

THE BAPTIST EDUCATOR



News Journal of the International Association of Baptist Colleges and Universities

Volume LXXII, No. 2 First Quarter-2008

2007 Fall Enrollment at IABCU Member Schools

Editor's Note: All enrollment figures were supplied to IABCU by member schools. Overall undergraduate enrollment increased from 100,307 in fall 2006 to 103,722 and graduate enrollment increased from 21,307 to 21,938.

| | <u>UNDERGRADUATE</u> | <u>GRADUATE</u> | | <u>UNDERGRADUATE</u> | <u>GRADUATE</u> |
|---|----------------------|-----------------|---|----------------------|-----------------|
| 1. Anderson University | 1,700 | — | 34. Missouri Baptist University | 3,406 | 1,192 |
| 2. Baptist College of Florida | 652 | — | 35. North Greenville University | 2,001 | ? |
| 3. Baptist College of Health Sciences | 925 | — | 36. Oklahoma Baptist University | 1,583 | — |
| 4. Baptist University of the Americas (w/25 off campus centers) | 700 | — | 37. Ouachita Baptist University | 1,448 | — |
| 5. Baylor University | 11,902 | 2,272 | 38. Palm Beach Atlantic University (includes first professional) | 2,508 | 783 |
| 6. Belmont University | 4,028 | 728 | 39. Samford University | 2,860 | 1,625 |
| 7. Blue Mountain College | 365 | — | 40. Shorter College (including adult degree students) | 2,850 | — |
| 8. Bluefield College | 850 | — | 41. Southwest Baptist University | 2,752 | 787 |
| 9. Brewton-Parker College | 1,050 | — | 42. Truett-McConnell College | 468 | — |
| 10. California Baptist University | 2,974 | 801 | 43. Union University | 2,382 | 928 |
| 11. Campbell University (first professional enrollment 1,012)) | 6,554 | 734 | 44. University of the Cumberlands | 1,732 | 513 |
| 12. Campbellsville University | 2,049 | 356 | 45. University of Mary Hardin-Baylor | 2,494 | 157 |
| 13. Carson-Newman College | 1,834 | 178 | 46. University of Mobile | 1,436 | 198 |
| 14. Charleston Southern University | 2,834 | 452 | 47. Virginia Interment College | 585 | — |
| 15. Chowan University | 932 | — | 48. Wayland Baptist University (w 3,895 on external campuses) | 4,857 | 855 |
| 16. Clear Creek Baptist Bible College | 205 | — | 49. William Carey University | 1,741 | 1,010 |
| 17. Dallas Baptist University | 3,581 | 1,663 | 50. Williams Baptist College | 625 | — |
| 18. East Texas Baptist University | 1,365 | — | 51. Yellowstone Baptist College | 52 | — |
| 19. Fruitland Baptist Bible Institute | 200 | — | Totals | 103,772 | 21,938 |
| 20. Gardner-Webb University | 2,739 | 1,279 | | | |
| 21. Georgetown College | 1,400 | 500 | | | |
| 22. Golden Gate Baptist Theological Seminary (Diploma and CLD 566)) | | 886 | | | |
| 23. Hannibal-LaGrange College | 1,150 | — | | | |
| 24. Hardin-Simmons University (nursing enrollment 148) | 1,997 | 438 | | | |
| 25. Houston Baptist University | 1,992 | 347 | | | |
| 26. Howard Payne University | 1,359 | — | | | |
| 27. Judson College | 300 | — | | | |
| 28. Judson University | 1,220 | — | | | |
| 29. Louisiana College | 987 | — | | | |
| 30. Mars Hill College | 1,264 | — | | | |
| 31. Mercer University | 4,321 | 3,031 | | | |
| 32. Mid-Continent University | 1,542 | — | | | |
| 33. Mississippi College (law enrollment 534) | 2,921 | 1,012 | | | |

Total Graduate and Undergraduate Enrollment 125,710

Source: from information supplied by member schools.

—= No data reported

(Published in the 2008 Directory of Member Schools: International Association of Baptist Colleges and Universities)

MARK YOUR CALENDAR

IABCU Annual Meeting
and Workshops

June 1-3, 2008 at the
Chateau on the Lake,
Branson, Missouri

Register online at: www.baptistschools.org

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"Legal Notes" is designed to provide accurate and authoritative information on legal issues facing 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.

TENTATIVE SCHEDULE FOR ANNUAL MEETING

International Association of Baptist Colleges and Universities Chateau on the Lake • Branson, Missouri • June 1-3, 2008

SUNDAY JUNE 1

2:00 p.m. Exhibitors Arrive for Set-up

2:00–4:00 Board of Directors Meeting

3:00–7:00 Registration

4:30–5:45 **First Plenary Session**

6:00–7:00 Reception (light refreshments)

Evening is free for shows, dinner, fellowship, free time

MONDAY JUNE 2

7:30–8:45 a.m. Buffet Breakfast Meetings

Presidents

Chief Academic Officers (CAOs)

Chief Financial Officers (CFOs)

Chief Development Officers (CDOs): "Facilitating Philanthropy in Church Related Environments, Jonathan Lindsey, Baylor University (retired)

PR and Denominational Relations Officers (PR, DROs)

Chief Student Affairs Officers (CSAOs)

9:00–10:30 **Second Plenary Session**

10:30–10:45 Break

10:30–11:30 Spouses Break and Fellowship Meeting (no program)

10:45–12:00 Workshop

Presidents and CAOs: Legal Affairs Briefing, Guenther, Jordan and Price, PC CFOs

CDOs: "Essential Questions for Advancement Management," Jonathan Lindsey PR, DROs, CSAO's

12:15–1:45 p.m. IABCU Business Luncheon—All groups meet together

1:45–2:00 Break

2:00–3:00 Workshops

Presidents and CAO's

CFOs

CDOs: Open Discussion—"Beg, Borrow or Steal, Ideas We can All Use"

PR, DROs, CSAO's

Evening is free for shows, dinner, fellowship free time

TUESDAY JUNE 3

7:30–8:45 a.m. Breakfast—All groups meet together: "How Your School can Stay Competitive in a Highly Competitive Environment," Denzil Edge, The Learning House

7:30–9:00 Spouses Breakfast and Program

9:00–10:15 Workshops

Presidents

Chief Academic Officers

CDOs: Basic Questions to Consider in Data Mining," Jonathan Lindsey

10:15–10:30 Break

10:30–12:00 Third Plenary Session

12:00 p.m. Adjourn

2:30 Golf Outing

For hotel reservation form and online meeting registration go to < www.baptistschools.org>

Search Continues for New IABCU Executive Director; DBU's Gary Cook Requests Prayer for Cancer Battle

IABCU Executive Director Search Committee Report

The IABCU board of directors met December 10 for the mid-fiscal year meeting. Board members heard a report from the Executive Director search committee. Committee members include Evans Whitaker, president of Anderson University, board chair; Lee Royce, president of Mississippi College, board vice-chair/chair-elect; Carla Sanderson, provost at Union University, board secretary; William Underwood, president of Mercer University; and Randall O'Brien, executive vice president and provost at Baylor University.

Whitaker reported that the committee as of December 10 was in the interview stage with prospective candidates and was continuing to receive additional nominations for the position.

A job description for the executive director position can be found on the IABCU website at <www.baptistschools.org>. Click on job-gate listings. Scroll down to the listing posted November 28, 2007.

Budget Report

The interim executive director/director of communications report revealed that the association continues to operate on a tight but balanced budget. About one-half of the projected income of \$287,450 for 2007-08 will come from membership dues paid by the 51-member schools and the other half from corporate sponsors, annual meeting income, and state Baptist convention gifts. Annual meeting income is designed to equal expenses of the meeting and is not a positive revenue source.

