

COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES

ADVANCE

SPRING 2019

MAGAZINE

ENROLLMENT

*Current trends,
shifting demographics,
and how your institution
can get ahead of
the curve.*

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EFRAIM LOOKED SO SHARP with a pressed shirt and a tie under his graduation robe. A fresh haircut under the graduation cap with the gold tassel. His dress and demeanor signaled a special occasion. And this *was* a special occasion set in a sunlit, albeit small, gymnasium. This gymnasium had seen many a basketball game, but it had also seen many other gatherings because it was the one place at this institution that could hold the right amount of people. The room was filled with anticipation. The joy and excitement were palpable. As I went around the room introducing myself and learning the names of Efraim and his fellow graduates, I saw that their happiness matched that of students at other commencement ceremonies I had attended.

I'd been invited to give the graduation address. I was looking forward to it and had prepared well because I was given only 8 minutes, which can be as difficult as 30 minutes. But still, I was somewhat nervous. Would my remarks resonate with my audience of graduates and their special guests? This graduation was different than the others I've attended: These graduates were inmates of the Fishkill Correctional Facility in the small town of Fishkill, New York.

Fishkill Correctional Facility is home to approximately 1,650 men. The average age is about the same as that for other adult learners: 35 to 40. It is a medium- to maximum-security prison facility with a mental health unit and senior care, including hospice care. The assistant deputy commissioner of prisons says that the day the men enter Fishkill, they also begin the first day of their journey to release. That release could be longer or shorter based on how they decide to live under the supervision of the department of corrections of New York State.

This is an institution with a "student conduct code" of a magnitude unknown to most of our higher education institutions. The men are counted around five times a day, and if the graduation ceremony is not given special dispensation, it will stop, the men will stand up, and they will line up against the wall to be counted. Each counting reminds them that they are not free; that they are deemed untrustworthy and a flight risk; that they are under the absolute authority of prison guards. This is not an easy mental state to endure, even when brought about by one's own actions.

But this prison also values preparing men for their future release into a law-abiding life. To that end, the prison provides classes on anger management, parenting, counseling, addiction recovery, and paralegal training, to name a few. Fishkill's leaders also value providing their residents (as they call them) with educational opportunities.

For this group of residents who took advantage of a particular educational opportunity offered by Nyack College, graduation day has arrived. They have written papers, taken tests, done their homework, and fulfilled the requirements for their associate or bachelor's degrees. Most graduate cum laude. They are Nyack graduates – albeit ones who attended an extension site.

What is it like for these 56 inmate students of the Nyack College prison education program to see their college president, vice presidents, faculty members, college professional staff, and two invited speakers – all in academic regalia – greet them with the exuberance fitting the occasion? What is it like to line up to proceed down the center aisle of the auditorium to the singing of the Nyack Gospel Choir? What is it like to see seven state correctional leaders front and center on the stage giving them greetings and words of congratulations as if they are not the men who line up on the wall but men who belong to a community



Top Left: The 2019 graduating class of Nyack College's Fishkill Correctional Facility. **Top Right, Bottom Left, Bottom Middle:** Families of graduates were able to attend the ceremony and celebrate their accomplishments. **Bottom Right:** Graduates make their entrance to the ceremony at Fishkill Correctional Facility's gym.

of achievers? What does it feel like to be publicly respected for their behavior? What does it feel like to have your name – not your number – called out over the microphone in front of your family members as you get that associate or bachelor's degree?

It feels like new life. It is a resurrection of sorts.

When Christian higher education spends precious budget resources on incarcerated persons, we are living out the command of Matthew 25. In many ways, providing an educational opportunity for an imprisoned individual fulfills all of the provisions – it provides food, clothing, presence, counsel, encouragement, engagement, and identification with the poor and outcast. It promotes their wellbeing and gives opportunity for a future when they will not be hungry, naked, thirsty, lonely, or down and out on their luck, because they have achieved an education.

Jeremiah 29:11 is always popular at graduations because it speaks to a fresh, unfettered future of dreams. But because it was written to a captive people in exile, it applies equally to a population whose dreams have been crushed and for whom life has been gritty: "I have plans for you, plans to prosper you and to give you hope and a future." When the faculty and staff of a Christian college take the long drive to an institution made up of buildings surrounded by barbed wire, they make a hope and a future possible.

