

# ADVANCE

## Reality On The Road:

The Contemporary  
Music Center Goes  
On Tour With A  
Holographic Twist

**Shirley V. Hoogstra  
Assumes Role As  
Seventh President**

**What Do  
Students Want?  
Analyzing Student  
Satisfaction**



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### THE COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES (CCCU)

is an international association of intentionally Christ-centered colleges and universities. Founded in 1976 with 38 members, the Council has grown to 120 members in North America and 56 affiliate institutions in 19 countries. The CCCU is a tax-exempt 501(c)(3) nonprofit organization headquartered in the historic Capitol Hill district of Washington, D.C.

**THE MISSION OF THE CCCU** is to advance the cause of Christ-centered higher education and to help our institutions transform the lives of students by faithfully relating scholarship and service to biblical truth.

### DISTRIBUTION

*Advance* is published each year in the fall and spring and is mailed to members, affiliates, and friends of the CCCU. It is also available online at [www.cccu.org/advance](http://www.cccu.org/advance). Direct questions and letters to the editor to [editor@cccu.org](mailto:editor@cccu.org).

### ADVERTISING

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## FROM THE PRESIDENT

# The Joys and Dangers of Leading

**NOT LONG AGO**, I had the privilege of giving a formal charge during the inauguration of one of our new college presidents. The campus was pristine and the atmosphere festive. Everywhere I looked, I saw the excitement that comes when a faithful academic community moves into a place of gratitude and worship. It was a joy-filled answer to collective prayer.

In many ways, the inauguration represented Christian higher education at its best: those moments when celebrating new leaders invites both personal reflection and corporate response. We remember that honoring Christ is at the center of our scholarship and transitions, of our ceremonies and lectures, of our programs and relationships. We remember that learning through the lens of faith is a gift we can never take for granted. We remember that, along with the church, Christ-centered higher education remains one of today's most powerful avenues for reflecting the hope of Jesus to the world.

Which is why leading a Christian college or university can be difficult – and dangerous – work. Though I gave a specific charge to that new president, the message of that charge is what motivates me in my new role with the CCCU: We, as leaders, need wisdom and we need love if we are going to rise to the challenges God has given us in our current contexts. It is these two attributes together – wisdom and love – that will distinguish our work and our campuses.

In *Leadership on the Line*, Heifetz and Linsky write about leadership this way:

Exercising leadership is an expression of your aliveness. But your life juice – your creativity and daring, your curiosity and eagerness to question, your compassion and love for people – can slip away daily as you get beat up, put down or silenced.

Isn't it interesting that these Harvard scholars understand how leaders can, at times, feel unsupported or even bruised?

Yet, if God *has* called us to lead, we need to respond wisely. How? With alive and open hearts. Daily tensions will try to distract us from our purpose for coming to our respective campuses in the first place. Issues of governance will some days seem more important than caring for people. But we can't allow our hearts to grow callouses when the work gets too difficult, or the hours too long.

This is the danger we face as leaders: Closing our hearts. Forgetting Sabbath. Ignoring Scripture. Deferring leisure and laughter.

After all, people come to presidents and leaders for answers, and we don't always have them. Though the pressure to respond to their requests is real, the practice of leadership requires we stay open, to keep asking basic questions of ourselves as well as the people in our organizations. As we do, we nurture the capacity to listen, to embrace new or unsettling ideas, to gain wisdom.

Still, open hearts also involve the sometimes messy or inconvenient work of compassion. Philosopher Abraham Joshua Heschel said, "*God is the most moved mover.*" If God is moved by his creation, we need Christian leaders who are also moved by the struggles of their colleagues and friends. Yes, we'll often end up carrying the aspirations and needs of others. But our institutions won't succeed – or survive – without compassion. The word compassion means to "suffer with" others, paying attention to the pain or loss of the people around us, even when our cups feel empty. These are the moments when we can drink together of Christ's living water.

But what does wisdom have to do with keeping an open and compassionate heart, or with this hard work of leading? Everything. Wisdom is what any of today's leaders need to discern the complexities of a



Shirley V. Hoogstra, CCCU President

21st-century world. Yet, it is obtained only by being drenched, immersed and infused by the word of God. Daily. Christian leaders know this, even if it feels cliché. Only when we seek God's face through Scripture are we equipped to confront the challenges and embrace the joys of, and beyond, our campuses.

Heifetz and Linsky also write that we lead because we love people and we want their lives to be better because of our leadership. So today's Christian college president – and any campus leader, for that matter – must love well. What does that look like? Paul's first letter to the Corinthians provides ample illustration:

Love never gives up.  
Love cares more for others than for self.  
Love doesn't want what it doesn't have.  
Love doesn't strut,  
Doesn't have a swelled head,  
Doesn't force itself on others,  
Isn't always "me first,"  
Doesn't fly off the handle,  
Doesn't keep score of the sins of others,  
Doesn't revel when others grovel,  
Takes pleasure in the flowering of truth,  
Puts up with anything,  
Trusts God always,  
Always looks for the best,  
Never looks back,  
But keeps going to the end.

When we love our communities this way, we become the type of Christ-centered leaders our students, faculty, staff, trustees and neighbors need to see. We become openhearted leaders, wise and compassionate, practicing extravagant love because that is what God has called us to be in a world of desperate need.

And that – perhaps more than anything else – will display Christian higher education at its best. 🙌



## FROM THE EDITOR

# Forever a Fan of Fall

**I WAS BORN** in the spring, but I was made for the fall.

Don't get me wrong – I'm truly a fan of all seasons. But fall has always been my favorite. I grew up on a farm, so some of my fondest memories are of harvest time: the smell of the freshly turned earth in the potato fields; the sound of wheat kernels streaming from a combine into a grain truck; the crisp, cool bite of the early-morning fall air; the sweet crunch of an apple right off the tree or of corn off the cob. When you live on a farm in the fall, signs of God's faithfulness are everywhere you turn; it's always made my soul sing.

There's another reason why I've always loved fall: It signals the return to school. The night before school started was like the night before Christmas for me – I would be so excited for what was to come that I could hardly sleep. By the end of the school year, I was as ready as the next kid for summer vacation, but before June had passed, I would be counting down the days until the next round would start.

Having been out of college for a while now, I can firmly say that I'm perfectly content to be at a stage in life where I don't have to spend hours every night and weekend working on homework and preparing for exams. But when all of the back-to-school ads start appearing near the end of summer, I admit I still get more than a little wistful and think back to those days when I would be preparing to head back to campus.

This is one of many reasons I'm so fortunate to be working at the CCCU. The nature of our work with you means I can still share in the excitement and energy that come with the return of students

to campus – without the chemistry assignment waiting for me at home. It also gives me a chance to continue to learn more about what goes into making a student's experience the best it can be at each CCCU institution, whether it's from the campus perspective or the legal perspective.

In this issue, you'll find stories from both perspectives. With public and political attention turning more and more to the regulation of higher education, a lot of eyes are on the upcoming reauthorization of the Higher Education Act. That's why our legal focus this issue provides an important overview of items that will likely be up for discussion once Congress starts moving forward on that piece of legislation.

We're excited to introduce you to the CCCU's new president, Shirley V. Hoogstra, who brings a perfect blend of both the campus perspective (through her 15-year tenure as vice president for student life at Calvin College) and the legal perspective (through her 13-year career practicing law) to the role.


From the campus perspective, we've included a report on the results from the more than 20,000 students at CCCU institutions who participated in the Noel-Levitz Student Satisfaction Inventory, part of our Comprehensive Assessment Project. This survey measures students' priorities on a range of issues pertaining to their college experience, as well as their satisfaction with how those priorities have been addressed on their respective campuses.

As new technology emerges, so, too, do new teaching methods. That's why at BestSemester's Contemporary Music



**Morgan C. Feddes**

Center, students will be able to test out something new on their final tour: using holography to perform with an artist who is actually hundreds of miles away. This issue highlights this exciting addition to a tour that already gives your students a unique experience in the music industry. We've also included a report on different ways CCCU institutions are educating students in personal financial stewardship, as well as a reflection on the impact that Mark Bartels, outgoing director of BestSemester's Uganda Studies Program, has had on that program over the last decade.

As the seasons continue to change and we move closer to winter, I'm reminded of one of the things about fall I've never liked: the shortening of the days. However, I was recently encouraged by one of Jesus's great "I Am" statements in John 8: "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life." It's in that Light that we continue to live and work, no matter the season of the year or the length of the day. Great is his faithfulness! 

**Please send any letters to the editor, story ideas or book review submissions to [editor@cccu.org](mailto:editor@cccu.org).**

**Morgan C. Feddes** is staff writer and editorial director at the CCCU. An alumna of Whitworth University (Spokane, Wash.) and of BestSemester's Los Angeles Film Studies Program, she previously worked for *Christianity Today*.



## AROUND THE COUNCIL

# The News of the CCCU

## PRESIDENTIAL CHANGES

**THE FOLLOWING INSTITUTIONS** have experienced presidential transitions since our last published list in Advance. The presidents are listed with their start dates for each campus.

**Christian Heritage College (Australia):** Darren Iselin, July 2014

**Erskine College (SC):** Paul D. Kooistra, July 2014

**Evangel University (MO):** Carol Taylor, May 2014

**Emmanuel College (GA):** Ron White, October 2014

**Fresno Pacific University (CA):** Richard Kriegbaum, September 2014

**Multnomah University (OR):** Craig Williford, July 2014

**Montreat College (NC):** Paul J. Maurer, July 2014

**Roberts Wesleyan College (NY):** Deana L. Porterfield, July 2014

**Tokyo Christian University (Japan):** Takanori Kobayashi, April 2014

**Trinity International University (IL):** David S. Dockery, June 2014

**Trinity Western University (BC):** Bob Kuhn, March 2014

**Union University (TN):** Samuel W. ("Dub") Oliver, June 2014

## INSTITUTIONAL NAME CHANGES

**Ambrose University College (AB)** is now Ambrose University.

**The King's University College (AB)** is now The King's University.

**Valley Forge Christian College (PA)** is now University of Valley Forge.

## NEW AFFILIATE MEMBERS

The CCCU added two new affiliate members following approval from the board of directors: **The King's College** in New York, New York, and **Life Pacific College** in San Dimas, California.

## CCCU MEMBERS & AFFILIATES - FALL 2014

**120**  
Members

**56**  
Affiliates

**19**  
Countries

**176**  
Total

## ■ CCCU Supports Proposed Financial Aid Reform

**THE CCCU SUBMITTED** a letter of support for the Simplifying Financial Aid for Students Act of 2014

Introduced by Sen. Cory Booker, D-N.J., in May, the proposed legislation would simplify the application process for the Free Application for Federal Student Aid (FAFSA), ensuring that students would receive more time to file for state aid, scholarship opportunities and institutional aid that require early

application. It also raises the Expected Family Contribution (EFC) income threshold, giving more families access to the maximum Pell Grant.

Currently, FAFSA applicants must wait until their parents have completed their tax returns. Under the proposed act, applicants would be able to use tax information from two years prior, thus expediting the process for all students. In addition, raising the EFC from

\$23,000 to \$30,000 would allow families earning less than \$30,000 to automatically qualify for the maximum Pell Grant.

The letter emphasizes that these changes would be of benefit to all students, particularly those with the greatest financial need, and that would be consistent with efforts by CCCU institutions to make college accessible to all students.

The full letter is available to read on the CCCU website.

## ■ CCCU Issues Statement on Executive Order

**THE CCCU ISSUED** a statement regarding a July 21 Executive Order that prohibits federal contractors from discriminating based on sexual orientation or gender identity.

“Unfortunately, today’s Executive Order did not protect religious freedom as vigorously as it could have,” the statement said. “Religious employers receiving federal contracts, including a few CCCU institutions, are still protected under the section of the order that exempts religious employers who

hire only co-religionists. For those religious employers for whom these newly protected categories conflict with their historic religious convictions, however, the President left them vulnerable to having those convictions challenged in court.

“There is no reason that the principles of a 2007 exemption memo from the federal attorney general’s office, which says that the Religious Freedom Restoration Act ‘is reasonably construed’ to exempt federal

grantees from religious nondiscrimination requirements, should not also apply to federal contractors, but ultimately it will depend on the Administration’s interpretation,” the statement continued. “It is unfortunate that instead of using his platform to support both religious freedom and gay rights, like the Senate wisely did in the 2013 Employment Non-Discrimination Act, the President chose the zero sum option.”

## ■ Walter Miller Joins CCCU as Vice President for Finance and Administration

**THE CCCU WELCOMES** Walter Miller as its new vice president for finance and administration. Miller comes to the CCCU from his most recent role as interim assistant dean for financial affairs at the

University of North Carolina at Chapel Hill School of Dentistry, a position he held since January 2013. Prior to that, he worked there as a financial analyst and budget manager. Miller holds a Master of

Business Administration and a Master of Divinity from Gardner-Webb University in Boiling Springs, North Carolina, where he also earned his bachelor’s degree in religious studies.

## ■ BestSemester’s Middle East Studies Program Relocated to Jordan

**FOR THE 2014-2015** academic year, the Middle East Studies Program will be located in Amman, Jordan, due to heightened security warnings in Israel.

Program Director Douglas Magnuson has lived for over 30 years in the Middle East, including eight years in Amman, where he cultivated a diverse network of expat and Jordanian connections.

“We strongly believe that this location will be just as valuable and enriching for our students,” Magnuson says. “The predominantly Arabic and Islamic setting of Jordan gives students continual opportunity to apply what they’re learning in the classroom.”

“The future, long-term location of MESP is still being thoughtfully considered,” says Deborah Kim, interim vice president for student programs. “We expect to announce the exact location this spring after an in-depth review process and approval from the CCCU board of directors. As always, the safety of our students in the best learning environment



MESP students pose in Amman, Jordan, at the start of the fall 2014 semester. Photo courtesy of Doug Magnuson

remains our top priority.”

Now, more than ever, the CCCU affirms that MESP is an invaluable program for getting Christian students engaged in the Middle East, Magnuson says.

“Muslim-Christian relations and the Israeli-Palestinian conflict are major global issues, and MESP students have a unique opportunity to learn about them on a daily basis,” he says.