Association Begins 60th Year in November, 2008

November 29, 2008 is the 60th anniversary of the founding of The International Association of Baptist Colleges and Universities.

On November 29, 1948 Baptist college presidents and members of the Education Commission, SBC met in Memphis on the first day of the regular annual meeting of the Southern Association of Colleges and Secondary Schools. During that meeting the presidents and Education Commission members voted to organize what was then called the Southern Association of Southern Baptist Colleges "for the purpose of promoting Baptist schools in the south." An election of officers was conducted by Charles D. Johnson, Education Commission chairman. Dr. Walter Pope Binns, president of William Jewell College was elected president; Dr. S.S. Hill, president of Georgetown College was elected vice president and Dr. H. I. Hester (founder of the Hester Lectures) was elected secretary-treasurer. The first action of the new association was to request the Southern Baptist Convention to increase the funding to the Education Commission "so a full-time executive secretary could be employed whose full time will be devoted to the promotion of the interests of the 64 Baptist colleges and secondary schools."

2008 Directories

Ten copies of *The 2008 Administrative Directory* that lists 10 administrators from the 51-member IABCU schools and 10 copies of the *2008 Directory of Member Schools* will be mailed to presidents during January. Additional copies of the directories are available from the association for \$3.00 each.

Annual Meeting and Workshops and Annual IABCU Business Session

Attendees of the IABCU annual meeting and workshops June 1-3, 2008 at the Chateau on the Lake Resort in Branson, Missouri can register for the conference and download hotel reservation forms online at the IABCU website <www.baptistschools.org>.

The meeting will include workshops specifically designed for presidents, chief academic officers, and chief administrators in finance, public relations, development, student affairs and denominational relations. Spouses may attend all sessions this year without charge.

The annual business session attended by voting member representatives—presidents and chief academic officers from each member school—is scheduled for Monday June 2 from 12:15-1:45.

The tentative agenda includes election of five new board members, 2008-09 budget, location of the 2009 annual meeting, proposed changes in the IABCU bylaws and revised requirements for member schools to make them consistent with the association's increased mission opening the possibility of member schools overseas.

June Board of Director's Meeting

The meeting of the board of directors is scheduled for Sunday June 1 from 2-4 p.m. during the annual meeting and workshops in Branson.

Back Issues of Educator Now Posted on Website

Additional back copies of the Baptist Educator have now been posted on the IABCU website. All issues for the past seven years can now be downloaded without charge.

Gary Cook Requests Continuing Prayers

Gary Cook, president of Dallas Baptist University, was diagnosed with Acute Myelogenous Leukemia (AML) October 12, 2007. He was immediately hospitalized to begin treatment of this aggressive form of leukemia.

Please continue to pray for Dr. Cook and to check his progress on the DBU website homepage <dbu.edu> where reports on his progress are regularly posted.

Following is a brief excerpt from Dr. Cook's January 11 posting:

"Dear Friends: I am so pleased to share with you that I have just finished my fifth chemotherapy session and everything has gone okay for now. I want to thank you for your prayers and for all of the concern you have shared with me. Your notes of encouragement and e-mails have been a blessing. I particularly wanted you to know how much I appreciate your prayers....What does the future hold? Only the Lord knows, but I have turned it all over to Him, and I feel safe in His hands....I would appreciate your continued prayers. Thank you for all of your love and concern. I will always be grateful and will never forget your expressions of encouragement." ■

Institutional Integrity with

Editor's Note: The following article is the third of three Hester Lectures delivered June 3–5, 2007 in Williamsburg, Va., at the annual meeting of the International Association of Baptist Colleges and Universities by David P. Gushee. At the time of this lecture he was University Fellow and Graves Professor of Moral Philosophy at Union University. He is now Distinguished University Professor of Christian Ethics at Mercer University. Both schools are members of the IABCU.

by David P. Gushee

The purpose of this last Hester lecture is to be a consideration of the ways that Baptist schools can arrange their institutional affairs most effectively while retaining their theological integrity.

This is the lecture in which I have the greatest opportunity to employ the specific reflections and recommendations of the Birmingham conclave of 2005. I will seek to do so.

But the approach I want to take with this final lecture is different from any previous one. Instead of simply enumerating my points, I want to approach this subject by focusing on students the entire way. Many at Birmingham suggested that student outcomes should orient our work, and I agree. So here I will invite you to join me in following the life of a paradigmatic Baptist College student named Jessica from the time before she enters Baptist College (BC) until after she has graduated. At each stage, I will talk about both what has to go right, and what can go wrong. I will also consider how much aggregate variation on the normative pattern can be sustained by our schools without threatening their mission and identity. My time horizon is 25 years. I want to take Jessica (and by extension, Baptist College) from when she is 17 until she is 42.



David P. Gushee

Jessica's Roots: Baptist Family and Baptist Church

The first prerequisite for the flourishing of Baptist College is a continuous stream of students who are socialized from birth to be the kinds of young people who will be deeply interested in such a school. That stream cannot be produced by the college itself. It comes from families and churches, primarily of the Baptist variety.

Our 17-year-old Jessica, raised in a mid-size southern town, is an active member of her Baptist Church. She was raised by Baptist parents and has been in church, as we like to say, since before she was born. She walked the aisle when she was 9. She and her family are in church three times a week. She goes to youth Sunday School, fun youth group activities, and summer

camp and mission trips. She looks forward to church, both because of the content of what happens there and the time with her best friends.

Jessica's family shares her love not just of church, but of God. They pray regularly together and talk comfortably about God, faith, and the Bible. Christian music wafts through the house and the car CD player. Jessica has burned numerous Christian favorites onto her iPod, which does also include an array of popular music hits as well. Jessica's younger brother is just as committed to church as are her father, mother, and Jessica herself.

Jessica's church experience is more devotional than intellectual. She is taught to love God with all her heart and is regularly led into worship experiences of considerable passion. But she is also encouraged to think about what living out her faith actually means. She has been trained to have a daily devotional time and actually does so most days, just like other members of her family. Teachers and peers also recommend favorite authors and books to her, and she reads them eagerly. Church leaders emphasize moral purity, in language, lifestyle, speech, and sex. She is serious about such purity and feels real guilt when she violates biblical standards as she understands them.

By the time she is 17, Jessica is already thinking about attending a Baptist college. She is not interested in a secular university because she has heard about the moral chaos there. She hasn't heard about the evangelical but non-Baptist schools. Her loyal Baptist family will consider only a Baptist college, and she is fine with this. Her choice is among Baptist schools. They are preparing to entrust the most precious thing they have—their promising but not yet fully formed daughter—to one of our schools.

Let us notice a few things about this narrative. Consider that Jessica's interest in a Baptist college emerges organically from her family and church experience. Jessica is a member of a Baptist family and a Baptist church. In both arenas she has witnessed not just institutional affiliation but also serious personal and corporate commitment. Neither her family nor most members of her church would ever consider attending anything other than a Baptist church. This then sets them up to seek a Baptist college experience. In other words, Jessica is a card carrying member of the Baptist subculture.

Will this subculture survive? Does it even survive today? Certainly we see it in west Tennessee. It is a source of numerous students and deep loyalty to our particular school. But many observers doubt that a post-denominational era will allow the survival of such an organic, intact Baptist subculture even 25 years from now. If it disintegrates, what will this mean for Baptist colleges?

Many at the Birmingham conclave suggested that our schools need a critical mass of Baptist students if we are to

Theological Integrity

retain our identities. Whether a critical mass consists of 50% or 66% or 75% is not certain. Surely it is not less than half.