When Jesus sent out his 12 disciples, he instructed them to raise the dead (Matthew 10:8). We tend to have a certain incredulosity about that prophecy. We know it is true because of stories of resurrection like Peter raising Dorcas (Acts 9:36-42) or Paul raising Eutychus (Acts 20:7-12). But it is also, in my opinion, true today when we touch the lives of the men and women who have made dark choices and stalled their futures. When we bring the potential of hope and help them succeed, it is resurrection – going from death to life because of the love, grace, and power of Jesus Christ. 🙏

Andres Valenzuela

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CAMPUS LIFE AT CHRISTIAN COLLEGES

A recurring challenge, or a new opportunity?

By Drew Moser, Todd C. Ream, and Kayla Hunter



THE COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES (CCCU) is a higher education association of more than 180 Christian institutions around the world. With campuses across the globe, including more than 150 in the U.S. and Canada and nearly 30 more from an additional 18 countries, CCCU institutions are accredited, comprehensive colleges and universities whose missions are Christ-centered and rooted in the historic Christian faith. Most also have curricula rooted in the arts and sciences.

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

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Cultivating Discernment



RECENTLY, MY HUSBAND and I went to an advance screening of the new movie *Shazam!* In a few scenes, a Magic 8 Ball is a key prop, and seeing it reminded me of all the so-called “future-telling” toys and games I used to play with for fun as a kid with my friends: paper cootie catchers (or fortune tellers), which we filled with random sentences and ideas for the future; the MASH game, in which we would desperately try to get a future that involved living in a mansion (or any of the buildings that weren’t the shack in the swamp) with a famous movie star; and, of course, the Magic 8 Ball.

We never took those “predictions” too seriously; I went to a Christian school, so it provided material for fruitful discussion in our Bible classes. But there are certainly times when I’d love the help of some sort of yes-no device to ease the process of decision-making. Of course, given the answers the Magic 8 Ball actually provides, that would not be for the best: “Should I attempt sledding off this roof?” *Yes – definitely.* “Should I listen to my doctor regarding this expensive medication?” *Reply hazy, try again.* “Is going to seminary the best thing for me? It really seems like it is.” *Outlook not so good.* Relying on a cheap toy for any decision would be a poor life choice.

But big decisions – the kind that have an impact for months, years, or even decades, whether we realize it at the time of the decision or not – are intimidating. And acquiring discernment for big decisions is hard – it’s a skill we want to have already, not one we want to develop. Developing discernment means being subject to situations that require . . . well, discernment. Most worthwhile character traits are like this. I pray often for patience, but that isn’t just handed to me – instead, I find myself in a situation that requires me to use patience, whether that’s a conversation that involves someone asking questions about what was just explained or getting stuck in a traffic jam while running late.

One thing can make discernment easier: community. One verse we like to reference around the CCCU is the first part of 1 Chronicles 12:32: “from Issachar, men who understood the times and knew what Israel should do.” Being a community of people like the tribe of Issachar would be great, but the context of the verse lends even more weight to the power of community discernment. The men from Issachar (“200 chiefs, with all their relatives under their command,” as the second part of 12:32 says) were part of a group of men who gathered at Hebron “fully determined to make David king over all Israel” (12:38). Most of the tribes sent thousands and thousands of men with weapons, armor, and battle experience; Issachar’s contingent was by far the smallest of them all. But their contribution was worthy of note by the Chronicler because of what they could provide that tens of thousands of others could not: discernment.

As practitioners in Christian higher education, we all know that we live in times that demand discernment. We also, thankfully, are in the midst of a community that shares a commitment to promote, preserve, and advance the cause of faith-centered higher education that develops both faith and intellect for the common good. Each of the contributors to this issue (and, hopefully, in every issue of *Advance*) has provided expertise, insights, and recommendations based on their own context and experience. All of this is in the hope that, together, we can develop and carry out the discernment needed for such a time as this. 🙏

DO YOU HAVE COMMENTS ABOUT STORIES IN THIS ISSUE OR IDEAS FOR STORIES IN A FUTURE ISSUE? EMAIL US AT EDITOR@CCCU.ORG.

MORGAN FEDDES SATRE is the CCCU's communications specialist and managing editor of *Advance*. She is an alumna of both Whitworth University and BestSemester's L.A. Film Studies Center and is currently pursuing her M.Div. at Fuller Seminary.