## ■ CCCU Announces Reorganization of D.C. BestSemester Programs

**BEGINNING NEXT FALL**, CCCU students looking to spend a semester in the nation’s capital will have new opportunities to explore their callings and careers.

BestSemester is pleased to announce the restructuring of its two Washington, D.C.-based programs – the American Studies Program and the Washington Journalism Center – into a single program with broadened track and internship options.

Instead of two distinct programs offering studies in either journalism or politics and business, ASP and WJC will be reorganized as one program with tracks in public policy, global economy and strategic communication.

“For decades, one of the many strong BestSemester options within the CCCU’s global menu of study abroad opportunities has been our programs in Washington, D.C.,” says Barry Corey, chair of the programs committee of the CCCU board. “We believe that this expanded scope of study in Washington, with the efficiencies of being under one administrative team, will maximize the BestSemester experience for the many CCCU students who choose to study for a semester in our nation’s capital.”

BestSemester will retain the name “American Studies Program” – which, as the oldest BestSemester program, has nearly four decades of alumni – as it moves into its new structure. The journalism emphasis will move elsewhere.

“After 9 great years, the Washington Journalism Center is concluding its BestSemester program at the CCCU campus in our nation’s capital, and it will be succeeded by a similar program, open to students across the nation, at The King’s College in New York City,” Corey says.

The programs’ restructuring was coordinated with WJC director Terry Mattingly’s transition after 20 years as a journalism educator and advocate for the CCCU. Following WJC’s final semester this spring, Mattingly plans to move from the D.C. area to Oak Ridge, Tennessee, where he will continue working as a nationally-syn-



Peter Baker, director of the American Studies Program.

icated religion columnist and media critic while teaching part time for the journalism semester program at The King’s College.

“This is not retirement,” Mattingly says. “It’s a realignment of my time now that I am in my 60s.”

He is optimistic about the changes to BestSemester’s D.C. program, and says that they make perfect sense given recent shifts in student interests and D.C.’s unique media landscape.

“In some ways, [it was a] wise decision to change the program from journalism to strategic communication,” he says. “It was hard to get students to a program where they envisioned only politics. New York is so much more [to a student journalist] – politics, sure, but also sports, fashion, business. It makes so much sense.”

Deborah Kim, interim vice president of student programs, says she looks forward to finishing strong and celebrating Mattingly’s CCCU accomplishments in spring 2015.

“We are grateful for Terry Mattingly’s expertise with the Washington Journalism Center and previously with the Summer Institute of Journalism. His passion for the field of journalism and love of Christ come

together in a unique educational format while directing these programs,” Kim says.

Mattingly’s work has been an important part of the D.C. programs since WJC and ASP began sharing facilities and other program elements in 2008, says ASP director Peter Baker.

“We will miss Terry greatly, but we share in his enthusiasm for what’s next for him,” he says.

Baker, who has worked at ASP for six years and directed the program since 2009, will continue to lead the new three-track program in D.C. He is a graduate of CCCU member Olivet Nazarene University, is a spring 1996 alumnus of the American Studies Program and received both his master’s and doctorate in political science from the University of Notre Dame.

“Peter is committed to Christian higher education and the pursuit of vocation in all areas of life,” Kim says. “Throughout his tenure at ASP, he has developed project-based courses and connected students to key professionals in D.C. through internships, mentoring and professional briefings. This enthusiasm and commitment is undiminished as the program adds strategic communication to the current study emphases.”

ASP has always attracted communication students in search of marketing, public relations and social media internships, according to Baker, so establishing a dedicated study track for communication has been on his mind for a while.

Baker and the ASP team are working with an advisory committee of eight CCCU communication faculty members to design and deliver fieldwork-based courses for the new strategic communication track.

“Students will directly engage Washington, D.C. communication professionals to explore contemporary issues and ethical challenges in the practice of strategic communication through case studies and project work,” Baker says. “It is the perfect complement to our existing study tracks in global economy and public policy. We could not be more excited.”



## ■ CCCU Launches New Experiential Education Graduate Fellowship

### THE BESTSEMESTER PROGRAM

recently launched a new fellowship program for master's degree candidates interested in learning about careers related to experiential and international education.

The CCCU Graduate Fellow for Student Programs was designed as an 11-month opportunity for the fellow to work alongside the BestSemester staff in Washington, D.C., and eventually have the opportunity to complete projects of interest based on his or her expertise. The program's first fellow, Erin Leonard, began work on July 1.

"As a higher education organization that has been doing experiential education for 38 years, creating a graduate fellowship seemed to be a natural fit and addition to the existing structure in the student programs department of the CCCU," says Deborah Kim, CCCU's interim vice president for student programs. "We believe the Christ-centered focus of the CCCU, its BestSemester programs and its member campuses provides a unique opportunity for the graduate fellow to immerse in a highly academic, experiential and mission-focused environment."

Leonard says that throughout her time as an international education graduate student at SIT Graduate Institute in Brattleboro, Vermont, she had narrowed her search for a potential practicum to Christian-based institutions, which lead her to reach out to BestSemester.

"This position perfectly fits my passion for global awareness, international experiential learning and higher education, and now I can bring my faith into the field of international education," Leonard says.

The application for the next fellowship, which will start in the summer of 2015, will be available in the spring.

## ■ BestSemester Finishes Strong in NAFSA Video Contest

**A SHORT VIDEO** about BestSemester's Uganda Studies Program (USP) was a runner-up in the 2014 Celebrating International Education Video Contest, sponsored by NAFSA: Association of International Educators.

The video, which profiles USP's social work emphasis program and is available to view on BestSemester's website, was the only one from a U.S.-based organization to finish in the top three. The contest theme was "Pathways to Global Competence," and the winners were announced at NAFSA's annual business meeting in San Diego, California, on May 28.

At USP, junior- and senior-level Bachelor of Social Work students have the opportunity to conduct their practicums at nonprofit organizations in the community around Uganda Christian University, USP's partner school, says Lisa Tokpa, USP's social

work coordinator. A seminar there also allows students to process their experiences in Uganda and connect them to social work in North America.

As the foremost organization in international education, NAFSA connects a global community of nearly 10,000 educators, says Leah Mullen, campus relations and marketing manager for the CCCU. NAFSA's annual video contest is one way the organization recognizes and features members who are making a difference in the field, she says.

"NAFSA is a highly regarded organization in the higher education community," Mullen says. "Their members range from large state schools to small liberal arts colleges to Ivy League institutions, so for USP to be recognized on such a global platform is a great honor."

The video is available on the USP page on BestSemester's website.

## ■ Winners Named in Third Annual BestSemester Photo Contest



"The Australian coastline." Photo credit: Zachary DiBeradin

**FOR THE THIRD** consecutive year, BestSemester has selected the winners in its 2014 BestSemester Photo Contest.

Recent alumni were invited to submit photos reflecting their BestSemester experience that fit into one of three categories: Explore, Live or Learn. This year, more than 900 participants voted on 184 photographs in the online contest.

The grand prize award for "Best Overall" photo was awarded to Zachary DiBeradin, spring 2014 Australia Studies Centre alumnus and student at Waynesburg University


in Waynesburg, Pennsylvania, for his photo of the Australian coastline.

Additional category winners include:

**Explore Winner:** Sara Tennyson, a spring 2013 Australia Studies Centre alumna and student at Regent University in Virginia Beach, Virginia, for her black-and-white shot of

the Sydney skyline at night.

**Live Winner:** Providence Smith, a spring 2013 India Studies Program alumna and an alumna of Messiah College in Mechanicsburg, Pennsylvania, for her photo of a woman in an Indian village.

**Learn Winner:** Lindsey Henry, a fall 2013 Scholars' Semester in Oxford alumna and student at Messiah College, for her photo of students gathered at the Martyrs' Monument in Oxford on the anniversary of C.S. Lewis' birthday. 



## 2014-2015 FULBRIGHT SCHOLARS

### ABILENE CHRISTIAN UNIVERSITY (TX)

**Wiepie Rojas**, 2013 graduate in environmental science, to teach English and research agricultural development in Malaysia

### AZUSA PACIFIC UNIVERSITY (CA)

**Craig Goodworth**, a 2011 MFA graduate, to carry out research and an installation art project in the Slovak Republic

**Deirdre Peara**, a 2014 graduate in international business, to carry out an internship and take graduate classes in Mexico City, Mexico

**Casey Mangan**, a 2014 graduate in sociology, to teach English in Turkey

### CALVIN COLLEGE (MI)

**Herb Fynewever**, professor of chemistry, to teach general chemistry at Kathmandu University in Nepal and research various subjects concerning culture, teaching and student-instructor interaction

### CORBAN UNIVERSITY (OR)

**Julie Summers**, 2010 graduate in English, to study Icelandic as a second language at the University of Iceland

### EASTERN UNIVERSITY (PA)

**Julia Steward**, professor of foreign languages, to do workshops on language acquisition as well as a program review at the Universidad Autonoma de Yucatan in Merida, Mexico

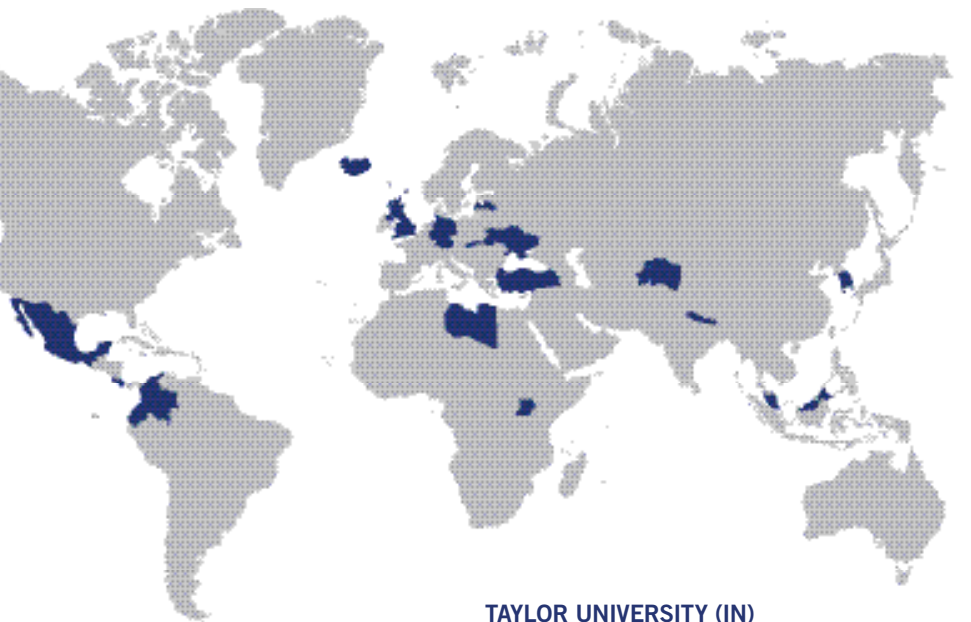
### EASTERN MENNONITE UNIVERSITY (VA)

**Najla El Mangoush**, Fulbright student from Libya, to pursue a Master of Arts in conflict transformation

### FRANCISCAN UNIVERSITY OF STEUBENVILLE (OH)

**Anna Sattler**, 2013 graduate in German and history, to teach English in Germany

**Alexander R. Sich**, professor of physics and pre-engineering, to teach the philosophy of nature at the Ukrainian Catholic University in L'viv, Ukraine



### GORDON COLLEGE (MA)

**Stephen Guertler**, 2014 graduate in German and Spanish, to teach English in Germany

### HOUSTON BAPTIST UNIVERSITY (TX)

**Adrian Garcia**, Fulbright student from Spain and graduate of the University of Las Palmas de Gran Canaria in primary education, to pursue a Master of Education with a specialization in bilingual education

### SAMFORD UNIVERSITY (AL)

**Chris Barbee**, 2013 graduate in music education, to study choral conducting and music education at the Jazeps Vitols Latvian National Conservatory in Riga, Latvia

**Zach Brown**, 2014 graduate in history, to teach English in Tajikistan

**Stone Hendrickson**, sophomore University Fellow (honors program), to attend a four-week Fulbright Summer Institute at England's Durham University

### SEATTLE PACIFIC UNIVERSITY (WA)

**Meagan Dooley**, 2014 graduate in political science with an international affairs emphasis, to go to Turkey for an English teaching assistantship

### TAYLOR UNIVERSITY (IN)

**Chris Bennett**, dean of international programs, is a Fulbright Specialist in international business at Universidad del Azuay in Cuenca, Ecuador

### UNION UNIVERSITY (TN)

**Joel Owen**, associate professor of pharmaceutical sciences, to teach a course on pharmacokinetic/pharmacodynamics modeling at Makerere University in Kampala, Uganda

### WHITWORTH UNIVERSITY (WA)

**Stephen Eyman**, 2012 graduate in international studies and Spanish, to teach English in Colombia

**Alanna Feltner**, 2014 graduate in psychology and Spanish, to teach English in Mexico

**Kelsey Marcinko**, 2014 graduate in mathematics, to teach English in the Slovak Republic

**Konstantin Tachan**, 2014 graduate in chemistry, to teach English in South Korea

**Austin Vander Wel**, 2014 graduate in cross-cultural studies, international studies, and Spanish, to teach English in Costa Rica

**Sondra Willmann**, 2014 graduate in elementary and special education, to teach English in Malaysia





By Shapri D. LoMaglio, J.D.

FROM CAPITOL HILL 

## FROM CAPITOL HILL

# Leading and Learning in the Face of Change

**T**his is undoubtedly a transformative period in higher education. From the inception and subsequent growth of the for-profit higher education sector, to new technological capabilities, to the reduction in state financial support but increase in federal support, many have argued that higher education has not seen as much momentum for change since the GI Bill.

The rise in demand for student aid (precipitated by the recession, and scandal and abuse in the for-profit sector) led to calls for greater accountability in higher education by both the Bush and Obama administrations.

The public and government officials alike have become increasingly attentive to student debt, the cost of college and completion rates. Certain statistics have caught their attention: Since 1990, the cost of higher education has risen four times faster than the rate of inflation; almost half of all recent college graduates are working in jobs that do not require a college education; federal student loans have increased by 60 percent in the past five years alone to more than \$900 million; and aid in grants, such as Pell Grants, has tripled in value over the past decade. Yet, in 1970, 12 percent of college graduates came from the bottom quarter of the income distribution, and today that number is only 7 percent, giving pause to lawmakers wondering whether the significant increase in federal support is achieving its goal of making college accessible to those who can least afford it.