Baptist College cannot create such numbers. It can only receive them from others, notably Baptist families and Baptist churches. So in a very real sense the future of the Baptist college, if it is to have the kind of identity and mission and spirit that we have been discussing over these few days, depends not on the college but on the families and the churches and the young people that flow from them. They have to do their job before Baptist College can do its job. From the perspective of the college, the “job” of the family and church is at least the following:

- to pass on a real, vital Christian faith (belief plus praxis) to the next generation, leading to a personal commitment to Christ on the part of the Jessicas of the world;
- to pass on a serious commitment to Baptist identity;
- to create an appealing Baptist subcultural experience, appealing enough that many will want it to continue through the college years;
- to communicate the value of a college education;
- to trigger at least a basic love of learning, probably beginning with a desire to learn more about God and the Bible; and
- to encourage an interest in Baptist higher education when the process of college selection begins.

I think that Baptist colleges will retain their theological identity only if populated by a critical mass of students like Jessica, flowing from churches and families like the ones described here. As a professor, I know that I cannot effectively pursue the kind of teaching I have been called to offer unless I have students like this to work with. I can’t do what I do with cynics and drunks, I just can’t. The whole enterprise collapses if not received by a critical mass of young people like Jessica.

This does not mean that everyone has to be Christian; or Baptist; or committed to the mission of the school. But enough do to set the tone for everyone else. It does not mean that our schools cannot branch out to offer programs that appeal to students for reasons unrelated to our Christian mission. But it does mean that every such program must be evaluated in light of the kinds of students they will draw and the impact of such students on the overall campus climate. It still seems to me to be true that the backbone of the Baptist College consists of students like Jessica, and the families and churches that produce them.

Jessica is Recruited by Baptist College

As Jessica moves into her junior year, she begins to hear from college suitors. Along the way she will undoubtedly

receive dozens of mailings from schools of all types. For Baptist College to recruit her, they will have to distinguish themselves from the competition. In our region, at least, that means the following:

- Baptist College will have to show why it is worth twice as much in tuition as the local state college options, so it needs to be not just equivalent to but much better than state options.
- It will also have to show why it is to be preferred over other Baptist college possibilities, as well as other comparably priced secular small colleges.

The first Baptist College employees that Jessica will meet will be the recruitment and admissions staff. The front-line recruiters are usually recent graduates of Baptist College. They are young, attractive, and loyal to BC. They are certainly not in it for the money, because these entry-level positions are not

lucrative. They have instant credibility for Jessica and her family because they have recently experienced the college that they are attempting to sell.

The recruiters know that to make the case for BC over much less expensive state colleges and comparably priced secular schools they need to be able to highlight

the Christian mission of the college. They need to be able to argue that an unapologetically Christ-centered mission permeates every aspect of the school’s life, from residence halls to co-curricular activities to the classroom. It is precisely this Christian mission and ethos that sets BC apart from its competitors—if it really exists.

To distinguish BC from other Baptist colleges requires some different arguments. It may be that BC will honestly be able to describe itself as more pervasively and seriously Christian than other competing Baptist schools, though of course this is a sensitive issue. Certainly BC will need other selling points—here the college will benefit from having such particular strengths as a publishing faculty, a strong honors program, unique academic options, exceptional chapel experiences, excellent and affordable international experiences, a beautiful campus, or other distinctives. Still, the bottom line for Jessica and her family will probably be whether BC offers the kind of Christian living and learning environment that they are seeking. Recruiters need to be able to promise this, and the school needs to be able to deliver it.

Jessica Starts College

Let’s say that BC makes the sale and Jessica enrolls. Her initial contacts are with staff people—besides the recruiters,

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So in a very real sense the future of the Baptist college... depends not on the college but on the families and the churches and the young people that flow from them.

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(Continued from page 5)

they include admissions and enrollment officers, business office people who handle financial issues, and perhaps with some faculty and registrar staff at summer registration day. Once she actually arrives on campus, she will meet residence hall staffers, upperclassmen who are involved in orientation, campus ministry staff, and even more staff people who make themselves available as Jessica gets started at Baptist College.

I think that staff people are the missing link in most discussions of the institutional life of our Baptist schools. They received little attention in Birmingham, for example. Yet from this brief description it is clear that in terms of the student experience, and especially at the very beginning of college, staff people are more important to students than either top administrators or faculty. And I am coming to see that they play a much greater overall role in the life of students than our theorizing usually suggests.

Staff people at every level should reflect and embody the Christian mission of the university. This is a tall order, if one thinks about filling hundreds of positions, ranging from custodial staff to mid-level administrative leaders, but it is nonetheless an important goal. Staffers need to be Christians and to reflect the values of the Christian faith in how they treat people. Of course they also need to be efficient and competent, just basically good at what they do, whether it is cooking food or moving tables or processing financial aid forms.

Baptist colleges sometimes have a pretty limited pool of highly qualified candidates for staff positions. In some smaller communities, positions at our schools are some of the most highly prized jobs in the community—especially if they come with attached tuition benefits for family members. Sometimes we do not hire very well; sometimes college jobs appear to be treated as birthrights rather than opportunities; sometimes we hire people of questionable competence or even integrity; sometimes we are lax in enforcing standards of high quality and mission fit with our staff people. Sometimes our staff grows too big and thick around the bureaucratic middle; other times we understaff in areas that are key to our students' experiences. Jessica's overall college experience will be deeply affected by how well we do in hiring, training, socializing, and advancing (or releasing) staff.

Jessica's Professors

On the first day of class, Jessica meets her professors for the first time. The 40 or so men and women who offer her the classes she must take over the next four years will play a pivotal role in her overall college experience. What can we say about the kinds of people she is hoping to encounter in this role, and what she needs them to do for and with her?

Given Jessica's background and the purpose of Baptist colleges, the most important qualities are Christian commitment and a sense of calling to Christian higher education. She needs to encounter people who fit with the theological vision, ethical

standards, and personal piety that she has been led to expect are fundamental to the mission of BC, and who operate out of a profound sense of calling to serve such an institution. These standards need to be especially apparent among the Christian Studies faculty who most visibly incarnate the Christian mission of the school. Jessica should encounter at least one of them in her first semester.

Beyond this, of course, and related to it, Jessica cares most about excellence in classroom teaching. She needs professors who are very good at what they do. They know how to teach, they know how to grade fairly and constructively, and they serve well as mentors and advisors to those within their area. Jessica needs some teachers who are available for more personal conversations and counsel, who will actually come to love her as an individual. She looks to at least one or two of her professors as role models, incarnations of a living adult Christian faith, however varied in its expression.

From Jessica's perspective, faculty scholarship is a nice plus. If she has professors who are actually writing the books and articles that are being used in their fields, she benefits from the intellectual energy and example that such faculty offer to her. If they can involve her in their research, so that she gets an

opportunity to participate, so much the better. I do quite a bit of writing and want to defend the role of faculty scholarship with plenty of energy. However, looking at things from Jessica's perspective, the bottom line is that she needs the professor in the classroom and in the office hours more than she needs his or her books and articles. Teaching must come

first at Baptist College, and must always be the first criterion for evaluation. This is not just good for the Jessicas of the world, but also helps set Baptist College apart from the state universities and some of the prestigious private schools.

At the Birmingham conclave, one group noted that just five years of faculty hiring can have a huge impact on a school. I think that this is true, or very nearly true. If we stretch it out to ten years I think that we are very close to the truth.

Faculty hiring can go wrong in many ways. The most important mistake occurs when chairs, deans, and other employment administrators fail to fit faculty members with the school's Christian mission. We cannot hire like State U hires. We need *both* academic credentials/competence *and* Christian fit. The latter must be carefully considered—in an application essay, conversations with search committees and departments, and ultimately (I believe) in extended conversations with the provost or president or both.

These conversations must include personal Christian experience (in the classic Baptist fashion) and yet go beyond this. They must ask about church involvement and yet go beyond this. They must examine personal moral lifestyle and yet go beyond this. They must probe ways in which the scholar is at least open to learning how to bring Christian theological and ethical categories to bear on their discipline. They must assess the willingness and readiness of the faculty member to be a committed mentor to students. They must find a way to assess how effective the faculty member is likely to be in the class-

I think that staff people are the missing link in most discussions of the institutional life of our Baptist schools.

room itself.

