at Hand: The Social Gospel and the Personal Service Department of Woman's Missionary Union, Auxiliary to the Southern Baptist Convention," published in the Spring 2000 *Baptist History and Heritage*. Holcomb was elected as secretary of the Southern Baptist Historical Society that met recently in Pensacola, Florida, where they changed their name to the Baptist History and Heritage Society. **Diane Howard**, professor of performance studies, published her article, "Writing and Performing Autobiography, On-Site and Long Distance," in the national *Christianity and Theatre* journal. ■



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# Transitions

**Averett University:** **Vicki Richmond** was named dean of admissions.

**Baylor University:** Associate vice president for communications **Larry D. Brumley** was named associate vice president for external relations. Acting director **J. David Holcomb** was appointed director of the Baylor University Press. **David Lyle Jeffrey**, distinguished professor of literature and humanities, was appointed associate provost. **René Maciel**, director of student services at Baylor's George W. Truett Theological Seminary, was promoted to assistant dean for administration and academic services at the seminary. **Diana M. Ramey**, vice president and director of admission services, was named vice president for enrollment management. **Patricia Tolbert**, director of student support services at Louisiana State University, was appointed assistant vice president for academic development.

**Bluefield College:** Alumna and former volleyball player **Cynthia Huff** was appointed women's volleyball coach.

**Campbell University:** **F. Christian Zinkhan**, co-founder of the Forestland Group, LLC, was named dean of the Lundy-Fetterman School of Business

**Campbellsville University:** **Alan G. Medders**, former president and chief executive officer for the Woman's Missionary Union Foundation in Birmingham, Ala., was named vice president for development.

**East Texas Baptist University:** **Dane Fowlkes**, former ETBU director of alumni for ETBU, was appointed university chaplain. Alumnus **Paul Tapp** was appointed director of alumni relations.

**Hannibal-LaGrange College:** **C. W. Stewart** was named vice president for institutional advancement.

**Hardin-Simmons University:** **Gary Stanlake**, biology professor and director of the Environmental Science Center, was named dean of graduate studies. He succeeds Dan McAlexander, who was named provost at Belmont University. **Chris Sammons** is the

new director of the Baptist Student Ministry program. He succeeds Palmer McCown, who has retired from the position.

**Mississippi College:** The board of trustees appointed **Lloyd Roberts**, current vice president for business affairs, to serve as interim president upon the retirement of Howell Todd.

**North Greenville College:** **Robert L. Bradley**, sports editor of the *Easley Progress* newspaper, was named sports information director. **Samford University:** **John L. Carroll**, chief U.S. magistrate judge for the middle district of Alabama, was named dean of the Cumberland School of Law.

**University of Mary Hardin-Baylor:** **Ben Shipp** was promoted to assistant vice president and director of athletics. **Rob Strong** was promoted to dean of learning resources. **Steve Theodore** was named vice president for enrollment management.

**Virginia Intermont College:** **Phillip D. Crowder** was named the program coordinator and assistant professor for the college's new computer information management program, effective fall 2001. ■

## BELMONT UNIVERSITY UNIVERSITY MINISTER POSITION

Belmont seeks a university minister who can lead the university's student ministries programs and fulfill the role of minister to the university community of students, faculty and staff.

The successful candidate will: possess at least a master's degree (seminary or divinity school graduate education preferred); possess a minimum of three to five years experience in student ministry and have a clear call to minister, especially in a collegiate setting; be a balanced, growing Christian and an active member of a Southern Baptist church; demonstrate a Christlike respect for individuals' unique spiritual journeys; demonstrate a genuine love for people, especially university students; and possess strong written and oral communication skills. It is also desired that the candidate be mission-minded, enjoy mentoring students and ministry associates, and have superior speaking/preaching ability.

Interested persons should submit a letter of interest and resume. The university will receive and review applications until the position is filled. Send nominations, letters and accompanying materials to: University Minister Search Team; c/o Mack Hannah, Vice President for Spiritual Development; Belmont University; 1900 Belmont Boulevard; Nashville, TN 37212-3757. eoe/aa employer under all applicable civil rights laws

## Vice President for Academic Affairs and Dean Cumberland College

Cumberland College invites nominations and applications for the position of Vice President for Academic Affairs and Dean.

Cumberland College is located in southeastern Kentucky on Interstate 75. The college, organized in 1889, is an agency of the Kentucky Baptist Convention with an enrollment of approximately 1,700 students. Cumberland is a liberal arts residential campus with a strong commitment to nurturing students academically, spiritually, and physically. The college is committed to quality in all areas including a strong athletic and intramural program. Cumberland is associated with the NAIA through 22 varsity athletic teams, several of which compete on a national level each year.