These and similar statistics are creating a negative meta-narrative for policymakers – one that is driving suggested reforms and significant regulatory overreach by the executive branch. Recent examples of this overreach include: the federal definition of a credit hour, which substitutes the judg-

ment of the federal government for that of faculty; regulations that would evaluate teacher prep programs based on the performance of the K-12 students their graduates teach; and the Department of Education’s proposal to rate all institutions of higher education. Democratic and Republican lawmakers alike are convinced that college costs too much and takes too long, and that the higher education industry will resist change without force of federal law.

As these broad trends confront higher education generally, challenges to the religious mission of CCCU institutions, in particular, are also arising as the space for religion in public life changes and respect for adherence to orthodox teaching diminishes. During the last reauthorization back in 2008, faith-based higher educators ensured accreditors were required to respect the religious nature of an institution’s mission; the scope of that provision’s application is being questioned currently. What types of institutions will be seen as religious? Should serving soup in a soup kitchen be given the same religious protections as giving a sermon from a pulpit? Should teaching religion in a religious school be protected in the same way as teaching religion within the walls of a church? Should a religious college or university be afforded the same constitutional protections as a church? The recent Supreme Court case *Hosanna Tabor v. EEOC* affirmed that religion, and consequently religious protections, extend beyond the wall of a church, but the current HHS mandate, which offers greater protections to churches than to other religious organizations, seems only the beginning of further such bifurcations.

For Christian higher education, there is both the question of rights and the ques-

tion of funding, as legal challenges to religious liberty will inevitably include attempts to eliminate access to government funds. While para-church institutions will argue that their religious nature and mission makes them deserving of constitutional protections for religious liberty, there could be perils to winning this argument, as church-state separationists increasingly argue that “religious” para-church organizations should not be allowed to receive any government money.

Additionally, in their defense of religious liberty, religious institutions are often seen as winning those liberties at the expense of individuals or groups with less power. This public perception has been unhelpful for Christianity generally and for the institutions that operate with a Christian commitment at the core of their missions.

These are the perceptions that faith-based higher education faces as the reauthorization of the Higher Education Opportunity Act approaches. (*Read more about the Higher Education Act reauthorization on page 21.*) Can we as Christians and leaders of institutions of faith-based education work to change these perceptions? Can we speak less from a place of power and more from one of humility? Less from a place of absolutes and more from a place of empathy? Can we ask not merely what we can do legally, but also what we must do scripturally? Can we look for ways to define our Christian missions that go beyond stances on traditional issues of morality? Can we also ask whether morality compels us to address the needs of urban youth, racial diversity and personal debt?

Faith-based education is uniquely positioned to bridge the gap between inquiry and truth if we lead the way on these is-

ssues as required by our Christian faith and valued by society broadly. We can lead the way because we are teaching the meaning of life at a time when meaning is what people are searching for. Many recent studies confirm that more than money or happiness, it is meaning that gives people fulfillment in their lives.

Faith-based education is where American higher education began, and it remains well-equipped to help students to find meaning and truth in life. Clayton Christensen, a Harvard business professor and author of *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, has argued that higher education is susceptible to the same forces that allowed industry-leading companies to be overcome by low-end competitors that used technology and new business models to eventually dominate the market.


And while Christensen has predicted that half of all colleges could be in some form of bankruptcy or reorganization within 10 to 15 years, he is not pessimistic about higher education’s overall sustainability – but he does believe the model will change. However, while technology is an excellent education provider, and even has some potential advantages such as adaptive learning and measuring student engagement, it can neither offer mentoring relationships nor teach the meaning of life. And as Christensen argues, it is in the teaching of the meaning of life – through community, experiential learning and personal development and maturity – that traditional higher education can reserve its place in a world of increasingly online offerings.

Christian higher education already has a niche in this market. Beyond excellent academic offerings, we offer a holistic ed-

ucation that other mass education efforts cannot replicate.

As CCCU institutions plan for the future, we can:

- 1) Separate our institutions’ stories from the broader higher education meta-narrative;
- 2) Focus on meeting the needs of our communities in mission-centric ways; and
- 3) Emphasize those core mission-based services not replicable by technology.

What will set traditional higher education apart is what already sets faith-based higher education apart, and so we can embrace the faith-based nature of our education as the model that is good for students, for institutional sustainability and for a world looking for truth. 

**Shapri D. LoMaglio** is the government relations and executive programs director at the CCCU. A native of Tucson, Ariz., Shapri is a graduate of Gordon College and of the University of Arizona’s James E. Rogers College of Law.

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## Shirley V. Hoogstra Assumes Role as Seventh President

**T**his fall, Shirley V. Hoogstra became the seventh president of the CCCU. With a multifaceted career as a lawyer, a board of trustee member and a vice president of student life, as well as a deep commitment to Jesus Christ, Hoogstra brings a wide variety of experiences into her new role.

We recently sat down with Hoogstra to discuss what brought her to the Council, the impact of faith in her life and her vision for Christian higher education.

**As the seventh president of the CCCU, you're entering a new season in your career as well as one for the Council. What first drew you to consider the CCCU presidency?**

I've always been passionate about Christian education generally and Christian higher education specifically. We all know that Jesus is the hope of the world, and Christian colleges help students love Jesus more. That brings hope to the world, through our students. It's very inspiring to see graduates of our Christian colleges go on to positions of influence in all facets of life throughout the church, society and academy.

I also believe that Christian higher education is stronger as a unified movement than as individual institutions. When we, as like-minded institutions, work together through the CCCU, we're better stewards of our time and resources. By definition, the



Photo credit: DeJonge Studio

CCCU is a collaborative effort. This means that together, we can provide stronger advocacy for our members, meaningful semester-long experiential learning programs for students, excellent scholarship and professional support or career development for faculty, staff and administrators. Each area advances the whole movement that is Christian higher education.

So when the CCCU leadership position became available, I sensed it was both God's call and the right time to pursue it. It's an exciting and humbling privilege to lead the CCCU into a greater unity; through our services to members, we're uniquely positioned to help Christian higher education continue to thrive and strengthen its impact around the world.

**You bring a range of career and ministry experiences to the CCCU. How have they equipped you for your presidency?**

My legal training and 13 years of experience in a law firm have served me well as a higher education professional. In fact, as a partner of a law firm specializing in litigation, I acquired a thorough understanding of the rule of law and the role of regulations. I learned that you have to marshal the evidence in order to prevail in the face of disagreement. That's helped me develop a variety of relational yet rational skills, so that I try to think through issues and problems while aiming to be fair and practical with information.

I represented hundreds of legal clients, and my goal was to pursue the best outcome for them. Sometimes I represented children in high-conflict custody cases. For the benefit of my clients, for whom I was standing in their place, I tried to view the parents, their lawyers and their arguments as fairly and objectively as possible. I learned the art of negotiation, never taking barbs or insults personally, but rather trying to understand what was underlying their persistence or demands. It wasn't easy, but it provided me with rich and valuable insights that I believe can help guide the CCCU's legislative work.

Those skills have also come in handy in the 20 years I've served as an executive leader in higher education, first as a board of trustee member at Calvin College, and later for 15 years as a Calvin College vice president and cabinet member. Ever since that career change, I have been learning about the challenges, trends, threats and opportunities that face higher education today. I understand the challenges of our member institutions and want to help shape the Council's priorities. I've also come to understand the wisdom of strategic planning, fiscal responsibility, problem solving, disciplined decision making, good shared governance practices, and the roles and duties of boards. I am passionate about engaging culture, and take seriously the high calling of being a Christ follower in today's complicated world.



Hoogstra offers congratulations at a May commencement ceremony at Calvin College. Photo courtesy of Shirley Hoogstra.

**You've been involved in a lot of CCCU events and programs over the last 15 years. Is there a particular experience that was significant in your growth as a leader?**

It was June 2000 when I got off the plane from Grand Rapids, Michigan, and made my way to the SeaTac airport baggage claim. I was to meet other leaders embarking on a CCCU Women's Leadership Development Institute. While I had a senior leadership title, I was a transplant to higher education. I was a lawyer, a litigator, a Calvin volunteer, a former board of trustee member, but I was new to the administrative position of vice president of student life at Calvin College. Frankly, it had been a hard first year. Could I cut it? Would I understand the new systems and the challenges well enough to survive and, hopefully, flourish?

It was that CCCU program that laid the foundation for any contribution or success I've had these last 15 years in Christian higher education. This CCCU program gave me a constellation of developmental relationships that have shaped and molded

me as a leader. The shadowing experience I had with a newly announced president of one of our flagship institutions gave me a mentor and sponsor throughout my whole current career. Those three days at Cedar Springs, Washington, gave me opportunities to travel to South Africa to see a civil rights project up close, join the commission for intercultural competence and serve the membership as part of the chief student development officers commission. "But for" (as we say in the law) the CCCU, I would not have grown as a higher education professional or be in a position to have applied and accepted this new call to serve the institutions who make up the CCCU. I am grateful to the CCCU and its providential leadership program.

**How would you describe yourself as a leader?**

I'd like to think of myself as transparent, strategic, authentic and hard-working. I love building teams that will flourish, and part of that means I'm energized when I





Hoogstra (center) and her family pose on the shore at Cape May, New Jersey. From left: Adam DeYoung, Mary DeYoung (Hoogstra), Jeff Hoogstra, Amy Hoogstra (Dykstra), and Dave Hoogstra. Photo Credit: M.P. Myers Photography LLC. Cape May, NJ.

and refugee resettlement work. Later, we attended Calvary Evangelical Free Church. There, we learned to better share our Christian faith with those who didn't yet know Jesus. We also experienced a deeper prayer life, learning to listen to the promptings of the Holy Spirit. Because that church was engaged in compassionate service in the community, I became involved as a board member with the Bridgeport Rescue Mission. I loved learning from individuals who had come back from desperate lives to deeply loving Jesus and trusting in him for their sobriety. It was a witness to me of how to trust in the completely trustworthy One.

Now, in my new CCCU position, I'm looking forward to observing the many ways our campuses live out their faith traditions, learning from them, and honoring their uniqueness in Christ. Each stream of expression, each important tributary, adds to the river of life in Jesus Christ that unites us.

**Are there particular events in your life that have defined you, whether personally, professionally or in your walk with God?**

There is always a tension between relying on your own planning, thinking and earthly networks and truly believing that God has a plan for your life and is in control more than you are. The funny thing is the fact that we as humans actually believe we have the control in our lives. But most every day, we operate as if that were true. Clearly, we are called to duty, responsibility and faithfulness, but the reality that God is the sovereign ruler of the world and there for our lives is often pushed to the distant corner.

I was once on a spiritual retreat where the passage from Romans was being taught: "So here's what I want you to do, God helping you: take your every day, ordinary life – your sleeping, eating, going to work, and walking around life – and place it before God as an offering." What did it mean to give my "going to work life" to God as an offering? I wrestled with this verse. The wrestling was the

closest thing that I've ever done to Jacob's experience on the side of the river Jabbok. Work was really important to me. Being successful, being a contributor, and being well thought of as a professional was really important to me. What would it mean to "give work up as an offering"? Would I lose control? Would God have the same priorities I had? Would he be as interested in my well-being? Would I trust that? Really?

As part of that wrestling, I heard a word from the Lord: "I want you to be available for me, your family and your mother." What did this mean? Being available for God and for my family seemed almost like a stock mental answer. But being available for my mother? I was a grown woman living in Connecticut with a husband and two children. My mother and father lived in Michigan. What did that mean?

After conferring with the leader of the spiritual retreat, and after continual prayer, I decided to go back to my law firm where I was on the road to being a partner and ask my mentor and senior partner, Howard Jacobs, if I could arrange my schedule in such a way that I would reduce my hours and salary so that ultimately I'd have a one-year sabbatical from my law practice. Howard Jacobs, a Jewish man of faith, gave me the go-ahead to work it out.

Working it out required that I trust God for my future partnership at the law firm. It required trusting God that the work would get done for my colleagues; trusting God that the reduction in salary would be doable for my family life. Here are some miraculous things that happened: A replacement lawyer came to ask deeper questions about her own faith life because she saw me stepping out in faith in my Christian walk. My practice of law was never better because the ratio between time and clients was actually better proportioned. During that year, my mother received a diagnosis at age 69 of terminal cancer and had nine weeks to live. Because of my substantially scaled-back work schedule, I was able to be at her side for substantial portions of her last life journey. I witnessed her surrender

## FAST FACTS

**My hometown is:**  
Holland, Michigan



**My favorite experience in college was:**

Being an RA twice and having Jeannette Bult De Jong, the then-dean of women, as my first true mentor.

**Three guests from history I'd invite to dinner would be:**

John Quincy Adams, Catherine the Great and Mother Theresa.

**My favorite book is:**

*Leadership on the Line* by Ronald A. Heifetz and Marty Linsky

**In my spare time, I enjoy:**

Family meals and traveling

**A quote (or two) that guides me is:**

"How we spend our days is, of course, how we spend our lives."  
Annie Dillard.

"So teach us to consider our mortality, so that we may live wisely."  
Ps. 90:12 (NET)

**A song I love listening to is:**

"You Raise Me Up" by Selah

**One book I've read recently was:**

*James (The IVP New Testament Commentary Series)* by George M. Stulac

**One book I think everyone should read (besides the Bible) is:**

*Crucial Conversations: Tools for Talking when the Stakes are High* by Patterson, Grenny, McMillan and Switzler

**One movie or TV show I've enjoyed recently was:**

The movie *Belle*. Based on an actual legal case in the high court, it tells the story about the English slave trade and the triumph of the rule of law.

**If I could travel anywhere in the world, I would visit:**

The places of the Bible.

**The first monument I visited in D.C. was:**

The Vietnam War Memorial.

**Some sports I enjoy watching are:**

College basketball and volleyball, and World Cup soccer

**I think everyone visiting Michigan should visit:**

The state parks – the beautiful Lake Michigan and its dunes.