Hi Lon Kang Haaga

Around *the* Council

NEW INSTITUTIONS

In January 2019, the CCCU Board of Directors approved the applications of four new members:

			
Denver Seminary Littleton, CO	Eastern College of Australia Wantirna, Australia	Emmanuel University of Haiti Cercaville, Acul du Nord, Haiti	Presbyterian University and Theological Seminary Seoul, Republic of Korea

CCCU ANNOUNCES NEW DIRECTOR, PROGRAM FOCUS FOR AUSTRALIA STUDIES CENTRE

THE CCCU AND its BestSemester programs are pleased to announce that Dr. Don DeGraaf will be the next director of the Australia Studies Centre (ASC). With DeGraaf's hire comes a new strategic direction for the program and the introduction of an international business focus in January 2020.

With its proximity to several of the world's economic hubs, time zone advantage (Australia's working day provides a bridge between the end of the U.S. work day and the beginning of the European work day), and one of the most multilingual populations in the Asia Pacific, Australia is increasingly being recognized as a strategic location for international business engagement. According to a 2018 NACE Report, eight of the 10 top majors in demand by employers at the bachelor's degree level fall in the business-related category.

Business and finance also represent the top career cluster for CCCU students, with nearly a quarter of CCCU students studying business and finance. The new international business focus will capitalize on Australia as a rising force in business education and will also include an added travel component to the Pacific Rim so that students experience firsthand the evolution of emerging markets and interconnectedness of a global economy.



The Australia Studies Centre will utilize its proximity to several world economic hubs to provide CCCU students majoring in business and finance the opportunity to study international business and engage firsthand the evolution of emerging markets and interconnectedness of a global economy.

“We know how important it is for Christian students in business to not only gain experience in the global market but also to figure out how God has called them to live a life of faith and purpose in their careers,” says CCCU President Shirley V. Hoogstra. “I’m incredibly excited by this new vision for ASC and to have Don DeGraaf joining the team as we launch this new emphasis.”

DeGraaf brings more than 20 years of experience in international education. He has worked throughout Asia and currently serves as the director of off-campus programs at Calvin College in Grand Rapids, Michigan, a role he has held for 10 years. In his work in international education,

DeGraaf has developed, managed, and/or led more than 350 student trips off-campus (both semester and short-term programs). He has also written a book, *There and Back Again: Living and Learning Abroad*. He will begin his new role in July.

“My past experiences have contributed to a love for global learning and kindled a passion to walk along students as they embrace living in a new culture, opening their eyes and heart to God’s amazing world,” DeGraaf says. “Studying abroad is never easy, but it is always rich, and I look forward to partnering with CCCU institutions and their students to create amazing, transformational learning experiences in Australia.”

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CAMPUSES DOWNTOWNS ATHLETICS

AROUND THE COUNCIL



Students who study at the Australia Studies Centre (left) and the Uganda Studies Program (right) are also able to engage in cultural opportunities such as experiencing Australian Indigenous customs or learning from Ugandan community leaders.



CCCU CELEBRATES 15 YEARS OF STUDENT PROGRAMS IN AUSTRALIA AND UGANDA

IN 2019 THE CCCU celebrates the 15th anniversary of the founding of two of its faith-integrated, off-campus study programs: the Australia Studies Centre (ASC) and Uganda Studies Program (USP).

Since their launch in the spring of 2004, more than 1,500 students have participated in one of the two programs, which foster students' intellectual, cultural, vocational, and spiritual growth.

"We are so grateful for 15 great years of programs in Australia and Uganda," says CCCU President Shirley V. Hoogstra. "Since the founding of the CCCU, we have sought to provide off-campus study programs that can extend the educational mission of our institutions and equip students to apply their Christian faith to the world through these culturally immersive learning experiences. I am proud of our leaders and staff in Australia and Uganda for the hard work and dedication they have given in making these programs truly excellent, and I am grateful that so many of our institutions continue to recognize the value they provide for their students as well."

"In the 15 years since the Uganda Studies Program began, over 800 students from more than 83 CCCU schools have come to Uganda Christian University to live and learn for a semester," says Rachel Robinson, USP director. "While this is an impressive number in its own right, it is just the tip of the iceberg when one considers the number of relationships each one of those students made during their four months on the program, all the learning both in the classroom and out, all the

kilometers traveled, and all the life trajectories that were shifted in both big and small ways. We are excited for the next 15 years of facilitating connection between cultures and building bridges across differences."