The Vice President for Academic Affairs is the senior academic officer of the college, reporting directly to the president. The Vice President advises the president on matters of educational policy and represents the campus at the state, regional and national levels on academic matters. This officer is responsible for 38 academic majors, 33 academic minors and a graduate program in teacher education, all of which are organized by departments. Also reporting to the Vice President for Academic

Affairs are the registrar's office, library services and institutional research.

Applicants and nominees should have a history of active church membership in the Baptist church, responsible administrative experience including academic policy development, academic personnel management and budget administration. Applicants and nominees should possess an earned doctorate and demonstrate a level of academic scholarship that would merit appointment to the faculty.

Nominations of candidates are encouraged and should be sent to the Director of Human Resources. Applicants should submit a curriculum vita, the names of three references, and a cover letter describing their interests in and qualifications for the position. Submit nominations and resumes to:

Mr. Steve Allen  
Director of Human Resources  
Cumberland College  
6170 College Station Drive  
Williamsburg, Kentucky 40769

Other information about Cumberland College may be found at [www.cumber.edu](http://www.cumber.edu) <<http://www.cumber.edu>>



## Gifts & Grants



### Samford Receives \$11 Million in Bequests for Scholarships

Lucille Stewart Beeson posthumously donated \$10 million to Samford University to fund the Dwight and Lucille Beeson Exceptional Scholars Program, designed to assist outstanding Alabama high school graduates. Another \$1 million bequest will endow scholarships in the Ida V. Moffett School of Nursing.

### Mellinger Estate Contributes \$4.5 Million to Houston Baptist

Gwen Avenell Mellinger and Michele Mellinger allocated \$3,825,000 from their estate to establish endowed scholarships in vocal music and in nursing at Houston Baptist University. An additional \$759,750 was donated as an unrestricted gift.

### Beaman Family Gives \$9 Million to Fund Student Life Center

Sally Beaman donated \$9 million as a naming gift for Belmont University's new student life center. The *Beaman Student Life Center* will include a fitness center, an aerobics and dance area, racquetball and squash courts, an intramural gymnasium, a rock-climbing wall, and locker rooms. The center also will house the administrative offices of Belmont's dean of students and the office of student affairs. The facility is scheduled for completion by August of 2003.

### McEachern Pledges \$2 Million Toward HPU Campaign

Businessman and Howard Payne University trustee and alumnus Jim McEachern pledged \$2 million toward the school's "Sharing the Vision" campaign to fund endowments, scholarships and capital improvements, as well as other projects.

### Hannibal-LaGrange Receives \$1.25 Million in Grants

The Mabee Foundation of Tulsa, Okla., contributed a \$1 million challenge grant to Hannibal-LaGrange College to fund a new fine arts center. The Anderson Foundation of Bayport, Minn., donated \$250,000 to the college.

### Hillcrest Foundation Donates \$500,000 to Dallas Baptist

The Hillcrest Foundation, founded by Mrs. W. W. Caruth, Sr., donated \$500,000 to Dallas Baptist University to help fund construction of the Tom and Alicia Landry Welcome Center.

### UMHB Receives \$250,000

The estates of John and Etolia Saringer donated \$250,000 to establish the John and Etolia (Toby) Saringer Tomorrow's Leaders Endowed Scholarship. ■

## Development

**Bluefield College:** The Jessie Ball duPont Fund contributed \$75,000 to help develop a comprehensive strategic plan for the school's future. In addition, three Richmond, Virginia-based charitable foundations—the Mary Morton Parsons Foundation, the Richard and Caroline T. Gwathmey Memorial Trust and the Massey Foundation—donated \$70,000 to help fund the Harman Chapel and Performing Arts Center improvement project.

**Campbell University:** The Cannon Foundation of Concord, N.C., contributed a \$150,000 grant toward renovation of the D. Rich Memorial Building. The Burroughs Wellcome Fund awarded a grant of \$109,800 to the school of pharmacy to fund its community outreach program, STEP (Science and Technology Enrichment Program), designed to interest public middle school students in science and technology careers.

**Chowan College:** The Cannon Foundation, Inc. granted \$50,000 to help fund renovation of the John M. Jenkins Intramural Sports and Fitness Center. The George I. Alden Trust donated \$50,000 to fund upgrading of the campus computer network.

**East Texas Baptist University:** Major

General and Mrs. Vernon B. Lewis Endowed Scholarship Fund donated \$100,000 to allow many full-time students to pursue a lifetime career as a Christian minister or missionary. **Hispanic Baptist Theological School:** The school received \$168,000 from the Elisabeth Blount Estate.

**University of Mary Hardin-Baylor:** The Grogan Lord Foundation donated a \$50,000 grant for the Ida Myrtle Roberts Manning Tomorrow's Leaders Scholarship and \$100,000 for the Parker Academic Center.