**One of my favorite foods is:**

Indian cuisine

**One talent I've always wished I had is:**

Playing the piano well

**If I could give my 22-year-old self one piece of advice, it would be:**

Step out in faith; God goes before you. Your first job is not your last one. Be exemplary because you tell God's story well when you are.

**My idea of a perfect Saturday is:**

An unstructured morning with a cup of coffee and my iPad; planning for some guests to come over for dinner; taking a boat ride on the Thornapple River; then dinner on a summer evening with friends or family.





Shirley V. Hoogstra speaks at an event at the Prince Conference Center at Calvin College in September 2014.

*“At their best, our colleges and universities give students the foundations they need to live Christ-centered, Holy Spirit-directed lives marked by wisdom and the fruit of the Spirit.”*

– Shirley V. Hoogstra

in character and in faith to her Savior, which impacted my own spiritual life in a tremendous way; all of this because I took the opportunity to trust deeply in the promises of Scripture.

**You hosted *Inner Compass*, a national television show for PBS. Why were you interested in this, and what significance did it have for you?**


As I said, I’m interested in opportunities

that allow Christians to engage with culture. Because I have a high view of God’s creation, and our culture is part of that creation, I’m energized when I can learn and understand more of the world in which we live, a world comprised of many points of view.

Besides being a whole lot of fun, *Inner Compass* taught me a great deal about people and leadership in those 14 years of

conducting more than 150 interviews. I got to talk with historians, philosophers, diplomats, diversity advocates, authors, leading scholars, public intellectuals, artists, relief workers and ministers, to name a few. It was fascinating to find out what made each of them a unique image bearer of God, and how each made important decisions. Plus, I had the freedom to ask probing questions about how their moral compass infused their personal or professional life and work. So I think *Inner Compass* made me a sharper student of people and their stories, both of which have shaped my leadership. We all grow so much more when we interact with those unlike ourselves. Diversity, after all, is a reflection of God’s creativity and beauty.

**It’s obvious that you believe strongly in the mission of the CCCU. How would you best describe your vision for Christ-centered higher education?**

At their best, our colleges and universities give students the foundations they need to live Christ-centered, Holy Spirit-directed lives marked by wisdom and the fruit of the Spirit. They become active citizens who care about the environment and ministry, about justice and politics, about innovation and art, about business and missions, about classrooms and sports. Our graduates go on to lead in fields such as medicine, government, law, the media and so many others. They raise godly families and serve their local communities. At their best, our graduates are ethical, self-sacrificing, life-affirming, joy-filled members of their respective organizations. They point others to Jesus Christ. They seek to fulfill the great commandment to “love God above all and your neighbor as yourself.” As a result of their rigorous scholarship and life-changing co-curricular experiences, our students are taught to be wise as serpents and innocent as doves. They become messengers of Christ’s hope throughout the world, and so our work in their lives is a profoundly high call and privilege. 



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# Reality on the Road

The Contemporary Music Center Goes on Tour With a Holographic Twist

By Morgan C. Feddes

Spring 2013 CMC alumna Daniella DeBoulay performs on stage. Photo credit: Warren Pettit

**A**T THE END of every semester, students pass through the doors that lead to their final exams. But for one group of students in Nashville, Tennessee, that door doesn't lead into a classroom.

It leads onto a tour bus.

"There is no written exam; no midterm. The tour is the final," says Warren Pettit, director of the Contemporary Music Center (CMC), the Nashville-based BestSemester program.

Pettit says that while most commercial music schools emphasize studio recording, CMC decided to go a step beyond that and place its emphasis on live touring and production after the program moved from Martha's Vineyard, Massachusetts, to Nashville — a town where tour busses roll out each and every day — five years ago.

"We have a great studio for our students to record songs. But the real niche that we do here is to prepare students for live work," he says. "Because we have a live performance venue here and because we actually mount the tour, our students are uniquely prepared to step into jobs in the touring industry, either as musicians, as techs or as business students, [and they] all now know how to plan and execute a tour."

CMC's approach has created a new opportunity for students starting this fall: a chance to perform with a holographic artist. This new technology will add a fresh innovation to the unique semester-long program that CMC has had for years.

## FIRST STOP: TOUR

From the very beginning of the semester, CMC students are preparing for their final tour. Students write songs, create marketing campaigns for the tour and its student artists, book hotel rooms, develop video and lighting effects for the show, design the layout of the stage — basically, every element of the tour from beginning to end is student-led with guidance from the CMC instructors. It's a challenge that students gladly embrace, says Natalie Ferwerda, CMC's business faculty.

"For a lot of [students], it's the first time they've been trusted with doing something



**ABOVE:** Fall 2012 CMC alumnus Nathan Holliday plays while on tour.

for themselves," she says. "They might start out being pretty nervous about having to make a lot of decisions for themselves. ... Then they start to learn that it's nice to be able to know that the buck stops with you and that you can make the best decision you know how."

The tour isn't just a weekend on the road, either; each semester sees students hit the road for 10 days and thousands of miles, usually performing seven or eight times at various CCCU campuses and other venues throughout the country. And once students board that bus, everything that happens is their responsibility; faculty go along on the tour, but they don't direct it, Pettit says.

"We help prep the tour with students right up until the moment we get on the bus," he says. "Then it's entirely in the hands

of the students. So as there are successes and failures throughout the event, students have to own that."

For Alex Forhan, a student at Azusa Pacific University in Azusa, California, who attended CMC in spring 2014, that hands-on experience was the best way to learn.

"All semester long, the staff would teach us about the industry and then provide us with opportunities to apply what we learned," he says. "[Challenges] made the tour more realistic because it gave me the opportunity to deal with issues as they came up."

As the tour sets out, most concerts generally draw between 100 and 150 people — not a bad number for an unbranded, non-marquee act, Pettit says, but not the thousands that some students hope for.



However, those numbers also introduce students to the reality that all their hard work might not draw the big crowds at first, says Jordan DeFigio, a spring 2014 CMC alumna and student at Geneva College in Beaver Falls, Pennsylvania. She was one of the headlining performers during that semester's tour.

"Tour was incredible. Being able to see behind the scenes of shows and how they prepare for them every night was such a cool

experience," she says. "But [people] didn't know who we were, so the chances of them coming to see us were pretty slim. It was disappointing and difficult to accept, but it was important for us to know how the music industry works in that way."

As students head out from CMC and their college campuses into life in the music industry, they consistently see their tour experiences translate into work experiences, Ferwerda says.

"They feel encouraged when they're out there and they realize, 'Oh, I do know what I'm doing; I've experienced this before,'" she says. "They've confirmed over time that the experience is really worthwhile, and that it was pretty true to life."

Caitie Merz is one CMC alumna who can see the impact of her semester firsthand. After graduating from Indiana Wesleyan University in Marion, Indiana, in 2012, Merz moved back to Nashville, where she interned for the group The Vespers; she's worked as their tour manager and merchandise manager ever since.

"The experiences I had at CMC helped me to feel ready to jump into the Nashville scene in a way that regular college classes never could have," she says. "It felt like you were being launched into the real world by being trusted to actually do something – but in a place where people are really cheering you on and helping in any way they can."

Since his time as a CMC student, Keithon Stribling, an alumnus from Colorado Christian University in Lakewood, Colorado, has worked as a tour manager, production manager and sound technician for several touring and recording artists. Not only did CMC prepare him for those jobs, but it also prepared him to enjoy the experience, despite the pressure.

"[CMC] taught me to stay grounded no matter how high the pressure can get," Stribling says. "[It] taught me, even further, how to be a man of my word; a man of integrity."

#### NEXT STOP: HOLOTOUR

As CMC prepares to head out on its 10th tour, Pettit says they plan to add something new to the lineup: an artist performing onstage who isn't actually on the stage.

Dubbed the "CMC HoloTour," the technology is based off of what was used to bring deceased artists Tupac Shakur and Michael Jackson "back to life" for posthumous performances at Coachella in 2012 and the 2014 Billboard Music Awards, respectively. In each of those cases, archived footage was used for the performances.

"By contrast, our fall tour will feature a holographic artist who will be performing



CMC alumnus Rich Cassmass was one of the lead singers during the spring 2013 semester.

live, interacting with the audience and playing with other musicians," Pettit says.

For CMC's next tour, musician Jon Guerra from Provident Records will be performing at the CMC studio in Nashville while his holographic image appears on stage alongside the CMC students who are on tour. A camera on the tour stage will allow Guerra to see the audience at each performance, giving him a chance to interact with them throughout the show.

The holographic effect is made possible through an illusion technique that uses a combination of video projections, special lighting and reflective foil to create the appearance of someone on stage that isn't actually there.

The HoloTour will provide a unique opportunity for CMC students to tour with a signed, professional artist. Additionally, to Pettit's knowledge, no one has ever attempted to present a holographic artist on a series of sequential tour dates. That means there will be even more challenges for students to tackle as they set out on tour. But the driving force of the tour – the opportunity for students to learn what it means to be on the road – won't change, Ferwerda says.

"We need to make sure we don't ever lose sight of student experience being the most important," she says.

Beyond the unknown challenges, though, is a chance for CMC students to be at the forefront of the music industry by being the first to try something new – something the CMC has always encouraged.

"If [the technology] doesn't work out, then our students will be the first to know," Pettit says. "It's an educational experience that inhabits some risk. But we're willing to do it because we're trying to stay on the cutting edge. We the Contemporary Music Center, and we the CCCU, are trying to be leaders in education, not followers."

#### LEARN MORE

For more information about the Contemporary Music Center, visit [www.bestsemester.com/nashville](http://www.bestsemester.com/nashville)



**Morgan C. Feddes** is staff writer and editorial director at the CCCU. An alumna of Whitworth University (Spokane, Wash.) and of BestSemester's Los Angeles Film Studies Program, she previously worked for *Christianity Today*.

#### CMC FALL 2014 TOUR DATES

**Nov. 14: Southwest Baptist University** | Bolivar, MO

**Nov. 15: Missouri Baptist University** | St. Louis, MO (tentative)

**Nov. 17: Greenville College** | Greenville, IL

**Nov. 18: Trinity International University** | Deerfield, IL

**Nov. 19: Bethel University** | St. Paul, MN

**Nov. 20: University of Northwestern – St. Paul** | St. Paul, MN (tentative)

**Nov. 21: McNally Smith College of Music** | St. Paul, MN

**Nov. 25: Hardscuffle (CMC's Venue)** | Nashville, TN

For current information, visit CMC's Facebook page.







# Reauthorizing the Higher Education Act

Increased political scrutiny brings plenty of ideas to Congress, but not a lot of clear direction.

By Jessica Shumaker

**P**ARTISAN GRIDLOCK MAY have some legislation locked up in Congress, but a flurry of activity has taken part on the Hill in recent months as lawmakers prepare for the reauthorization of the Higher Education Act (HEA).

The act dates back to 1965, when it was signed into law by President Lyndon B. Johnson as part of his Great Society program, a sweeping series of legislation that also included new laws for civil rights, introduced safety-net programs like Social Security and Medicaid and launched the War on Poverty.

The HEA's longer title points to its purpose: "to strengthen the educational

resources of our colleges and universities and to provide financial assistance for students in post-secondary and higher education."

The act was scheduled for its ninth reauthorization in 2013. An automatic one-year extension of the program went into effect after Congress did not pass comprehensive legislation that year; lawmakers will need to pass another temporary extension if they do not pass legislation this year. Higher education experts believe comprehensive reauthorization legislation will not be enacted in the current Congress. However, this summer lawmakers advanced a number of ideas setting up the framework for it.

The legislation currently encompasses everything from regulation of federal

financial aid to programs that reform higher education. The reauthorization in 1972 saw the introduction of Pell Grants, and Direct Student Lending was created through the reauthorization in 1992.

While previous HEA reauthorizations have often continued current policies, recent national attention on college cost and completion, the value of a degree, and the impact of technology have created an environment that could cause the reauthorization expected in the next Congress to contain more significant changes. Whether completely revamping the way student loans are repaid or creating new methods for accreditation, this reauthorization could vastly alter aspects of the current higher education landscape.

## IDEAS FOR THE WAY FORWARD

In June, Senate Education Committee Chairman Tom Harkin, D-Iowa, introduced the Higher Education Affordability Act, a 785-page draft with an exhaustive list of provisions intended to offer a foundation for discussion.

Sarah Flanagan, vice president for government relations at the National Association of Independent Colleges and Universities (NAICU), says Harkin's bill touches on a wide variety of issues, some of them apparently at odds. She notes that, specifically, two proposals for teacher preparation seem to be in opposition.

"There are a lot of big ideas swirling around. Some are counter to each other, and we don't really know which are going to gain traction," she says.

She also notes that the bill is unlikely to pass – as it's written, it would not necessarily appeal to all of the Senate's Democrats. Instead, it's more of a hodge-podge of ideas to be considered and further refined.

Broadly, Harkin's bill touches on increasing college affordability, helping students better manage their debt and holding institutions accountable to both students and taxpayers, as well as helping consumers make informed decisions about college.

Additionally, his bill includes the reinstatement of year-round Pell Grants, a measure that would allow private student

loans to be discharged in bankruptcy and increased consumer protections.

It also includes provisions for the following:

- Automatically enrolling student loan borrowers who are more than 150 days delinquent on their payments in income-based repayment plans
- Creating a student complaint system to better track harmful financial practices at institutions, as well as help students get relief
- Requiring institutions to use a universal net price calculator on their websites
- Requiring all accreditation documents to be publicly available
- Expanding access to dual enrollment and early college high school programs
- Funding programs that improve teacher and school leader preparation
- Establishing a risk-sharing commission to investigate how to hold low-performing institutions accountable for poor student outcomes
- Reporting requirements for harassment
- Reforming abuses in the collections process and reducing unfair fees

## BIPARTISAN MOVEMENT IN THE HOUSE

John Kline, R-Minn., chairman of the House Committee on Higher Education and the Workforce, and Virginia Foxx, R-N.C., chairwoman for the Subcommittee on Higher Education and Workforce Training, have also put forth some proposals, releasing a white paper in June that outlined a number of ideas, including three pieces of legislation.