"The Australia Studies Centre gives undergraduates a life-broadening experience through its fully experiential curriculum," says Aaron Ghiloni, ASC interim director. "ASC classrooms range from lecture halls on a college campus to the bush, the reef, and the rainforest. ASC teaches through challenging professional internships and personalized tutorials led by innovative teachers."

Both programs have adapted to meet the needs of CCCU students and campuses over the years. ASC, which has hosted more than 750 students since 2004, originally emphasized art majors but in recent years has hosted more students from business, ministry, social science, and STEM majors, and is launching a new international business focus in January 2020. It also formally launched an internship component in 2016 to help students build their skills in an international context.

Similarly, USP launched a social work emphasis several years ago to allow students studying social work to gain a practicum experience in the Ugandan context and learn from social work practitioners in the area. As that part of USP's program grew successfully, USP also launched a global health emphasis to give students pursuing various medical degrees a chance to learn from practitioners in Uganda. The program also continues to see students from a wide variety of majors engage its interdisciplinary emphasis.

Left: Courtesy of Australia Studies Centre; Right: Courtesy of Uganda Studies Program

AROUND THE COUNCIL

THE LATEST UPDATES FROM CAPITOL HILL

THE CCCU'S ADVOCACY WORK promotes and protects its institutions' unique position as Christ-centered, nonprofit institutions of higher education that are often in the crosshairs of a variety of issues affecting higher education and nonprofit organizations, and/or challenges to religious character and convictions.

The government and external relations staff work continuously to advance the interests of CCCU institutions and to make the case for Christian higher education in the public square. Over the last several months, this work has included:



Accreditation and Innovation Rulemaking | Submitted comments to the Department of Education to ensure the accreditation and innovation rulemaking committees considered ensuring that religious institutions and their faith-infused missions receive equal treatment under the law. The CCCU is exceptionally grateful to those from our institutions who were willing to serve on these committees: Susan Hurst (Ouachita Baptist University), Kimberly Rupert (Spring Arbor University), Gregory Bruner (Olivet Nazarene University), Stephen Eck (Oklahoma Christian University), William Hathaway (Regent University), Debbi Braswell (Belhaven University), and Mary Otto (Campbell University).



Title IX | Submitted comments to the Department of Education to speak into their Title IX rulemaking. Our comments praised the proposal to require sufficient notice to all parties in an investigation and for providing institutions the flexibility to extend timelines or pursue an informal resolution if all parties agree. We also expressed concern about the chilling effect of the proposal for victims and the increased cost and administrative burden on institutions.



Immigration | Alongside the Presidents' Alliance on Higher Education and Immigration and the Evangelical Immigration Table, we continue to urge Congress to find a permanent, legislative solution for Dreamers. We started a partnership with Voices for Christian Dreamers, who host events to keep the conversation about undocumented immigrants people-focused through biblical teaching and personal stories, as well as sharing other helpful resources.



Increased Tax Burden | Worked alongside a group of faith-based nonprofits to urge for the repeal of the "parking tax." Along with the Council for Advancement and Support of Education (CASE) and other nonprofits, we have also been urging Congress to enact policies that encourage charitable giving. There is concern among the nonprofit community that 2017 changes to the tax code, which increased the standard deduction and incentivized different ways of giving, may cause charitable giving to go down over time.



Prison Reform | Advocated alongside Prison Fellowship, the Ethics and Religious Liberty Commission, and the US Conference of Catholic Bishops to increase access to educational and faith-based programming in prisons that resulted in the FIRST Step Act being signed into law. We continue to work to increase access to Pell grants for incarcerated persons (Second Chance Pell). In April, we joined with Prison Fellowship to celebrate Second Chance Month.



LEARN MORE

For more information about the CCCU's advocacy work, visit www.cccu.org/advocacy.

2019 YOUNG ALUMNI AWARD

JACOB ATEM | *Spring Arbor University, 2008*



Jacob Atem, a graduate of Spring Arbor University, was recognized for his commitment to bringing hope to people in his home country of South Sudan.