**Virginia Intermont College:** The J. Henry Kegley Foundation pledged a two-year grant totaling \$185,000 to fund upgrades, new faculty computers, improvements for faculty salaries, technology, classroom conversions and the renovation of an existing lecture hall to be named after the foundation.

**Wayland Baptist University:** The Ralph and Elizabeth Shannon estate donated \$206,000 for endowed scholarships. An anonymous alumnus contributed \$200,000 to fund capital projects on the Plainview campus. ■

## ATTENTION:

Presidents

Chief Academic Officers

Chief Admissions Officers

Chief Student Development Officers,

Chief Marketing and Public Relations Directors

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# COMMENT: *Creating a Campus Culture That's Truly Christian*

Bob R. Agee, Executive Director, ASBCS



The annual meeting in Lexington was an outstanding success accompanied by superb content in both plenary and workshop sessions and by a great spirit among those who attended. The attendance was excellent with almost 200 registered participants representing 38 of our schools. If you weren't able to attend this year, I hope you'll make plans to attend the meeting in 2002 in Panama City, Florida, where The Baptist College of Florida will be our host institution.

George Marsden, the 2001 Hester Lecturer, reminded us of the need to be serious, thoughtful, and intentional in creating a campus culture that is truly Christian. He challenged us to build a climate on our campuses that nurtures interest in research, writing, and discussions about the implications of the Christian faith to the various academic disciplines. His lectures caused me to reflect more intently on how you go about building a strong emphasis on faith and disciplines. Let me offer some suggestions.

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***It is important for a Christian college or university community to be engaged in both faith and learning and faith and disciplines conversations.***

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First of all, recognize that there is a difference between a faith and learning emphasis and a faith and disciplines emphasis. Faith and learning discussions normally focus on what takes place in the life of the student. We construct educational outcomes goals and campus atmosphere goals to address the content and climate of the educational and student life programs of our campuses. My observation has been that faculty and staff are very comfort-



Bob R. Agee

able setting goals and working on issues that have to do with students and their experience.

A faith and disciplines emphasis, however, does not happen as easily or readily.

Most faculty members earn their graduate degrees in secular settings and are seldom exposed to occasions where serious scholars in their chosen disciplines have the ability to discuss with their students the content and implications of the Christian faith to the presuppositions and conclusions within those disciplines. Those pursuits and discussions normally happen in settings far removed from the actual pursuit of the graduate degree.

It is important for a Christian college or university community to be engaged in both faith and learning and faith and disciplines conversations. The dialogue about both discipline content and the process of learning should never end and should never grow stale. We should never take for granted that we are being seriously and intentionally Christian in the way education is offered on our campuses.

Once this distinction is made and the importance of the effort is acknowledged, the president and the chief academic officer play a critical role in creating a climate that values and nurtures Christian scholarly pursuit by the faculty. When these two leaders have convictions about the priority of the emphasis, resources will be made available and creative ideas will flow about how to encourage both research, writing, learning and dialogue on both emphases.

Presidents and chief academic officers, however, cannot create a culture that emphasizes Christian scholarship and learning without the commitment and involvement of faculty. It has been my privilege and joy to have worked

with faculty who were champions of the cause. There were always those faculty members who came to the profession with a strong sense of calling to be both academically excellent and distinctively Christian. Within the faculty committees and within their disciplines they kept faith and learning and faith and disciplines issues on the agenda for conversation. They earned the respect of the academy and the learned societies with the quality of their research and writing but they never ignored the content of their faith

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in the conclusions they reached or the way they approached their course content.

Perhaps the most important component in creating a campus culture that is truly Christian is the faculty champion—those individuals on our campuses who recognize the importance of being serious about excellence in scholarship while at the same time they are serious about their Christian faith.

The true faculty champion for the cause is one who has come to recognize that his/her faith has something to say to his/her discipline and the discipline helps in broadening the understanding of their faith. It's when the two dimensions of life and interest begin to intersect and the content of both begin to inform each other that we are well on the way to influencing our society and our culture for good.

My prayer is that our campuses will be blessed with champions for the cause in every academic discipline and in every facet of institutional life. ■

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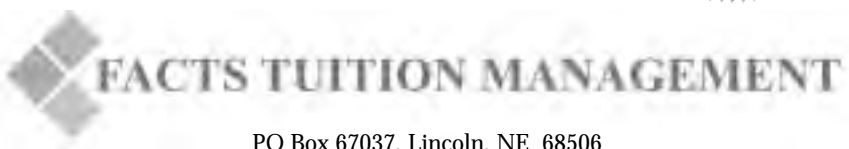
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