Given the secularization problem, hiring most often goes wrong when faculty are hired who do not share the faith commitments of the university. But, given the fundamentalization problem, we should also keep in mind the possibility that we might hire people who are too rigid and too narrow in their perspective. One group at Birmingham talked about the need to have “soft edges” and a solid center to our school’s theological commitments, which basically means, I think, that we major on the majors and remain flexible on the minors. We need to hire accordingly, and we need programs in place to encourage all faculty toward continued growth in Christian faith and in the capacity to bring faith to bear on the disciplines and how faculty teach them. In many cases this is straightforwardly a resocialization (some might call it “detox”) after the secularizing pressures of graduate school.

Administrators need to think about the entire team they are putting together, and not just every individual hire. Like a baseball coach putting nine players out on the field, complementarity of skills and approaches is not just acceptable, it is mandatory. Of her 40 professors, it seems to me that 24-30 of them need to be Baptists, to keep that critical mass going. But the others can and should be committed Christians of other faith traditions. They should range along the entire spectrum of opinion that fits the broad parameters of the university’s doctrinal commitments. They should include much more racial, ethnic, and international diversity than is now common in our schools. They should also range pretty widely across the ideological spectrum in terms of social-ethical commitments as well. Beyond a shared excellence in teaching, they should bring different strengths to the college and should be individually nurtured, evaluated, and promoted so as to maximize those strengths.

Jessica needs faculty who do not need to fear arbitrary pressure or even termination due to factors extraneous to the mission and faith commitments of the university. Academic freedom must be protected, even encouraged and valued, within the broad parameters of responsibility to the college’s core mission, a love for the college as a Christian community whose health must be protected, and our sacred obligation to care for the well-being of our students. One good reason for an approved doctrinal statement is precisely to protect faculty from pressure for statements that are unrelated to or not in violation of that doctrinal statement. In other words, such a statement is more of a protective umbrella than a cudgel, if drawn up properly and employed properly. For example, I have in the last year become involved in dealing with two sensitive social-ethical issues—climate change and torture. My stances on these issues are not particularly consonant with much of our constituency. But they are protected because they emerge from my own understanding of the biblical witness and in no way can be perceived as violating our school’s doctrinal commitments.

Jessica needs to be taught by faculty who are expected to strive for continuous improvement, who are eager for such

growth, and who are evaluated annually on their progress in achieving it. Annual goals are established by the faculty member in consultation with their supervisor and then reviewed at year’s end. Tenure offers no insulation from ongoing evaluation and consequences for poor performance. No faculty member is ever treated as being beyond or above review or the expectation of continuous growth. The fact of the matter is that even at our best Baptist colleges, perhaps 8 (maybe more) of Jessica’s 40 professors are not really very good. Students know it as they work the grapevine about which professors to take and which to avoid. Administrators should strive to reduce that number of

“must-miss” professors to zero, because academic excellence is both our promise and our obligation. In part this task involves the far broader issue of our need as Baptists to nurture the intellectual life of our people, and thus produce far more, and far better candidates for our faculty openings. There should be an abundance of qualified applicants for positions at our schools, in every field. Let’s dream of that day.

Given the secularization problem, hiring most often goes wrong when faculty are hired who do not share the faith commitments of the university.

Who Picks the Professors? Deans, Administrators, and the President

Jessica probably has little contact with the administrators who run Baptist College. She mainly feels their influence through the professors that they select, train, and develop. However, even though she does not see them often, we all know that the administrative leaders of Baptist College play a key role in protecting and advancing its mission. I want to focus here for brevity’s sake on the role of the president.

My own extremely effective president, David Dockery, once told me that no college president comes into the job with all of the skills necessary to do it successfully. I can easily see that this must be so. He went on to say that if you break down the presidency to about 12 skills, from fund-raising to vision-casting to budget management to trustee relations and beyond, probably the average new president comes into office with maybe two or three of those skills pretty well-developed. The rest will either come through practice or never come at all. And the learning process happens while actually flying the plane, with thousands of people depending on your successful learning curve. For those of you who serve as presidents of our colleges, let me just say that I admire you immensely. Thank you for your service.

From Jessica’s perspective and in terms of her needs, probably the most important role of the president is the vigilant protection and creative advancement of the Christian mission of the college. The president must embody that mission. He or she must be able to offer compelling articulation of that mission. He must demonstrate its continuing intellectual viability. The president must consistently call the entire community back to that mission. He must constantly evaluate its health, checking on the moral, intellectual, spiritual, and theological atmosphere of the college on a regular basis. She must be prepared to make the hard decisions necessary to contain or even remove influ-

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Institutional Integrity...

(Continued from page 7)

ences (and influencers) who undermine that mission. This is of course on top of day to day management, budgeting, church relations, ceremonial duties, trouble-shooting, fund-raising, and so on. If it takes just ten years of bad faculty hiring to make or break a Baptist college, all it takes is one presidential hiring to do the same thing. The sad history of secularization demonstrates this truth, but so also does the sad history of fundamentalization.

The People Jessica Never Sees: Trustees and their Electors

Jessica's relationship with the people who elect the president is even more remote. But as many in Birmingham mentioned, the role of the trustees, and the people who appoint the trustees, is also critical. This brings us into the highly disputed issue of Baptist college governance, the role of trustees, and the relationships of our schools to state conventions. I know that there are many and wide variations among our schools and state conventions on this point. The selection of the men and women who select the president and approve the plans of that president and the school is obviously critical. The fundamental criterion of such selection must be the same as that of the president: the protection and advancement of the Christian mission of the college. Those who serve as trustees must be selected primarily because of the prayerfully considered belief that they have the experience, background, resources, wisdom, and maturity to see to it that this mission is advanced and maintained in perpetuity.

Taking the "critical mass" approach as I have throughout, I have come to believe that it is not necessary for all trustees to be Baptists or even residents of the same state as the school is in. However, I do think a critical mass needs to be both—in the case of trustees, I would put that number at 75%.

The character of trustees is crucial. They must be named because of their demonstrated Christian integrity. They must *not* be hotheads, ideologues, single-issue zealots, or political hacks. They must know and respect the limits of their role, and follow proper channels for dealing with their concerns. They must not be media hounds. Trustee bodies are small enough that all it takes is one truly disastrous appointment to damage trustee morale or have a negative impact on the direction and governance of the school. Summarizing the Birmingham conclave, Bob Agee wrote that "careless, uninformed, politically motivated trustee selection will hinder a school's progress. Careful, informed, responsible trustee selection will strengthen the institution for now and into the future." Once named, these well-selected trustees must be offered quick and effective orientation and training to the high fiduciary responsibility that is their role and to the university's history, mission, and responsibilities.

Whether these trustees should be selected by Baptist state

conventions is obviously up for grabs in many states and with many schools. I think that it is clear that most should represent the Baptist churches of the region or state served by that school, with whom the college is constantly cultivating a positive relationship. Other key appointments to the trustee board should represent appropriately the nature of the college—for example, if a Baptist college has become a national, trans-denominational entity drawing students from around the country or even the world, it makes sense that the trustee composition would also become more national and even international, and ecumenical. If the primary constituency of our schools continues to be the Jessicas who emerge from our Baptist families and churches, then the governance of our schools should primarily emerge from the same places. The kinds of parents who produce Jessica should be the kinds of people who predominate on our trustee boards, whatever the formal structure that is established.

There are a variety of reasons why Baptist schools are finding ways to loosen the governance relationships with their state conventions. Bob Agee has pointed out that almost every Baptist college was founded by an individual or group and only later affiliated with a state convention; therefore to devolve such

ties need not be seen as treacherous or disloyal in principle.