The white paper identifies key Republican principles guiding the House committee, including: empowering students and families to make informed decisions; simplifying and improving student aid; promoting innovation, access and completion; and ensuring accountability while limiting the federal government's role.

Proposals both in Harkin's bill and in House legislation build on past reauthorizations, with new conversations going on about improving transparency in higher education and the quality of financial information available to consumers.



In late July, the House passed two of the three bills included in the white paper: the Strengthening Transparency in Higher Education Act, which would streamline the information the federal government provides to prospective students, both through its own College Navigator site and institutions' own sites; and the Empowering Students Through Enhanced Financial Counseling Act, which would require annual counseling for students receiving federal Pell Grants and Direct Loans for each year they receive them.

Two additional bi-partisan bills affecting higher education also passed in July. The Student and Family Tax Simplification Act, co-sponsored by Reps. Diane Black, R-Tenn., and Danny Davis, D-Ill., would consolidate existing tax credits under the American Opportunity Tax Credit. Additionally, Reps. Matt Salmon, R-Ariz., Susan Brooks, R-Ind.,

and Jared Polis, D-Colo., introduced the Advancing Competency-Based Education Demonstration Project Act, which would direct the Secretary of Education to select up to 20 institutions or systems to carry out competency-based education demonstration projects.

The latter bill defines competency-based education as a process or program that measures students' knowledge, skills and experience through assessments either in place of or in addition to measuring credit or clock hours. The bill also provides \$1 million in funding for expenses associated with the act.

#### NEW MODELS FOR INCOME-BASED REPAYMENT

Another bi-partisan effort involves the income-based repayment system. In April, Tom Petri, R-Wisc., introduced a plan to reform income-based repayment (IBR) plans.

His bill, the Earnings Contingent Education Loans Act, known as ExCEL, was introduced with co-sponsor Jared Polis, D-Colo. It has since been referred to the Subcommittee on Higher Education and Workforce Training.

In a June essay published by *The Chronicle of Higher Education*, Petri wrote that his plan would streamline the process and remove the complexity that can be a barrier for using IBR plans.

"It would eliminate much of the paperwork and bureaucracy that make the current IBR option difficult for students to use, and it would replace the overly generous forgiveness provided by the current IBR plans with protections for students that are also fiscally sustainable for taxpayers," he wrote.

Currently, IBR plans cap payments at 15 percent of discretionary income for borrowers prior to July 2014 and 10

percent for borrowers after July 2014. The repayment period for borrowers prior to July 2014 is 25 years, while borrowers after July 2014 make 20 years of payments. IBR also includes a Public Service Loan Forgiveness Program that provides forgiveness for certain types of federal loans after a borrower makes 120 payments while employed for a government or nonprofit agency.

Petri's proposal is modeled off similar programs in the United Kingdom, Australia and New Zealand – often referred to as the "Australian model." It allows for payments to be deducted as a percentage of one's paycheck.

Some revised IBR models would eliminate all other forms of repayment and enroll all borrowers into an IBR plan. Officials estimate that of the 5 million borrowers who currently qualify for IBR, only 700,000 are enrolled.

Petri wrote that consumers would have no obligation during periods where they are not bringing in an income. He noted that currently, borrowers must submit paperwork to document their income. If that income fluctuates in a year, they need to repeat the process, which can be a burden.

He also noted that his plan is unlike current plans in that it would eliminate loan forgiveness after 20 (or 25) years. He says all borrowers would have a responsibility to repay what they've borrowed.

In a statement released in July, Petri criticized the White House's executive order for the Pay As You Earn plan (PAYE), which reduced the rate and term of repayment for post-July 2014 graduates. He argued it only expands a complicated and expensive repayment program.

"Basing payments on income makes sense, but I'm always hearing from students who need affordable payments but don't take advantage of these options because the system is too confusing and bureaucratic," Petri said. "At the same time, expanding forgiveness available in the current programs will likely leave taxpayers on the hook for billions in unpaid loans."

"The fear is that a less autonomous accreditation process that relies more on federal regulations and less on peer review will reduce the diversity throughout higher education. Such a process would try to make each institution a version of each other, rather than the best version of itself."

– **Shapri D. LoMaglio**, *government relations and executive programs director, CCCU*

#### POTENTIAL CHANGES TO ACCREDITATION

In addition to reforms that tackle school transparency and improve the quality of financial information consumers receive, Congress is also eyeing reforms to what it considers to be the quality of higher education itself.

Admittedly, the accreditation process for institutions has been an area that has garnered a hefty share of debate within higher education.

Shapri D. LoMaglio, government relations and executive programs director for the CCCU, says there is a sense both from legislators and the public that the system governing the accreditation process is flawed – an idea that is rooted in a misunderstanding of the role of accreditors.

"There's a current misperception among the public and lawmakers that an accreditor's principal job is to evaluate quality based on a standardized rubric," she says. "Rather, the accreditor's job is to assess the extent to which the institution is faithfully and effectively fulfilling its own stated mission."

She explains that accrediting agencies and associations review institutions'

missions, enrollment, financial health and self-assessment practices, among other factors, and evaluate the institutions based on how well they are executing in service of their missions.

Where a federal regulator would have a checklist of items against which all institutions are measured against, LoMaglio says that accreditors take into account each school's unique attributes and assess them against its mission.

"Maybe your institution was never intended to do X, Y, Z. Maybe it was supposed to do A, B, C," she says. "The fear is that a less autonomous accreditation process that relies more on federal regulations and less on peer review will reduce the diversity throughout higher education. Such a process would try to make each institution a version of each other, rather than the best version of itself."

#### INSTITUTIONAL AUTONOMY AND PEER-REVIEWED ACCREDITATION

Legislation, such as the Supporting Academic Freedom Through Regulatory Relief Act, has been introduced that

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would help affirm the role of accreditors and preserve the peer-reviewed accreditor, rather than the government, as the final arbiter of academic matters. When lawmakers introduced the act in July 2013, Judith Eaton, president of the Council for Higher Education Accreditation (CHEA), wrote the bill's sponsors in support, particularly for provisions that would repeal federal regulations that define the credit hour and state authorization.

"Regulations creating a federal definition for a credit hour move [the U.S. Department of Education] into an area heretofore reserved for academe," Eaton wrote. "At their core, credit hour decisions are academic judgments. This is the work of academic faculty and administrators, not the federal government."

She noted such regulations would give the federal government authority to decide which institutions are authorized to operate in different states.

In a second letter, Eaton wrote that the accreditation community is "keenly aware of the challenges to be met in the current climate for higher education."

"The pivotal role that higher education plays in our society and concerns about price and completion have put a spotlight on greater accountability for academic quality, institutional performance and student success," she wrote.

She stressed the importance of self-regulation and peer review within the accreditation community and stated that both are in peril.

"We enter this reauthorization with our historic effectiveness in doubt, despite the significant evidence to the contrary," she wrote. "The accreditation-federal government relationship that was once characterized by deference to academic expertise in judging academic performance and public confidence in self-regulation and peer review is no more. Ignoring this effectiveness, government is now playing a more decisive role in making judgments and setting expectations of academic quality than at any time in the past."

"Quality is not defined as compliance with federal law and regulation,"



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she continued. "Quality is about the educational experience available to students who seek learning and opportunity."

LoMaglio says the views of the CCCU's institutions are in line with CHEA in terms of preferring the current self-regulatory, peer-reviewed system instead of further federal regulation.

"It preserves the institution's autonomy," she says. "The unique quality, history, purposes and population of that institution – and, for religious institutions, the specific religious aspects to their mission – are held intact."

The concern of mission coming under fire, particularly for religious institutions, led lawmakers to tuck clarifying language into the last reauthorization of the HEA in 2008.

The language acknowledges the religious mission of some institutions and requires that an accreditor "consistently applies and enforces standards that respect the stated mission of the institution of higher education, including religious missions."

#### THE IMPACT OF NON-TRADITIONAL MODELS ON ACCREDITATION

Non-traditional models could also impact accreditation. Non-traditional models, such as Massive Open Online Courses (MOOCs) and skill-based badge programs, challenge the current system

of accreditation, and lawmakers have responded accordingly.

Rep. Paul Ryan, R-Wisc., chairman of the House Budget Committee, referenced accreditation reform in a discussion draft released this summer titled, "Expanding Opportunity in America."

Ryan argued that many barriers to receiving an education should be lowered. He said non-traditional models could provide a way to do that but recognized that their gaining accreditation would be key to both acknowledging a given program's legitimacy and authorizing its students to access federal grants and loans.

Consequently, he and other lawmakers have said it should be easier to gain recognition as an accreditor by the Secretary of Education. For instance, Senator Mike Lee, R-Utah, has proposed that new accreditors be able to accredit specific courses by submitting only "certification standards as well as reporting requirements, credit transfer plans and outcome-based standards." Such accreditation would allow students to cobble together their own programs of individual classes for an accredited degree.

Lee has also proposed that states and companies be allowed to accredit courses. For example, the state of Washington

could accredit a course offered by Boeing on electrical engineering or by Microsoft on computer software programming.

Ryan's proposal also references ideas from David Bergeron, a former acting assistant secretary for postsecondary education at the U.S. Department of Education, and Steven Klinsky, a New York businessman and philanthropist active in the push for education reform. Bergeron and Klinsky believe that reforms to accreditation could "enable a whole field of academic innovations to bloom, including blends of 'bricks and clicks' and new types of federal financial aid models."

They have proposed a private-sector accrediting body called the Modern States Accrediting Agency, which they argue could help ensure the quality of non-traditional courses by accrediting specific courses, allowing students to transfer those credits to traditional institutions and receive federal aid.

#### COMING TO A VOTE

There is bipartisan support for reform within higher education, but NAICU's Sarah Flanagan says lawmakers tend to line up classically according to their perspectives, noting that while Democrats may be more willing to regulate higher education, Republicans tend to lean more toward self-governance. Democrats may seek more generous aid for students, while Republicans support having students bear more of the costs. Regardless, she says it is unlikely that comprehensive reauthorization will pass this Congress.

"I think a lot of these are up in the air because we don't know who will control the Senate," Flanagan says.

LoMaglio notes that all of the ideas that have been proposed form a template that the final version will be based on. She emphasizes that new ideas could emerge based on current events. However,

since many of these topics have been on lawmakers' minds for several years, there is a good chance that some of them could move forward, she says.

Regardless of what direction Congress ends up taking with this reauthorization, it's vital for educators to be aware of the possibilities, LoMaglio says.

"With Congress, action is harder than inaction, and it is easier to retain the status quo than to implement change, so it's equally likely that the reauthorization could just nibble around the edges," she says. "Until the votes are cast, however, it's important that the higher education community be aware of the proposals so that they can weigh in and impact the shape the final bill takes." ▮

**Jessica Shumaker** is a 2009 graduate of Olivet Nazarene University. She attended the Washington Journalism Center in the spring of 2007. She lives in St. Joseph, Missouri, where she is a reporter for the *St. Joseph News-Press*.



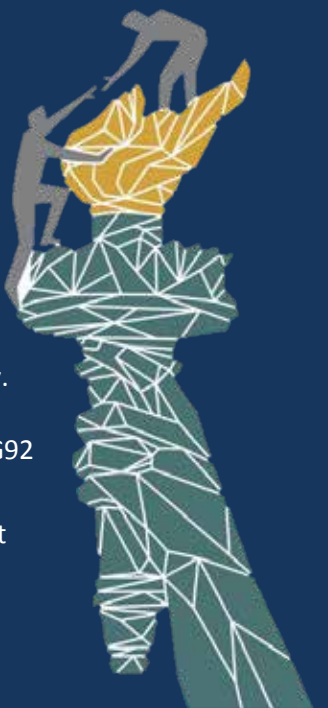
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# WHAT DO STUDENTS WANT?

## Analyzing Student Satisfaction at CCCU Institutions

By Julie Bryant

*Associate Vice President for Retention Solutions, Noel-Levitz*

**T**HROUGHOUT ITS HISTORY, the Council for Christian Colleges & Universities has assisted its membership by conducting coordinated research projects to gather valuable data about the experiences of students enrolled in the CCCU member institutions through its Comprehensive Assessment Project (CAP). The Noel-Levitz Student Satisfaction Inventory™ (SSI) has been a part of the CAP since 1997 and has been regularly administered by many member institutions every two years since 2001. The most recent results from the fall of 2013 reflect the satisfaction levels for 20,440 students from 51 member institutions that administered the SSI.

The SSI measures the satisfaction and priorities of students on a wide range of issues related to college life and learning. Students respond twice for each item on the survey: once to rate the level of importance they place on the item, and

a second time to indicate their level of satisfaction. The results allow campuses to identify areas of strength (where students report high satisfaction in areas of high priority) and campus challenges (where students indicate low satisfaction in areas of high priority). The instrument has high reliability and validity, and more than 2,750 campuses have administered it since its release in 1994.

The SSI is a comprehensive assessment that gathers students' feedback on their experiences both inside and outside of the classroom. The results provide student responses in 12 different categories, such as instructional effectiveness, academic advising, campus climate and campus life. Many institutions alternate their administration of the SSI with the National Survey on Student Engagement (NSSE). Campuses often find that students won't be satisfied if they are not engaged, and they won't be engaged if they are not satisfied.

The SSI is administered across class levels to include freshmen, sophomores, juniors and seniors (whereas the NSSE is administered only to first-year students and seniors).

The SSI provides national benchmarking with more than 300 private colleges and universities. The institutions that participated in the 2013 CCCU CAP received the added benefit of an external comparison group consisting of just the student responses from the students at the participating CCCU schools. This allowed these colleges to identify where their students were significantly more or less satisfied than students at other CCCU institutions. These reports were in addition to the reports they received that reflected satisfaction comparisons with the larger four-year private national comparison group.