JACOB ATEM'S JOURNEY to Spring Arbor University (SAU) in Spring Arbor, Michigan, didn't begin when he left one continent for another; it began with a 2,000-mile walk to escape war.

Atem's passion for helping others and his love for South Sudan stems from his experience as one of Sudan's Lost Boys. Atem was 6 when his parents and several siblings were killed by northern Sudanese Arab militias waging war on Southern Sudan. After walking over 2,000 miles, he found refuge in Kenya before coming to the United States at 15. With the support of his foster family in Michigan, he graduated high school and went on to study at SAU, where he experienced the antithesis of his Lost Boy experience: a welcoming community of faith, full of mentors and friends ready to invest in his life.

After personally witnessing the effects of malnutrition and disease in Sudan, his experience in America propelled Atem to continue his

education in order to give back. In the midst of his studies, Atem co-founded the Southern Sudan Healthcare Organization (SSHCO) and raised \$800,000 toward building a clinic in his hometown. Today, SSHCO sees over 3,000 patients monthly for less than \$5 a person, fulfilling Atem's goal of bringing hope to where it is lost.

"For me, I wouldn't be who I am today without God," Atem says. "One of my favorite verses says, 'To whom much is given, much is required.' After coming to America, I found myself being blessed in a land of freedom, a place where you can learn and actually practice your faith, and I was blown away. This scripture has truly impacted my life, and after realizing I could work hard to help others, now I am returning to give to my country and share my story."

"Jacob's story of perseverance in the midst of trauma, despite unimaginable odds, inspires such hope," says CCCU President Shirley V. Hoogstra. "His story reminds us of the power of individuals to make a difference, the life-changing work of higher education, and most importantly, the unparalleled glory of our God."

After Spring Arbor, Atem continued his education by earning a Master of Public Health at Michigan State University and, eventually, a doctorate in Environmental and Global Health at the University of Florida. Atem is currently a postdoctoral fellow at Johns Hopkins Center for Humanitarian Health.

WALTER AND DARLENE HANSEN HONORED FOR OVER TWO DECADES OF SERVICE TO CHRISTIAN HIGHER EDUCATION



CCCU President Shirley V. Hoogstra presented an award of recognition to Walter and Darlene Hansen on Jan. 30, 2019, at the CCCU Presidents Conference in Washington, D.C.

THANKS TO THEIR shared passion for scholarship and Christian higher education, hundreds of faculty from dozens of CCCU institutions have benefitted from the financial support and public influence of Walter and Darlene Hansen. At the CCCU's 2019 Presidents Conference in Washington, D.C., the Hansens were recognized for their support of Christian higher education, which spans more than two decades.

"Walter and Darlene have provided tremendous support for Christian scholarship throughout the CCCU for the past 20 years," says CCCU President Shirley V. Hoogstra. "Their financial contributions have not only helped bring Christian voices to speak into contemporary academia, but also equipped Christian professors to further advance faith and intellect for the common good."

The Hansens have a strong history with CCCU institutions. After attending CCCU member institution Wheaton College, Walter Hansen served as a professor of New Testament at Fuller Theological Seminary. Darlene Hansen is a graduate of Moody Bible Institute and is a gifted artist, specializing in portraits and still lifes.

Out of their passion for scholarship, the Hansens helped finance the CCCU's Networking Grants Program, which supports collaborative scholarship among professors at two or more CCCU institutions and connects these scholars with broader networks. It is through this program that the Hansens have been able to fund research by over 200 Christian scholars at more than 50 CCCU institutions.

"The survival and success of CCCU institutions depends to a large extent on the quality and productivity of the faculty. Networking grants provide funds for faculty to engage in collaborative research that will enhance their contribution to their own schools, the academy, the church, and society," says Walter Hansen.

Over the years, the Hansens have also funded several workshops for CCCU faculty members in particular disciplines, which focus on sharing ideas and resources for scholarship and teaching. Over 300 professors have attended these workshops. In addition, the couple has supported global seminars to inspire Christian artists from Africa, Asia, Europe, and the Americas in their production of art and literature.