Outside the Baptist world many distinctively Christian schools, such as Wheaton and Taylor, have never been governed by a sponsoring church body; this shows it is possible to maintain one's Christian identity without a formal tie to a denominational structure. And there are factors leading toward devolution that have nothing to

do with theology or denominational politics, such as the shrinking percentage of college budgets coming from state convention coffers. However, it seems that for us most of the time such devolution processes are deeply painful, highly political, and rooted in issues of mistrust. Can Baptist colleges trust the trustees and other decisions that come from the state conventions? Can state conventions trust the Baptist colleges, their faculty, administrators, and presidents?

Trust is a two-way street. And it is fragile. Personally, I have always experienced this trust issue from the faculty side. I lived through the trustee turnover at Southern Seminary and the bitter complaints of faculty about the changes that came. I understood this and concurred with some of it. But now that I am the father of a "Jessica," and now that I have studied the drift into secularization at so many Christian colleges, I am able to acknowledge that there have been occasions when Christian (even Baptist) college leaders and faculty violated the trust of the churches that established them. I can see why state conventions and trustee bodies would try to tighten the screws, to limit the freedom, of Baptist colleges.

But I also know that the harder state conventions and trustee boards squeeze Baptist colleges, the more of them that they will lose, reminding me of the line from 1 Samuel: "For not by force shall man prevail" (1 Sam. 2:9). And the more

Those who serve as trustees must be selected primarily because of the prayerfully considered belief that they have the experience, background, resources, wisdom, and maturity to see to it that this mission is advanced and maintained in perpetuity.

erratic is the decision-making emerging from the often chaotic annual state convention meetings, the more Baptist colleges will seek some kind of protection, if only for their own survival. There is certainly a great vulnerability in our polity here, when one not terribly well-informed pastor from somewhere, TN can make a motion or give a speech that can move 50.1% of messengers at a summertime meeting to make a hasty decision that can damage our schools. Or when one not very experienced and not terribly wise convention president can make trustee appointment decisions that do great damage to the trusting relationship between school and state convention.

The dynamics of trust and mistrust here are not unlike those in international relations. If two nations trust each other, they don't react oversensitively to the issues that emerge between them. But if they don't trust each other, each is poised to interpret the actions of the other as threatening, no matter what the other side says about its actions. Each action breeds a countermeasure, always in the name of protection against the threat posed by the other side; these "defensive" actions are interpreted as offensive threats by the other. In the end, the two nations must either learn to trust each other or they end up at war. In Baptist life we have one other option—withdrawal from relationship altogether. So our landscape today is a mix of trust, war, and withdrawal. It is very sad, and all too human.

What does Jessica need here? She definitely needs her school to have a strong relationship with the Baptist churches and Baptist families who send students like her to Baptist College. She needs a school with enough governance stability that everyone who serves her at BC is not freaked out by a random decision made at an annual state convention or trustee meeting. She needs faculty who are trustworthy and who are trusted, who do not live in fear and should not live in fear. She probably needs a really good college president, who each day acts so effectively to protect this fragile college ecosystem that most of the time she is unaware of altogether.

Jessica at the End of College

Jessica has made it through all of this and is now ready to graduate. As she walks across the stage, those who raised her, those who preached the Gospel to her, those who educated her, and those who governed her college are often present together. If BC has done its job right, Jessica walks away not just with a diploma but a host of other truly good gifts:

- the personal faith in Christ that she entered with, but one that through academia's challenges is better informed, theologically enriched, appropriately flexible, and yet strong enough to build a life on;
- a sturdy commitment to remain in church and in Christian community for the rest of her life, and to serve God's Kingdom through Christ's Church both locally and in mission efforts wherever there is need;
- lifetime Christian friends and a lifetime commitment to live in Christian community;
- moral clarity in personal life with appropriate tolerance for

the different choices of others, strong character, globally informed citizenship commitments, lived compassion for the suffering, and a sensitivity to national and global moral issues;

- a love of learning and sense of intellectual curiosity that will lead her back to the library and the bookstore and maybe the classroom again and again;

- a sense of vocation about what she is to do with her life and the skills, tools, and virtues necessary to pursue that vocation in a manner faithful to her Christian commitments.

Jessica's Children and Their College Choices

Now Jessica is 42. Married shortly after graduation, her oldest child is now preparing to choose a college. You can probably predict the rest of the story.

Having graduated with a happy experience from BC, and having married a young man she met there, together she and her husband have recreated the Baptist family and Baptist church experience that was their own when they grew up. Now twenty-five

years after we first met her, Jessica is recommending BC to her own son Jason. He is leaning that way.

Will it really go this way? A generation from now, will the children of those who graduated this May be found enrolling in our Baptist colleges and universities? Will the schools that they enter have avoided the dangers that beset from without and from within, from the left and from the right?

It is easy to see all that can go wrong. This brief review of most of the major constituent parts that make up Baptist colleges show us how very many moving parts there are. And any engineer knows that the more moving parts, the more chance of failure. Or perhaps a better image is the biblical image of the body, all of whose parts must be sound for any of it to be healthy. If our goal is to preserve and advance distinctively Baptist, profoundly Christian colleges, all of these parts must be in good working order, and must harmonize with one another. Baptist families, Baptist churches, Baptist state conventions in most cases, and the many who serve Baptist colleges in various roles—all working together in a common spirit to advance a shared goal.

We cannot afford any part to mess up. Every entity has its role to play. Weakened faith, fading ethics, angry politics, sagging competence, eroding denominational loyalty, worldly ambitions, lazy complacency, petty rivalry, financial mismanagement—you name it, these and other trends, sins, and vices can destroy our work.

But I believe in the future of Baptist higher education. I believe in it because I know many Jessicas, and many families and churches that send us Jessicas, and the earnest, sacrificial, and talented thousands who serve in Baptist higher education. I believe in Baptist higher education because I see its sturdy heritage, preserved over many generations. And I believe in Baptist higher education because I believe in the God who inspired it in the first place—and who continues to empower us today.

And so our work continues. I am glad to be serving alongside you. ■

I believe in Baptist higher education because I believe in the God who inspired it in the first place—and who continues to empower us today.



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Student Health Insurance—Are Your Students Covered?

Editors note: The following article was prepared by IABCU corporate sponsor UnitedHealthcare StudentResources.

The high cost of health care in the United States presents a potentially serious health risk and financial risk to students and their accompanying dependents.

The absence of adequate insurance coverage can result in temporary or permanent interruption of a student's education.

It is in the university's best interest to be committed to offering student health insurance that provides access to quality health care and achieves a balance between premium cost and adequate coverage without overburdening students' financial resources.

Why Implement a Student Health Insurance Program?

- In general, students without health insurance are less likely to finish college than those who are covered by health insurance policies. Up to 30% of students that leave school do so for medical reasons. Often the reason is that students need to drop out of school in order to work and pay off their medical bills.

(Health Insurance Requirements for Students, Ohio State University).

- The college-age population is the most uninsured group in the country with estimations of 20-24% of all students without health insurance. Students are similar to other uninsured in that they frequently defer needed care, skip medical tests and choose not to fill prescriptions – with predictable consequences for their health and well being.

(The Uninsured: A Primer – Key Facts About Americans Without Health Insurance, Kaiser Commission on Medicaid and the Uninsured, February 3, 2005)

- Studies indicate that the uninsured were more likely to report not fully recovering and no longer being treated following an accident, and roughly seven months after the initial health shock, the uninsured with new chronic conditions reported worse health status than the insured with similar conditions.

(Access to Care: commissioned by the Kaiser Family Foundation and authored by Dr. Jack Hadley of The Urban Institute, March 14, 2007, Journal of the American Medical Association)

What Can the School Do?

This balance of premium cost and adequate coverage is best achieved through a hard waiver insurance program that mitigates the effect of adverse selection.