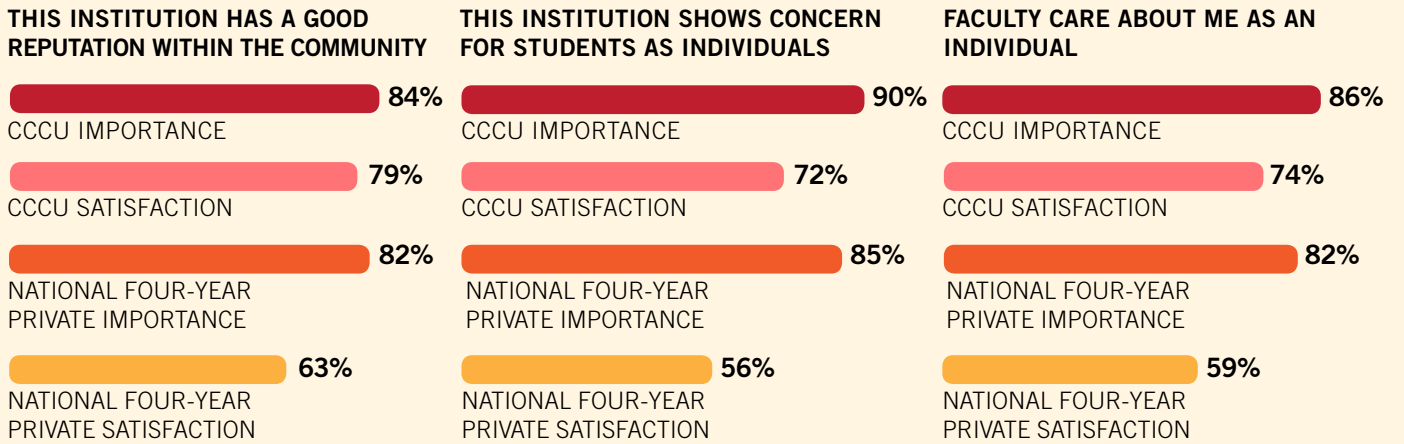
The following is a series of charts and graphs highlighting some of the information gleaned from the 2013 SSI survey.



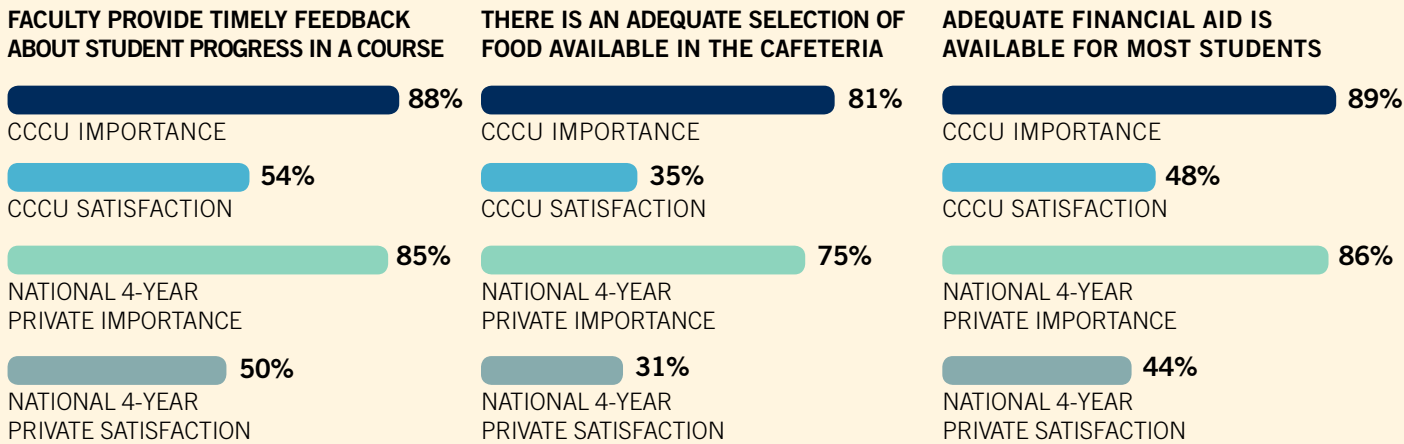
# What Do CCCU Students Find Important?

The SSI provides analysis both of what students were satisfied with at their institutions and what was important to them at their institutions.

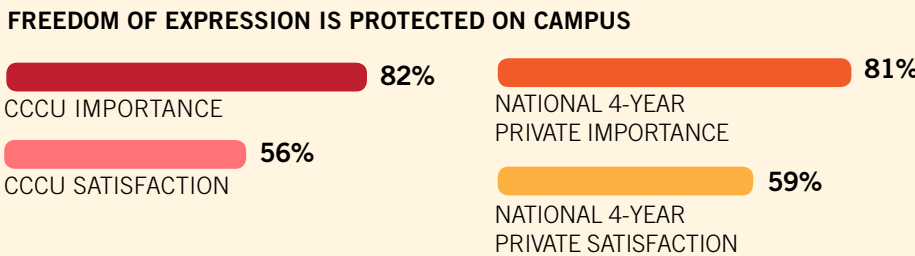
In these three key areas, students at the CCCU schools indicated higher satisfaction than students at other four-year private institutions:



In these three areas, the difference in satisfaction was smaller but still significant:



CCCU students were significantly less satisfied than their peers on one item:



## CCCU Areas of Strength and Challenge

When asked about their schools, CCCU students identified several statements that represented areas of strength at their institutions, as well as areas of challenge. "Strengths" are items of high importance and high satisfaction to students. "Challenges" are defined as items of high importance and low satisfaction to students.

### AREAS OF STRENGTH

- The instruction in my major field is excellent.
- Nearly all faculty are knowledgeable in their field.
- The quality of instruction I receive in most of my classes is excellent.
- I am able to experience intellectual growth here.
- My academic advisor is knowledgeable about requirements in my major.

### AREAS OF CHALLENGE

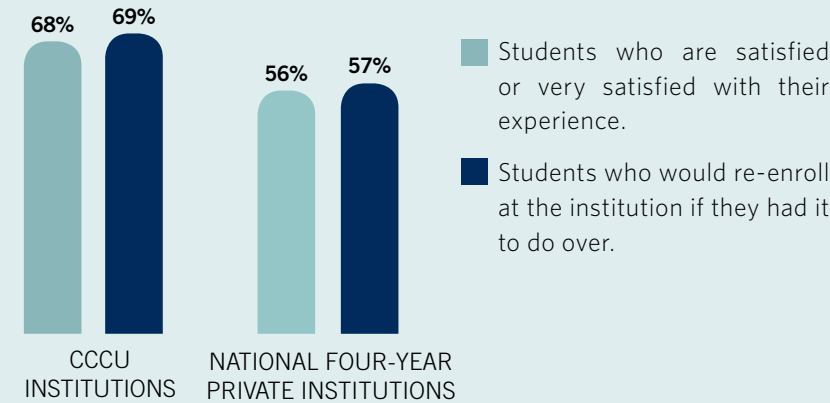
- The content of courses within my major is valuable.
- Tuition paid is a worthwhile investment.
- I am able to register for classes with few conflicts.
- Adequate financial aid is available for most students.
- Faculty are fair and unbiased in their treatment of individual students.



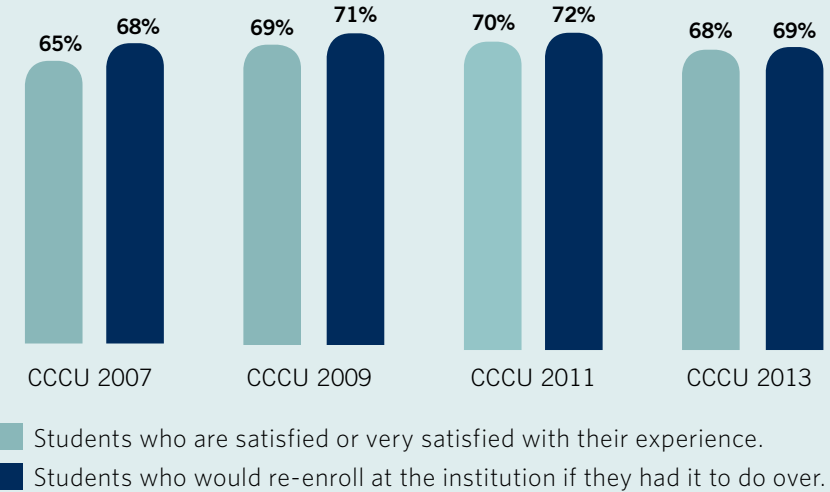
Photo Courtesy of University of Northwestern – St. Paul

## Overall Student Satisfaction

Overall, students at CCCU institutions were more satisfied with their experience and were also more likely to re-enroll if they had to do it over again than students at national four-year private institutions.



## CCCU Student Satisfaction 2007-2013







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## STUDENT SATISFACTION


### What's Next?

**HOW CAN THE** data translate into value on a campus? Over the years, participants have used their institution-specific list of challenges gleaned from the survey to find opportunities for improvement. By using the guidance given by students in the satisfaction surveys, institutions can improve retention and student success. The identification of strengths and challenges can also inform strategic planning for the college.

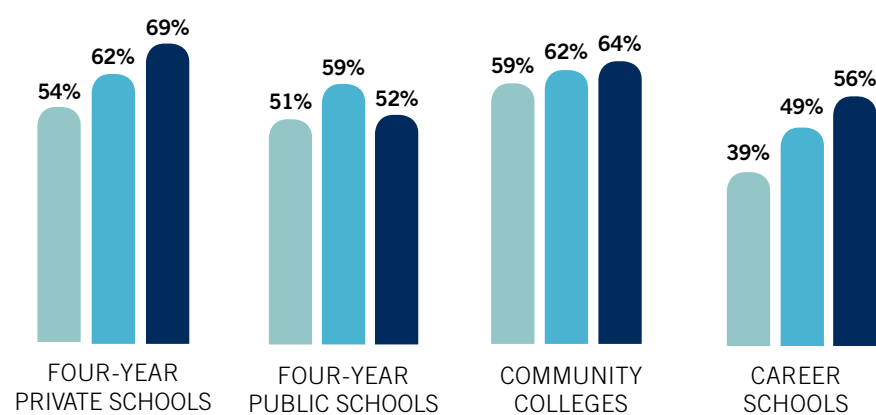
The data are also valuable for documentation purposes for accreditation, allowing the college to highlight where satisfaction levels have improved significantly on key items that support the regional accreditor's criteria. The institution's reported items of strength can be incorporated into marketing materials to

help recruit new students to campus. A college can also emphasize areas where their students are significantly more satisfied than students nationally.

CCCU colleges report that they are generally seeing satisfaction levels increase when they actively use the data to influence decisions and procedures on campus, and many of these same institutions are also seeing improving retention. In fact, the 2014 National Research Report (also from Noel-Levitz) found that in nearly all instances, graduation rates rose with levels of satisfaction (see chart below).

These studies affirm that paying attention to students' satisfaction levels and working to improve the student experience can influence institutional success. 

### GRADUATION RATES AND STUDENT SATISFACTION



### GRADUATION RATE RANKING



**Julie L. Bryant**, associate vice president of retention solutions at Noel-Levitz, works directly with colleges and universities throughout North America in the area of satisfaction assessment. She oversees the annual national reporting and trend analysis of these data and has authored several white papers on topics related to student satisfaction. For more information on these survey results, contact her at [julie-bryant@noellevitz.com](mailto:julie-bryant@noellevitz.com).

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# MONEY MATTERS

## Teaching Wise Financial Stewardship

By Chris Turner and Morgan C. Feddes

**IT'S A FAMILIAR** scenario: Whether traditional or adult, a student graduates college with a degree, a new set of skills and financial responsibilities.

These financial realities are prominent in light of the current economy. So, as Christian colleges and universities prepare students for service in their life after college, how are they also encouraging them to develop positive financial disciplines in preparation for these realities? >



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Kelli Welzel, director of new student programs, teaches a Personal Finance 101 class at California Baptist University. Photo credit: Jessica Bills

### NOT JUST ABOUT THE MONEY

At Southeastern University in Lakeland, Florida, every student – undergraduate, online and adult – is required to take a personal financial stewardship class as part of their general education courses.

“We’re trying to prepare [students] so that when they step out of these doors, [financial responsibility] is not a culture shock to them,” says David Royer, associate professor of marketing at SEU and the developer of the class.

Each semester, a team of instructors collaborates to teach five or six sessions of the class, Royer says. All students are introduced to a wide variety of financial topics, including budgeting, the perks and pitfalls of credit card usage, investment basics, buying a car or a house, finding insurance and retirement planning. The class utilizes a combination of a general personal finance book and the book *GPS for Financial Christian Living* to give students a biblical perspective on their financial responsibilities and long-term goals.

Charlie Dawes, dean of student learning and assistant professor of practical ministries at SEU, says that freshmen at the institution also have the opportunity to discuss biblical stewardship in their first-year experience class.

“We make it more than just a financial conversation; we look at how are they

stewarding their resources – their time, their giftings, their talent,” Dawes says. “We’re talking about stewarding your life. You have to steward your calling. You get one opportunity to live, and God has deposited you gifts and callings, and he’s given you resources – that’s a portion of who you are, and what you do with that is going to determine everything.”

Royer says that broad focus is prominent in his class, too. “One of the things that I stress, and this seems to turn the light on for them, is I talk about dreaming,” he says. “You can’t [meet your dreams] without responsibly managing the finances side of it. You want to be thinking, what is your dream, and how are you going to get there? That lights a fire under them.”

Though the online and traditional undergraduate classes cover the exact same material, Royer says SEU has adapted some of the material in its adult education classes to better meet those students’ needs. For example, one of the main projects for the traditional and online students is building a basic budget, while the adult education students have the opportunity to build a larger financial portfolio.

“I’ve tried to teach adults in the past with [the same information] from the lower level, and they’re bored,” Royer says. “So we need to have something that they can actually sink their teeth into.”

No matter the type of class, Royer says

there’s one trick to constantly engaging students in the material: transparency from the instructor.

“One of the things I have found that gets most attention out of the students is to be able to stand up there and to share where you’ve made mistakes, and to be standing up there not as an instructor, but as an adviser,” he says. “Be open to questions that they ask, because I think it gives the instructor credibility, as well.”

Sharing real-life stories during class also helps bring financial realities home for students, particularly those who are younger and are still having most of their needs paid for by their parents, Royer says.

“Sometimes [students] have this tunnel vision where they’re not ready to learn the information because they’re not ready to use it,” Royer says. “That’s why I try to incorporate stories, because they can picture the real world when you start telling them real stories.”