Positive Impact of Introducing A Hard Waiver Program

Community Relations:

- Reduces the Risk of having to pay for the uninsured's, claims or reimburse providers
- Is consistent with public policy to address uninsured problem
- Addresses increasing cost of uninsured, which is passed through to school in the form of higher health care costs for active population

Student Retention:

- Eliminates reluctance to seek care thereby reducing future complications (39% of the uninsured postpone treatment due to cost vs. 10% of the insured and 30% of the uninsured do not fill prescriptions due to cost vs. 12% of the insured .(Kaiser Family Foundation report, 2000)
- Protects school's investment in student retention;

Advantages of Implementing A Hard Waiver Program

- Stabilizes plan performance
- Stabilizes the premium rates
- Limits adverse selection, therefore significantly reducing rates (approx. 15-20%)
- Ensures that the student maintains coverage, eliminating the problem of lapse or discontinuation of coverage

* Removes the potential liability to the institution if a student cannot pay medical bills. (Medical groups have sued colleges and universities for large, unpaid medical bills incurred by international students.)

* Avoids having students shop for their own coverage, which they typically do not understand

- Builds positive relationships with local hospital(s) and the community
- Helps retention of students who may drop out or reduce class load due to costly injury or sickness
- Helps compliance of government regulations because the health insurance provider can help ensure that coverage meets all state mandates and all NAFSA and federal guidelines with regard to international students

Voluntary vs. Hard Waiver Program

Voluntary Programs:

- Guaranteed acceptance (based on eligibility requirements)
- Higher utilization costs
- Highest risk of adverse selection
- Higher plan costs

Hard Waiver Programs:

- Guaranteed Acceptance (based on eligibility requirements)
- Automatic enrollment in the plan
- Equally shared risk
- Plan Utilization is More Stable
- No adverse selection
- Provides mental health and psychotherapy benefits to a much larger percentage of the student body
- Best plan cost (approx. 15-20% less premium per student)

A Partnership that Helps Students Stay Healthy Now and in the Future

UnitedHealthcare StudentResources is pleased to be a corporate sponsor for the International Association of Baptist Colleges and Universities. Participating member schools benefit from UnitedHealthcare's comprehensive approach to care management activities that connects medical, pharmacy and behavioral health functions to manage health care costs. Our partnership provides great value by leveraging our extensive experience in the academic sector to meet the challenge of bringing peace of mind to schools and parents by offering college students with affordable health insurance.

Our student health plan can help keep your students healthy with our efficiency and technological edge. Our insurance programs (Undergrad, Graduate, Study Abroad, International, Intercollegiate Sports, etc.) deliver the business acumen and market power of one of the nation's largest health service companies right to your campus – and we'll gladly incorporate your existing student health services into your customized student health plan.

You'll experience our world-class administration, extremely successful cost management strategies and the individualized attention of your IABCU dedicated Account Executives for an incredible service experience.

If you are interested in a quote with which to compare to your current plan, please contact Matt or Janell, below. UnitedHealthcare StudentResources also invites you to consider using our facilities in Dallas, Texas for your next meeting. While you're with us, we can give you a tour of our Claims and Customer Service offices and provide additional information about the products and services that we offer.

Matthew Brinson
e-mail: mbrinson@uhcsr.com
800-237-0903, ext. 6271

Janell Eichelberger
e-mail: jeichelberger@uhcsr.com
800-237-0903, ext. 6205

Distance Education at Dallas Baptist University Creates World-wide Opportunities for Online Students

What would your non-resident students do with their lives if they could earn a degree without worrying about travel and time conflicts? Would they offer aid to students in the Far East, brave hurricanes while working on an off-shore oil rig, or obtain a full-time job while continuing duties as a single mother? These actions are precisely those that online students at Dallas Baptist University (DBU) are taking—they are earning accredited online degrees while at the same time pursuing additional opportunities.

DBU's distance learning program seeks to assist students in both their academic and professional endeavors. Take recent DBU graduate Charles Richardson, for example. Richardson, an employee at Exxon Mobil, spent his last semester on an oil rig in the Gulf of Mexico. What he didn't expect was to be located directly in the path of treacherous Hurricane Katrina.

Richardson and fellow employees escaped the storm's deadly path by evacuation, but he never fell behind in his online courses and even graduated on time.

Fellow DBU scholar and international student from South Africa, Wayne Russell, took advantage of similar distance learning benefits in his academic pursuit. While teaching at a Shanghai school, Russell desired to begin his master's degree in higher education. DBU's online program in higher education opened up that opportunity for him.

Currently, DBU has 1,614 students from a variety of backgrounds enrolled in its online degree programs. However, this successful distance learning program has come a long way since its launch in 1998.

"E-learning" was hardly part of the vocabulary of higher education professionals in those days, recalls, Kaye Shelton, dean of DBU's online learning program. This perception has been quite common for other member schools of the International Association of Baptist Colleges and Universities who partner with Learning House, Inc. (www.learninghouse.com). Learning house, a corporate sponsor of IABCU, is a comprehensive eLearning service company established in 1985.

DBU, a client of Learning House since 2006, turned to the eServices company for their advanced online marketing techniques.

DBU's online courses are listed on baptistcollegesonline and can be

accessed from the IABCU website at www.baptistschools.org and www.baptistcolleges.org. In addition DBU is featured in banner ads on www.elearnportal.com, Learning House's customized directory for online degree programs and virtual campuses. Potential students can use these virtual resource tools to locate Baptist-related colleges that offer online degrees, programs and courses built with the help of Learning House, Inc. eLearnPortal™ offers each client an equal opportunity to obtain well-qualified leads and increase overall online enrollment.

DBU also benefits from Learning House's lead administration system (LAS), which enables college personnel to properly manage potential students' information requests and follow-up procedures.

Beginning with one class and only 11 students, DBU's online program has come a long way. In fact, the program experienced an incredible 201 student enrollment jump in its first year. In the course of six and a half years, online enrollments at DBU grew considerably, reaching a 500 percent increase. However, what DBU faculty and staff were most surprised by was the broad spectrum of students their online degree programs were serving. Over the years, DBU's distance education program has served students from Canada, Brazil, the United Kingdom, Japan, and even Iraq, where one student completed his undergraduate degree while serving in the U.S. Army in Fallujah.

For those involved, the versatility and ability to personalize education are two of the greatest benefits distance education provides. Moreover, what faculty, staff and students are all discovering is that distance learning can help both students abroad, as well as close to home.

Carla Alexander, a single mother of two, has always maintained a hectic schedule. In addition to staying involved at church, Alexander volunteers at the American Red Cross as a case worker for military families. Yet, no matter how busy she was, Alexander always had the aspiration to earn her degree. "Were it not for the online program, I would not be able to obtain my degree and substantially improve the quality of life that my children and I lead," said Alexander. For Alexander and her family, "online education was absolutely the only way that it was possible."

Alexander's story is becoming more and more common in today's society. "In today's world, people want it all: family, career, and education," explained Shelton. Shelton is most proud of how DBU's online degree programs integrate the University's distinctive Christ-centered characteristics. "DBU professors are doing the same things they do in the classroom—mentoring, praying, and encouraging—online," Shelton shares.

Shelton and other education staff are dedicated to letting quality drive progress. This commitment requires ongoing interaction between course developers and professors to systematically convert syllabi into outstanding online learning experiences—a process that can last up to six months.

Despite all that hard work, DBU is setting its goal high. DBU hopes its distance learning program ranks among the top names in e-learning, such as Penn State, University of Maryland and California State University. Shelton draws a great deal of inspiration from this goal, as she too was able to complete her master's degree in Online Teaching and Learning online.

In 2005, the DBU online education program won the first Blackboard Bionic Course Award, which recognizes the five best online courses from higher education institutions nationwide.

This year, DBU's distance learning program earned another award—the eLearning 2006 Outstanding Online Course award from the Instructional Technology Council.

Setting aside the extreme growth in enrollments and even the national recognition, what Shelton finds the most rewarding is the real-life impact online education is having on students' lives. Online education is a truly innovative method of education that can offer students a world of opportunities despite what the circumstances are when they log in. Her motto says it all, "Quality education—any time, any place®."

For more information about the online programs at Dallas Baptist University, check out their website at dbu.edu. ■



Kaye Shelton

College and University Politicking—Can's and Can'ts



As the presidential race enters the final stretch, colleges and universities must be discerning about political activity. As tax-exempt charities, these institutions “may not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.” Those are the words of the controlling Revenue Ruling.

This is an absolute prohibition, a clear can't. It is different from a second rule regarding lobbying or undertaking to influence legislation.

That rule requires that “no *substantial* part of the activities of (the college or university) is carrying on propaganda, or otherwise attempting, to influence legislation.” So, a school may undertake to influence legislation as long as that activity does not rise to the level of being a “substantial” part of the school's activities. That is not a bright line, but it is unlikely a school will cross it.

For example, “advocacy” is not “lobbying.” When schools undertake to educate persons, even legislators and candidates for office, on issues, that is advocacy, not lobbying. Schools may do all the advocacy they want to do. Lobbying occurs when the school contacts legislators for the purpose of “proposing, supporting, or opposing legislation.” One can see how the facts

and circumstances will determine when a school is advocating or lobbying, and when a school's lobbying has become a prohibited substantial part of the school's activities.

What can and can't an institution of higher education do when it comes to campaigns for public office without violating the absolute prohibition against participation or intervention? The short answer: “Stay out of it.”

The IRS has offered considerable guidance but each case will be judged on its own facts and circumstances. For example:

“Voter education” activities may or may not be permitted. A school may prepare and distribute a non-partisan voter education guide. But if the questionnaire used to solicit the candidates' positions or records shows a bias or preference that favors or opposes a candidate, the guide may be prohibited.

Officers, faculty and other leaders of an institution of higher education have a right to freely express their opinions, as individuals. But, they must take considerable care not to express their views in school publications, at functions of the school, or with the use of any school asset.

Many colleges and universities will invite political candidates to speak. That is permissible, even when the person is speaking as a candidate, only if the school provides an equal opportunity to other candidates, does not indicate any support for or opposition to candidates, and avoids any political fund-raising. If multiple candidates are invited to a public forum, the event will be

judged on whether questions are prepared and presented in a non-partisan manner and whether the topics cover a broad range of issues relevant to the office being sought. If the candidates are questioned on whether they agree or disagree with the school's position on an issue, or if the moderator implies approval or disapproval of the candidates, the school has probably intervened in a political campaign.

Just as there is a distinction between advocacy and lobbying when one is measuring whether a school's lobbying activities have become “substantial,” there is a distinction between permissible issue advocacy and absolutely prohibited campaign intervention. A school may take positions on issues, including those key issues which distinguish various candidates. But in discussing issues, a school will be judged on whether it has crossed the line into campaign intervention on factors such as:

Whether the statement identifies a candidate, whether it is close to election time, or makes reference to voting or an election.

The IRS conducted investigations into the alleged political activity of 82 charities in the last presidential election. In about three-fourths of those cases, the IRS concluded that the charity had engaged in prohibited activity. These included: the distribution of printed materials or web site contents,

including voter guides or candidate ratings, that encourage voting for or against a particular candidate; religious leaders using the pulpit to endorse or oppose a candidate; and preferential treatment of candidates by allowing them to speak at functions.

Some charities have acted as if the IRS is not allowed to use common sense when it evaluates the charity's activities. For example, if “anybody” can see that the charity is endorsing or opposing a candidate, even though it is not using the candidate's name or is otherwise being “clever” with its words, the IRS can see it as well.

Examples of permitted and prohibited activity can be found at <www.irs.gov/eo>.

Note: The Baptist Educator is a publication of a 501(c)(3) entity, The International Association of Baptist Colleges and Universities. I trust a fair reading of this article, by anyone including the IRS, will cause the reader, including the IRS, to conclude this article represents neither a little lobbying, which the Association may do as long as it is not a substantial part of its activities, nor participation or intervening in any campaign for political office, which the Association absolutely may not do.

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

If the candidates are questioned on whether they agree or disagree with the school's position on an issue, or if the moderator implies approval or disapproval of the candidates, the school has probably intervened in a political campaign.

2007-08 Annual Tuition at IABCU Member Schools

Tuition prices listed are for the 2007-08 term. **Current prices are subject to change at any time without notice. Amounts do not include student fees, books, or room and board. Tuition is based on varying semester hours at each school.**

Source: information from IABCU member schools provided for the 2008 *Directory of Member Schools of the International Association of Baptist Colleges and Universities*.

| | <u>2007-08</u> | | <u>2007-08</u> |
|--|----------------|--|----------------|
| ALABAMA | | MONTANA | |
| Judson College | \$10,920 | Yellowstone Baptist College (12 hrs./semester) | \$3,720 |
| Samford University | \$17,920 | NORTH CAROLINA | |
| University of Mobile | \$12,780 | Campbell University | \$18,200 |
| ARKANSAS | | Chowan University | \$16,750 |
| Ouachita Baptist University | \$17,560 | Gardner-Webb University | \$18,130 |
| Williams Baptist College | \$9,700 | Fruitland Baptist Bible Institute | |
| CALIFORNIA | | North Carolina Residents: | \$920 |
| California Baptist University | \$19,240 | Non-Baptists or Out of State: | \$1,060 |
| Golden Gate Baptist Theological Seminary | | Mars Hill College | \$18,812 |
| for Southern Baptist Students per unit: | \$175 | OKLAHOMA | |
| for non- Southern Baptists per unit: | \$330 | Oklahoma Baptist University | \$14,732 |
| FLORIDA | | SOUTH CAROLINA | |
| Baptist College of Florida | \$6,350 | Anderson College | \$18,700 |
| Palm Beach Atlantic University | \$19,950 | Charleston Southern University | \$17,620 |
| GEORGIA | | North Greenville University | \$11,180 |
| Brewton-Parker College | \$12,800 | TENNESSEE | |
| Mercer University | \$26,090 | Baptist College of Health Sciences | \$8,250 |
| Shorter College | \$14,850 | Belmont University | \$18,780 |
| Truett-McConnell College | \$12,600 | Carson-Newman College | \$16,200 |
| ILLINOIS | | Union University | \$17,990 |
| Judson University | \$19,150 | TEXAS | |
| KENTUCKY | | Baptist University of the Americas | \$3,800 |
| Campbellsville University | \$16,880 | Baylor University | \$22,220 |
| Clear Creek Baptist College | \$4,972 | Dallas Baptist University (12 hrs./semester) | \$11,952 |
| Georgetown College | \$22,360 | East Texas Baptist University | \$13,720 |
| Mid-Continent University | \$12,050 | Hardin-Simmons University | \$16,050 |
| University of the Cumberland | \$13,298 | Houston Baptist University | \$17,736 |
| LOUISIANA | | Howard Payne University | \$16,350 |
| Louisiana College | \$9,750 | University of Mary Hardin Baylor | \$15,750 |
| MISSISSIPPI | | Wayland Baptist University (12 hours/semester) | \$8,520 |
| Blue Mountain College | \$7,770 | VIRGINIA | |
| Mississippi College | \$11,800 | Bluefield College | \$12,550 |
| William Carey University | \$8,700 | Virginia Intermont | \$20,250 |
| MISSOURI | | | |
| Hannibal-LaGrange College | \$13,064 | | |
| Missouri Baptist University | \$15,120 | | |
| Southwest Baptist University | \$15,000 | | |



Gifts & Grants

DBU Completes \$1 Million Challenge Grant for New Chapel

DALLAS, Texas – Dallas Baptist University has announced the completion of a \$1 million challenge grant given by the J.E. and L.E. Mabee Foundation of Tulsa, Oklahoma, for the campaign to construct the Patty and Bo Pilgrim Chapel, the first chapel building in DBU's history.