### GETTING A STRONG START

On the other side of the country, California Baptist University in Riverside, California, is another institution talking about personal finances with all of its students. At CBU, all freshmen – more than 1,500 of them this fall – are educated in the basics of personal finance.

The program was developed at the behest of Kelli Welzel, director of new student programs. Before coming to CBU, Welzel spent four years as a financial aid counselor; she also has a background in student development, giving her a view of student financial issues from several angles. When she pressed the case to include a required personal financial management course for all incoming students, the CBU administration agreed it was a significant opportunity to equip students with practical financial management skills.

“Statistically, the number one reason students drop out is for financial reasons,” Welzel says. “We believe it benefits everyone if we can give our students the financial management skills to succeed now while in school, and then obviously long after they graduate.”





Joe Childs, dean of the College of Business and Legal Studies, teaches a class at Southeastern University. Photo courtesy of Southeastern University

With so many students taking the course, Welzel says the institution involves about 120 upper-level trained student facilitators to guide sessions and lead peer groups. Additionally, CBU's office of spiritual life engages with the students to discuss money matters from a biblical perspective, says Brian Zunigha, the director of discipleship. Throughout the semester, the course raises a lot of

questions for students. Zunigha says those questions open the door to conversations about stewardship and how that relates to being a disciple of Christ.

"For instance, we have a retreat every year for people who want to go into ministry after college," he says. "We talk to them a lot about how debt can hinder their ministries. We try to extend what they are learning in the class and help them see it has kingdom implications."

#### EDUCATING THROUGH ELECTIVES

Other universities may not require all students to take a full class like California Baptist or Southeastern, but many offer electives that incorporate similar elements. At Cedarville University in Cedarville, Ohio, students are able to take a personal finance class housed in the business department. Though it is a general education class with a freshman course



number, the class often fills with upper classmen, says Jeff Guernsey, associate professor of finance.

The class has also been offered online for a few years, Guernsey says. This semester, 11 of 19 online students are high school seniors taking the class as a dual-enrollment class. Though the class has usually had some dual-enrollment students each semester, the numbers this fall were a considerable jump, he says.

Kent Hartman has seen firsthand the difference financial management skills can make in the lives of students. Hartman, a former missionary, teaches a personal family finance class, which he designed, at Oklahoma Christian University in Edmond, Oklahoma. The curriculum pulls information together from a number of financial stewardship resources, as well as from a healthy dose of personal experience.

"Frankly, what I teach them isn't rocket science," he says. "In fact, it is biblical. In essence, I tell them to spend less than they make, save and invest for the future, give generously to God and to others. It's pretty simple, really."

**Chris Turner** is founder of D. Chris Turner Communications, a public relations firm specializing in social media strategies, writing and crisis communications. A former overseas correspondent with the International Mission Board, Chris has lived in England and Panama and covered stories in 28 countries.

**Morgan C. Feddes** is staff writer and editorial director at the CCCU. An alumna of Whitworth University (Spokane, Wash.) and of BestSemester's Los Angeles Film Studies Program, she previously worked for *Christianity Today*.

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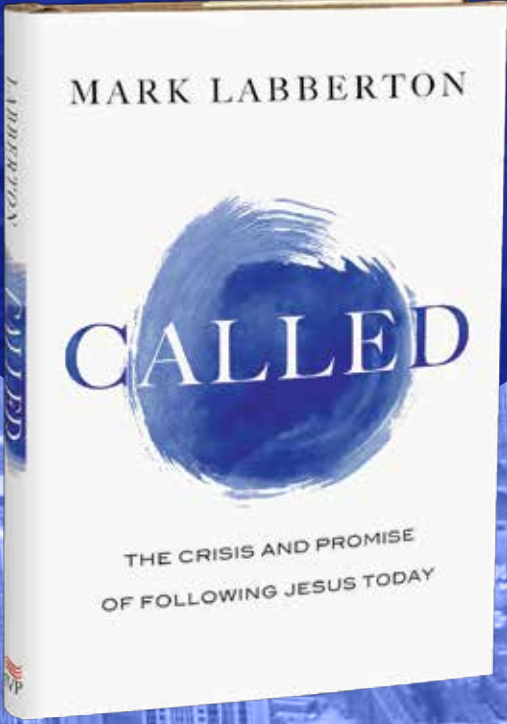
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Mark Bartels led part of the students from the spring 2013 semester to the summit of Mount Elgon. Photos courtesy of Rachel Robinson



BESTSEMESTER®: VOICES

## Outgoing Uganda Studies Program Director Leaves Behind a Strong Foundation

By Rose Creasman Welcome

**WHEN MARK AND ABBY BARTELS** first arrived in Uganda more than a decade ago, they found themselves asking a lot of questions – and leaning heavily on new relationships to provide direction and context in a foreign culture.

Those very questions and friendships became the theme of what blossomed into a spiritually and academically robust semester immersion into Ugandan culture for students from CCCU campuses.

“We were new to the culture, too,” says Mark Bartels, who at the time had just accepted the challenge to build a BestSemester program in Uganda for the CCCU. “As we developed the curriculum,

we were thinking about our own questions as Americans living in Uganda.”

Bartels, founding director of USP and its leader since 2004, stepped down from his position this spring. He and Abby and their children – Daniel, 10, Mary, 6, and Rachel, 5 – have returned to the U.S., where Bartels is working with international CCCU member Uganda Christian University, a partner with USP since the program’s inception. Rachel Robinson, who worked alongside Bartels for four years as USP Program Coordinator, transitioned to interim program director on July 1.

“You never want to mess with a good thing,” says Robinson. “There’s definitely

some intimidation there. It’s a very solid program. My job will be to continue building on the excellent foundation that Mark has established.”

Deborah Kim, interim vice president of BestSemester student programs, attributes the program’s solid academics and crucial local connections in Uganda to Bartels’ tenure as director.

“The Uganda Studies Program is what it is today because of Mark’s leadership,” Kim says. “USP’s academic program, experiential opportunities, and standing within Uganda Christian University and the local community are all strong as a result.”



**LEFT:** Mark and Abby Bartels at the farewell dinner for the spring 2014 semester. Photo courtesy of Rachel Robinson

**BELOW:** The USP staff at the farewell dinner for the spring 2014 semester. Photo courtesy of Rachel Robinson

USP, which is located 15 miles from the capital city of Kampala, Mukono, and offers students a social work emphasis and practicum option, has Mark Bartels in its DNA, says Meghan Munson. Munson worked with Bartels as a program intern in 2010 and for three years as a BestSemester program advisor based out of Washington, D.C.

“A study abroad program tends to take the shape of the leaders of the program, and USP has looked a lot like Mark Bartels for the last 10 years,” says Munson, who attended the program herself as a student at Messiah College in Mechanicsburg, Pennsylvania, in 2007.

According to Munson and other former students and program staff, that means USP reflects the qualities most important to Bartels: cultivating relationships, asking hard questions and valuing hope over cynicism.

Bartels spent the first few semesters of the young USP listening and responding to students’ questions, interests and misconceptions about Uganda. By the third semester of the program, he had added a trip to Rwanda and homestays as a direct response to student feedback, giving students the chance to expand their experience beyond even the campus of partner Uganda Christian University. About 80 percent of Ugandans are subsistence farmers, Bartels says, so getting students off a college campus and into Ugandan homes is a key part of the USP experience.

Like all BestSemester programs, USP has a way of radically altering students’ expectations – something Bartels loved getting to see semester after semester.



Even if students had been to Africa on a mission trip or traveled overseas before, Bartels says, “It’s a whole different experience to be here for four months immersed in the culture and balancing school responsibilities.”

Many students who arrived in Uganda expecting just a cool experience for a semester ended up returning, he says. “Others assumed they were called to mission work, and discovered a different vocation entirely.”

USP’s central theme reflects one of the greatest values of its leadership: “Your most important lesson will be in relationships,” the BestSemester website promises prospective USP students. Those who know the program well can’t echo that enough.

“Our emphasis on relationships comes from Mark and his philosophies of education,” says Lisa Tokpa, USP’s social

work coordinator, who worked with Bartels for two years. “Mark believes that you can’t understand and learn from a culture without deep relationships.”

Most of USP’s curriculum is built around that philosophy, she adds, including the entire social work program.

“To be a good social worker, you need to take time to develop relationships and get to know people,” she says. “That’s why a social work major fits so well within USP – they mirror each other in those goals. So much of what we do is challenging the students to build defining and long-lasting relationships, not just ones that end when they leave.”

For Bartels, those relationships extend beyond Uganda and the USP experience and are among the primary aspects of his former job that he misses.

“We miss the people the most – other





**ABOVE:** Mark Bartels (far left) leads a discussion with the students of the spring 2012 semester. Photo courtesy of Rachel Robinson

**LEFT:** Mark Bartels leads orientation for the spring 2013 semester. Photo courtesy of Rachel Robinson

USP staff, Ugandan colleagues at UCU, and other expatriates at UCU,” he says. “I’ll especially miss the privilege of working with students in a context where they are uniquely focused, engaged and asking questions about their context and the world.”

Alums of the program point to classroom encounters with Bartels as some of the most significant learning moments of their college experience. Munson remembers experiencing that first as a student in USP’s early years, and later as a program intern.

“As a teacher, Mark has a way of

delivering a very profound lesson with few words,” Munson says. “Since he reads constantly, he is always asking his own questions and learning more. As a member of his staff, I sat in on the class that he taught – my favorite class of my own undergraduate education – and watched students interact with the challenging texts. More than a few of them seemed to be experiencing the learning epiphany that I had encountered in their shoes under Mark’s instruction.”

For Mary Anne Wright, a junior nursing student at Messiah College who attended USP in the fall of 2013, Bartels’ habit of pushing

students to think beyond easy answers was formative in her USP experience.

“Mark had a way of drawing students out, getting them to honestly grapple with questions out loud,” Wright says. “Sometimes, we’d say things that sounded like great, meaningful philosophical truths and realizations. But if we were logically off, or made assumptions that didn’t fit, he was absolutely OK with coming right back at us with a witty, profound comment that completely shot our idea down. We always laughed, and joked about his being too harsh. But I think we were always glad that he didn’t just go along for the ride in classroom discussion – he wanted it to be about truth, and always guided us toward that.”

As a leader, Bartels was a minimalist who encouraged and empowered his staff, says Tokpa. He also was a good friend and neighbor, as well as a coworker and boss – which she says is hard to find.



**ABOVE:** Mark Bartels and Bishop George Tibesigwa, then the acting deputy vice chancellor for external affairs at Uganda Christian University, at a farewell dinner for the spring 2014 semester. Photo courtesy of Rachel Robinson

“It’s kind of rare that that works,” Tokpa says. “It takes a special person to do that well, with good communication and mutual respect. That’s why it was especially hard when Mark and Abby left. We weren’t just losing a director and coworker; we were losing friends and neighbors who were intertwined in our lives.”

One of Bartels’ greatest qualities as a leader was always attracting talent to his team, Munson says – a fact that promises a bright future for the program.

“USP will undoubtedly look different in the future, just as it looks different now from when it first began,” says Munson. “Mark built a program committed to the students that attend [it] and the country and people of Uganda that host it – and I think Mark will be pretty happy to watch it grow under new leadership.”

#### LEARN MORE

For more information about the Uganda Studies Program, visit [www.bestsemester.com/uganda](http://www.bestsemester.com/uganda)



A graduate of Point Loma Nazarene University and the Washington Journalism Center, where she later worked as program coordinator for three years, **Rose Creasman Welcome** has worked as an editor for several online and print newsrooms. She is currently earning her M.A. in Multiplatform Journalism from the Philip Merrill College of Journalism at the University of Maryland.

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David Jung (second from right) reunited with fellow spring 2014 BestSemester students in the summer of 2014. Photo courtesy of Kelley Griffin



BESTSEMESTER®: REFLECTION

## Discovering Vocation in the Midst of Transition

By David Jung

**AS AN INTERNATIONAL** student from South Korea, I have had numerous opportunities to experience and adapt to new cultural aspects and perspectives. I grew up living a fast life in the Seoul metropolitan area before moving to a small rustic town in Oklahoma to study English as an exchange student. After being an Americanized free-spirited student for five years, I joined the rigid Korean Army for two years. My life has certainly been filled with transitions.

Most recently, I went to Houghton College, a small Christian school in western New York, where I was blessed to study business and political science while enriching my faith in an incredible community.

However, when I discovered the American Studies Program (ASP) in Washington, D.C., I realized that it would be yet another opportunity for transition – this time from university to work – as it is known for its numerous internship and networking opportunities in the nation’s capitol. Although it was difficult to leave my campus a semester early, I was thrilled about this new adventure to come.

The four months I spent at ASP flew by; it was the most dynamic, challenging and transformational time of my life. Prior to that part of my journey, I was nervous about making the transition into “real” life after finishing up my last semester of college. As I completed the program, I had a

lot of fun exploring my vocational calling and learning valuable lessons in the community here in D.C.

When I arrived in D.C., I quickly acclimated to the new community of both fellow students from various Christian universities as well as residents of the neighborhood. I never once felt lonely or left out, because I experienced authentic friendships at ASP and partook of the bountiful events in the area. A lot of people lovingly and genuinely cared about me in this seemingly impersonal, self-driven city.

I was especially impressed by how much the faculty members of ASP cared about helping students discover their vocation and calling as Christian professionals.



**ABOVE:** Jung (left) and fellow students Hannah Wasco, Molly King and Nicholas Echart take their first ride on the D.C. Metro. Photo courtesy of Analise Nuxoll

**FAR RIGHT:** Jung prepares for his GDE Presentation with Nicole Noyes and Andrew Cleary. Photo courtesy of David Jung

**RIGHT:** Jung poses with Noyes and Cleary in front of the Capitol. Photo courtesy of Kelley Griffin

They gave me a very practical yet profound perspective on understanding the broken world that we live in, as well as my individual role in that world as God’s faithful servant. I learned that just as Christ perfectly illustrated, we are called to demonstrate God’s redemption in this fallen and dysfunctional world through our vocations and professional endeavors.