As a part of the Mabee Foundation's \$1 million challenge grant, DBU was required to raise the total amount of the campaign

for the Patty and Bo Pilgrim Chapel, a total of \$16 million, which DBU completed this fall.

Once construction is completed, the Patty and Bo Pilgrim Chapel will stand as a center for spiritual development on the DBU campus, hosting chapel services, concerts, and many other special University events.

A classical, colonial-designed building, Pilgrim Chapel will be a 77,000 square foot facility complete with classroom space, faculty and staff offices, reception hall, prayer

ministry offices, and a beautiful sanctuary able to accommodate 1,500 people.

"DBU is one of the only Christian universities in the state of Texas that does not have a chapel, and for our entire 43 year history here in Dallas, we have desired to build a chapel," explained Dr. Gary Cook, president of DBU. "Thanks to the generosity of the Mabee Foundation, we will be able to make this dream a reality and have this beautiful chapel on campus, which will stand as a visible landmark to the faith of our University community." ■

Belmont Announces Settlement in Lawsuit Filed by Tennessee Baptist Convention

Editor's Note: The following statement was prepared and released by Belmont University.

Belmont University is pleased to announce that it has reached a mutually agreeable settlement of all disputed claims with the Tennessee Baptist Convention. We believe that this resolution honors the many significant contributions that Tennessee Baptists have made to the University and upholds the teachings of Jesus Christ, whom we all seek to serve by ending litigation.

The settlement concludes a 56-year relationship between Belmont and the TBC and provides gifts by Belmont to Tennessee Baptists of \$1,000,000 next year followed by annual payments of \$250,000 for the next 40 years. These gifts are an expression of gratitude to Tennessee Baptists for the financial and spiritual support that they have provided to the University over the past five decades. The funds will be added to an endowment at the Tennessee Baptist Foundation to support Tennessee Baptist missions and ministries.

Approximately \$4,900,000 in funds being held for Belmont by the Tennessee Baptist Foundation for the benefit of the University will be transferred to another trustee selected by Belmont. Of that amount, \$1,500,000 represents funds which are subject to the terms of the settlement agreement between Belmont and the Tennessee Baptist Convention.

Belmont is grateful to the many Tennessee Baptists who have encouraged the University as it seeks to broaden its Christian mission by including on its Board of Trustees Christians who are members of churches affiliated with other denominations. The University will continue to be a

student-focused, Christian community of learning and service with a rich Baptist heritage that we intend to foster and nurture through our ongoing relationships with local Baptist churches. That is our promise and our covenant.

Though Belmont is parting ways with the TBC, we trust that our shared history

has provided important groundwork to achieve common goals of the Convention and the University, and that our futures will evidence this good work. Belmont is committed to its Christian mission and to cherishing its Baptist roots.—*Marty Dickens, Chairman of the Board of Trustees, Belmont University* ■

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Campus Report

Baptist University of the Americas Opens New Student Apartments

SAN ANTONIO-- When Baptist University of the Americas opened its first dormitories in 1965, it provided housing for some grateful students who had been literally sleeping in their cars just to have the opportunity to get an education.

On January 11, that same sense of gratitude was evident among today's students at the ribbon-cutting for the newly opened Piper Village as they traded in forty-year old dormitories for spacious new apartments. The 60,000 square foot, \$6.2 million apartment community will house more than 180 students and their families with more buildings on the drawing board as the school expands, school officials say.

"Student housing has long been a choke point in our growth strategy," says President René Maciel. "With Piper Village we can now offer both a quantity and quality of housing that will be very attractive to prospective students and help us move forward in our growth plan."

Piper Village, named for benefactors Paul and Katy Piper, is the first phase of construction on a new 80-acre campus which the school purchased in the last few years.

The Piper family has a long history of supporting Christian education, child development and church planting efforts throughout the United States and Latin America. Originating in Memphis, Tennessee, Katy Piper now resides in San Antonio since the passing of her husband, Paul Piper, Sr., in 2004. Paul Piper, Jr. and his wife Shirley continue the philanthropic legacy of the family from their home in Wilson, Wyoming. ■

PBA Launches Comprehensive Emergency Messaging System

WEST PALM BEACH, FLA. — Palm Beach Atlantic University has installed an emergency duress system. PBA Alert Messaging will be used in the event of a catastrophic occurrence such as severe weather (hurricane, tornado,

dangerous storms, etc.), man-made disasters (chemical spills, fires, etc.) or active 'shooter-type' emergencies.

The system uses three methods of communication. Short message service notices (SMS), commonly known as text messaging, are sent to cell phones of student, staff and faculty who have voluntarily enrolled in the system.

In addition, e-mail notifications are sent to University e-mail addresses. Thirdly, pop-up notifications are sent to campus computers in faculty and staff offices, including 24-hour computer labs.

An additional feature of the alert system is software 'panic buttons,' which are icons located on the desktop of campus computers. This feature allows the computer user to quickly notify the Safety and Security Department in the event of an on-campus emergency.

The process of searching for an emergency duress system pre-dated the Virginia Tech incident by almost a year, according to Jason Hernandez, network server administrator in PBA's Technology Services Department. ■

Belmont Chosen as Site for 2008 Presidential Debate

The Commission on Presidential Debates (CPD) has announced that Belmont University in Nashville, Tenn., will host the Town Hall Presidential Debate on October 7, 2008. Belmont was one of 16 sites nationwide under consideration to host one of three presidential, or one vice presidential, debate. Tennessee has been home to three former United States Presidents—Andrew Jackson, Andrew Johnson and James K. Polk—but this will be the first time a presidential debate has been held in Tennessee.

"It is a distinct privilege to be chosen to host the Town Hall Presidential Debate," Belmont President Bob Fisher said. "This opportunity will provide an invaluable educational experience to our students, allowing them to observe firsthand our nation's political process and to be participants in American history."

The Presidential Debate at Belmont will be

held in the Curb Event Center, home of the NCAA Division-I Belmont Bruins basketball and volleyball teams and host site of the live CMT Music Awards show two years in a row. With a gift from the Mike Curb Family Foundation, The Curb Event Center opened in 2003. Seating 5,500 and equipped with state-of-the-art lighting and sound systems, the versatile, in-the-round facility is ideal for the Town Hall format, in which citizens propose questions directly to the candidates. The debate is expected to attract more than 2,500 members of the media to Nashville, along with the candidates' campaigns and supporters, and will be viewed by millions worldwide.

The CPD was established in 1987 to ensure that the debates provide the best possible information to viewers and listeners. Its primary purpose is to sponsor and produce debates for the United States leading presidential and vice presidential candidates and to undertake research and educational activities relating to the debates. The nonprofit, nonpartisan organization sponsored all the general election debates in 1988, 1992, 1996, 2000 and 2004.

Former Nashville mayor Bill Purcell, Tennessee governor Phil Bredesen and senators Bob Corker and Lamar Alexander, and congressman Jim Cooper all wrote letters in support of Belmont and bringing one of the debates to Tennessee. In his letter to the CPD, Governor Bredesen wrote, "The Presidential Debates would find a compatible home at Belmont University where students with inquisitive minds take their roles as future citizens of our community, nation and world very seriously."

"Hosting the debate at Belmont will engage our students in the political process through invaluable first-hand participation," Dan McAlexander, Provost at Belmont, said. "Belmont takes seriously its mission to prepare its students for success in the real world, and serving as host site for the presidential debate will give our students invaluable tools in critical thinking and practical experience as they take an active role in what will surely be an historical election." ■