Before joining ASP, I had been confused about this idea of sacred versus secular. I had thought that secular activities (a.k.a. work) were a means of meeting our basic needs. I was comfortable with the idea that work could be a distraction from focusing on the Lord, unless one was a minister. Lectures from Peter Baker, program director of ASP, helped me to demolish this misunderstanding and look at the sacred and the secular as one. In addition, I learned that I am responsible for stewarding God’s creation, which not only includes this earth and the universe, but also social structure, law, institutions, etc. Through this, I recognized the need to discover what I am created to do according to my passion, personality and interests.

Soon after this challenge from Peter, I began my studies as part of ASP’s Global Development Enterprise (GDE) team. With ASP faculty member Gerry Hartis



as project director, we focused on entrepreneurship in global development and completed a research-based proposal for a new business in Uganda. Through this two-month-long course, I realized that work in global development is aligned with God’s call to bring healing and redemption to this broken world. I was thrilled to discover the significance of the role of business, my college major and my passion. Through our team’s work, I acquired incredible insight on how business makes a positive and powerful difference in our world. My experience at ASP clarified my calling and purpose that began through my education at Houghton.

Through ASP, I was privileged to experience ubiquitous opportunities to network and learn from professionals in D.C. The program provided exposure to the professional world through conferences and events, as well as internships with highly reputable organizations. I was intentional about expanding my network and possibly obtaining a job in the D.C. metro area. I

BESTSEMESTER®: REFLECTION



approached professionals wherever I was: professional events, project interviews and even on the D.C. Metro. I ended up having over 50 informational interviews with these professionals and also developed my communication and follow-up skills.

As I am writing this reflection, I am again reminded of how imperative and incredibly rich my time at ASP was. I am now starting my next transition from being a college student to beginning my career at an exciting startup company in Washington, D.C. I do not know what is ahead, but I expect to learn and change continuously. I thank God for ASP, as it helped me understand my fundamental and professional calling while prompting me to fix my eyes on Jesus and to advance the kingdom of God with clarity and confidence. **▲**

### LEARN MORE

For more information about the American Studies Program, visit [www.bestsemester.com/washingtondc](http://www.bestsemester.com/washingtondc)

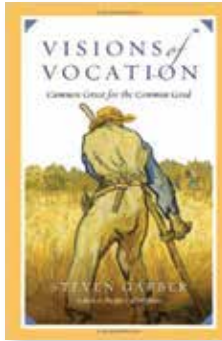
**David Jung** is a recent alumnus of Houghton College with a degree in business administration and is a spring 2014 alumnus of BestSemester’s American Studies Program. He is going to begin his career in the startup business world of Washington, D.C.





## ON THE SHELF

## What Your Peers Are Reading

**VISIONS OF VOCATION: COMMON GRACE FOR THE COMMON GOOD***By Steven Garber**Review by Carolyn Dirksen  
Director of Faculty Development  
Lee University*

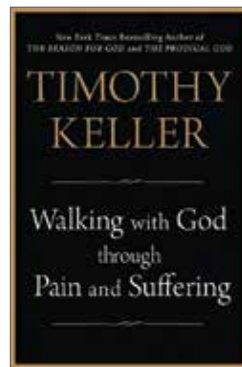
Can we know the world and still love it?  
Are we implicated in the world and  
responsible for its flourishing?

In *Visions of Vocation*, Steven Garber raises these questions over and over, coming at them through Old Testament explication, philosophy, history, novels, plays and popular culture, as well as through story after story of people who have answered “Yes!” and plunged into the world’s glories and sorrows to find true vocation. He begins with the leaders of the Tiananmen Square protest, who asked him, “Do you have a good reason to be responsible for history? And is your reason sustainable, philosophically and politically?” Knowing there are no easy answers to such profound questions, Garber has spent the intervening years researching and integrating ideas from across the intellectual spectrum, founded on a commitment to the Judeo-Christian understanding of covenant. Most of all, he has listened to the stories of people who have chosen the difficult road of true vocation. As he explains, “To learn to see – to see ourselves implicated in history, to see that we share a common vocation to care not only for our own flourishing, but for the flourishing of the world – is the vision that has brought this book into being.”

Garber lays out a compelling theological foundation for choosing to know the world and still love it, and for taking responsibility for how the world ought to be. While it is a beautifully expressed vision that is both intellectually and spiritually rigorous, what gives the book its power are the many stories of people who have lived this out – perfectly or not – in an imperfect world through imperfect institutions. There are philosophers and writers and poets, but there are also mothers and ranchers and chefs – real people with real lives who have bound their own flourishing to the flourishing of their neighborhoods or their communities or the world. There is something here for everyone, and Garber’s carefully told stories make true vocation – the integration of work, families, neighbors, and citizenship – concrete and accessible. All of us can bring what we have and live our lives “before the face of God.”

The vision is a powerful one, made concrete and personal through the stories, but Garber gives one last explanation that

brings the vision even closer to ground level. He reminds us that, even if we bring all we have to our vocation, bad things happen. He resists the “happily ever after” ending and tells us instead, “[W]ith surprising grace, some choose to keep at it, hard as it is. ... Always and everywhere, they do so understanding that they are making peace with the proximate. With something, even if it is not everything. With something rather than nothing.” Garber’s breadth of knowledge, his ability to integrate ideas, and his beautiful and engaging writing make this book well worth reading, but his honesty and his concrete evidence of every person’s ability to love the world and take responsibility for it hold the reader accountable. The book should come with a warning: You won’t walk away unchanged.

**WALKING WITH GOD THROUGH PAIN AND SUFFERING***By Timothy Keller**Review by John Wingard  
Professor of Philosophy and Dean of  
Humanities  
Covenant College*

It’s a truism that everyone experiences  
suffering at some time or other. What  
isn’t so clear in current Western culture

is what to make of suffering and how to deal with it practically. Timothy Keller, in his *Walking with God through Pain and Suffering*, tackles the daunting cluster of issues that accompany the common human experience of suffering, and does so deftly and with pastoral sensitivity. Unlike most treatments of suffering, Keller’s approach makes use of a number of disciplines or perspectives. The result is an unusually balanced, rich and comprehensive treatment.

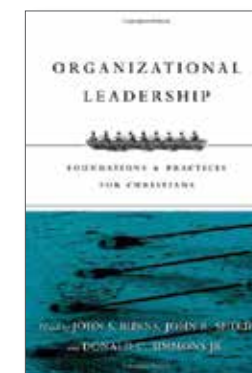
The book is divided into three parts, unified by the metaphor of a furnace for suffering. Part one, “Understanding the Furnace,” considers the problem of suffering from a theoretical standpoint, using the tools of history, philosophy, sociology, cultural anthropology, etc. The author shows how a number of cultures (past and present) have understood and attempted to help people handle suffering. While these cultures tell different stories about suffering, in each case, it is seen as meaningful. This perspective is in stark contrast to that of modern secular Western culture, which Keller shows to be wholly incapable of making sense of suffering,

and consequently unable to help people deal with it. Keller ultimately makes a compelling case for the claim that Christianity is superior to contemporary Western culture and to any of the traditional alternatives.

Part two, “Facing the Furnace,” zooms in to consider more practically and particularly the nature of suffering from a biblical perspective. The story that the Bible tells about suffering challenges the counterproductive presumption of entitlement to a pain-free life that is endemic to our contemporary secular culture. Keller shows how Scripture relates our different kinds of suffering to the sovereignty and suffering of God. Always careful not to claim that the Bible gives us a complete explanation for suffering, he nevertheless helpfully shows how the Bible points us to the final answer in Christ. Trusting God even when we do not understand him is essential to treating him as God, and we see from Scripture that no suffering is pointless. The good news is that Jesus suffered that which would destroy us so that our suffering as Christians will only refine us.

“Walking with God in the Furnace,” part three, is devoted to practical biblical consideration of how to handle suffering faithfully, focusing on ways of walking with God through the furnace by lamenting, praying, thanking, hoping, etc. Here Keller focuses on certain significant biblical characters such as Joseph, Job and Paul. His treatment of Job is especially gripping, as he shows how Job’s suffering, so mysterious to him throughout the story, was ultimately aimed at leading him to a richer, fuller life with God than he could have had otherwise.

Given the movement from the more theoretical to the intensely practical, there’s something valuable here for everyone who wants to think about and respond to suffering in a way that’s biblically faithful, no matter their past or current experience of suffering.

**ORGANIZATIONAL LEADERSHIP: FOUNDATIONS & PRACTICES FOR CHRISTIANS***Edited by John S. Burns, John R.  
Shoup and Donald C. Simmons Jr.**Review by Damon M. Seacott  
Chief of Staff  
Spring Arbor University*

In *Organizational Leadership: Foundations & Practices for Christians*, the editors have assembled a strong examination of the theological and theoretical foundations, as well as the key skills and practices, for Christian leadership. *Organizational Leadership* can serve as a great text for a variety of courses.

Within the three sections of the book, writers weave together the needed tools for success within specific aspects of Christian

leadership. Although not exhaustive, this information provides an excellent introduction into building and sustaining Christian organizational leadership.

In the first chapter, Timothy G. Dolan addresses the idea of how someone is called to leadership, offering straightforward, bold insights into how leaders are called or not called. Next, Gayne J. Anacker and John R. Shoup highlight foundational realities of Christian leadership: “What makes Christian leadership unique is Christian worldview. Christian worldview comprises a remarkable set of beliefs that offer the very best answers possible to the worldview questions. It is not, however, just a set of beliefs; *it is a way of life.*”

The theological section of the book is concluded with Rick Langer considering the biblical theology of leadership, using Jesus Christ as the main example: “Christian leadership requires faithfulness to God’s calling and mission and it requires the joint effort of gifted and Spirit-filled leaders and followers.”

Next, John S. Burns delves into the theoretical foundations of Christian leadership. Throughout this chapter, Burns considers quantum physics, chaos theory, complexity theory and other scientific strategies. The insights and data Burns shares are refreshing examples of how hard science can inform, support and enhance the efforts of Christian leadership.

In the following chapter, Ronald K. Pyle looks at the vital nature of communication in ensuring successful Christian organizational leadership. He reviews some of the complexities surrounding communication and the impact it has on leadership, addressing topics such as influence, context, collaboration, cultural and gender assumptions, and stories. His focus on listening is significant and engaging: “True listening is a rich experience for both parties. The listener gets to participate in the growth of another; the one being listened to receives one of the most dignifying and encouraging experiences of life. True listening leaves us feeling valuable and significant.”

Next, Burns returns with a chapter dedicated to conflict and negotiation. Oftentimes, individuals avoid negative situations rather than move ahead with difficult, but vital, interaction: “Conflict may be necessary when forgiveness or other actions are ineffective at getting the restoration and reconciliation process going. The key here is being certain that godly objectives are driving the need to engage in conflict.”

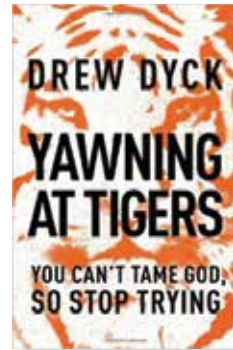
Effective ways of making decisions is the focus of the chapter “Decision Making: Becoming an Expert of the Process,” written by Shoup and Chris McHorney. They offer some of the obstacles of decision-making, which include distortion, biases, interference and gray areas. Intuition and emotions can be detrimental or invaluable when wrestling with decisions.

For better or worse, finances are a primary concern for Christian organizations. R. Scott Rodin attempts to give guidance in navigating the difficult financial realities faced by Christian leaders. In the closing chapter, Dolan offers support for Christian leaders



in the challenging and changing times we face in our society. Accountability and life-long learning are two areas Dolan covers.

God has inspired scientists, theologians and theorists to offer tools for leading in profound and Christ-like ways. By introducing substantial theory, theology and best practices, *Organizational Leadership* shows the depth of knowledge, wisdom, discernment and strategy available to Christian leaders.



### YAWNING AT TIGERS: YOU CAN'T TAME GOD, SO STOP TRYING

By Drew Dyck

Review by James S. McCormick  
Vice President for Student Life  
Colorado Christian University

When we try to bring God down to our level and make him more manageable, we lose the awesome power and majesty of the God of the Bible – that's according to Drew Dyck in his new book, *Yawning at Tigers: You Can't Tame God, So Stop Trying*. Our culture today has forgotten the “bigness” of God and moved down a path of trying to bring him down to our level. Dyck notes that in Scripture, every time a key leader had a true encounter with God, God's holiness was overwhelming and mostly terrifying. Taking in the God of the Bible requires us to focus on his mystery and majesty instead of trying to package him into just a loving and close friend; he is that, of course, but he is so much more.

“We may fear a dangerous, transcendent God,” Dyck asserts, “but we need him. Other deities may suffice for a season. As long as things are going well, smaller and safer gods may keep us happy by promising never to rock the boat. But as soon as we

encounter evil, when our lives are overturned by injustice, that's when we need the dangerous God.” The God we are after, notes the book, is the God who is grand enough to worship and close enough to love.

Filled with stories illuminating the façade that modern Christianity and popular culture have built up about the God of the Bible, Dyck's work lays out an easy concept to grasp from the first chapter: that we in our spiritual journey sometimes think of God as too small, a nice person, a loving Father, without worshipping him as the Creator Almighty, the Maker of heaven and earth and the Grand Designer of the universe. God, Dyck reminds us, made the earth tremble, made men collapse in fear and made the very nature of the earth in all respects bend to his wishes and commands. If we remembered this, perhaps our outlook on desires, struggles, and the state of the world around us would be vastly different.

Dyck then transitions in the book from the transcendent God to the relational God who longs to be “within” and among his people. This serves as a solid reminder to fellow believers of the true mystery of the twin attributes of God that we should spend a lifetime pursuing and exploring. Dyck says that as we “build our theology from the top down – that is, beginning with God – we gain a more accurate view of God and ourselves as well.” Reminding us of the need to pursue God's greatness and grandeur as we tremble at his holiness, Dyck inspires his readers to “awaken to the awe of God, that you will open your life to his holiness and love.”

An easy read with a vigorous discussion guide attached, *Yawning* is a great book for use among fellowship or discipleship groups who are looking for a deep discussion primer on the attributes of God, the way we “handle” God or a more thorough exposure to who God really is. The book inspires us to remember that God “is still the God of Isaiah 6. His throne is still exalted. Smoke fills the Temple. The seraphim still cry holy.”

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