RUNNERS UP



Chrissie Thompson Fink

CHRISSIE THOMPSON FINK
Taylor University, 2008

As a journalist, Chrissie Thompson Fink, the current education editor at *USA Today*, has utilized her abilities to address some of the most pressing issues of our time. While working for the *Cincinnati Enquirer*, Fink and her team received the Pulitzer Prize for Local Reporting for their piece entitled, "Seven Days of Heroin." Under Fink's leadership, the story catalogs a week in the Cincinnati region in 2017 during which over 200 heroin users were jailed, 15 babies were born with drug-related health issues, and 180 heroin overdoses took place, showcasing the pervasive nature of the drug epidemic.



Sayra Garcia Lozano

SAYRA GARCIA LOZANO
Southeastern University, 2016

During her time at Southeastern University, first as an undergraduate and then as an MBA student, Sayra Garcia Lozano used her story as an immigrant and a Dreamer to advocate for protections for others, like her, who were brought to the U.S. as children. She finished her bachelor's in 2016 and her MBA in 2017. In 2018, she was selected as one of two delegates to represent Dreamers at the United Nations. In addition to sharing her story through many media outlets, including the *New York Times*, the *Washington Post*, and the *Los Angeles Times*, Lozano has advocated for Dreamers directly with members of Congress.

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AROUND THE COUNCIL

ADDITIONAL AWARDS

MARK O. HATFIELD LEADERSHIP AWARD



Barry C. Black.

This award is presented to individuals who have demonstrated uncommon leadership that reflects the values of Christian higher education. The 2019 recipient was Barry C. Black, who has served as the 62nd chaplain of the U.S. Senate since 2003. Prior to Capitol Hill, Black served in the U.S. Navy for over 27 years, ending his distinguished career as the chief of Navy chaplains. In 2006, he released his autobiography, *From the Hood to the Hill*. He is most recently the author of *Make Your Voice Heard in Heaven*, *Nothing to Fear*, and *The Blessing of Adversity*.

CHAMPION OF HIGHER EDUCATION



Michael Galligan-Stierle (left) and David Warren (right).



This award is presented to individuals who have demonstrated strategic vision and unparalleled dedication to the field of higher education. This year, the CCCU presented this award to both Michael Galligan-Stierle and David Warren.

Galligan-Stierle is the president and CEO of the Association of Catholic

Colleges and Universities; he has written and edited a number of books that are considered the standard for Catholic higher education institutions in the areas of campus ministry, student affairs, and the role mission officers play in advancing Catholic identity and university mission.

Warren is the president of the National Association of Independent Colleges and Universities (NAICU), a role he has served in since 1993. A crusader for America's private colleges and for increased financial aid funding for all college students, Warren is widely regarded as one of the most persuasive and influential voices for higher education within Washington, D.C.

CHAMPION OF VISION



Karen Buchwald Wright

This award is presented to individuals who have championed partnerships to promote the flourishing of CCCU institutions and their surrounding communities. This year, the CCCU recognized Karen Buchwald Wright for her work and philanthropy in and around Mount Vernon, Ohio, home to CCCU institution Mount Vernon Nazarene University.

Buchwald Wright is chairman, president, and CEO of Ariel Corporation, one of Ohio's largest capital goods manufacturers. She is also chairman and founder of the Ariel Foundation, directed toward quality of life initiatives in such areas as education, the arts, parks, and family/youth support groups.

ALUMNI: IN THEIR OWN WORDS

THIS IS A SIGNIFICANT MOMENT for Christian higher education, as changing demographics and a changing landscape across higher education make it vital for us to provide strong evidence of the value of Christian higher education. In our efforts to build a body of evidence about the impact of a CCCU education on life after college, 6,271 alumni from 18 CCCU institutions completed the first CCCU Alumni Survey in spring 2018. The results show strong evidence that our graduates highly value their educational experience, and in a six-month employment comparison with a recent national study, we see several areas of strength within the CCCU as well as areas for improvement.

OUR ALUMNI SOMEWHAT TO STRONGLY AGREE WITH THE FOLLOWING STATEMENTS:

- 96%** My life outside work is fulfilling to me.
- 95%** I am satisfied with the relationships I had with faculty.
- 93%** I feel a strong appreciation for this institution.
- 92%** This institution contributed significantly to my spiritual growth.
- 92%** I would recommend this institution to prospective students.

OUR ALUMNI AGREE THAT THEIR INSTITUTION HAD MODERATE TO STRONG IMPACT IN HELPING THEM TO:

- 90%** Understand Christian values.
- 90%** Grow in their intellectual abilities (e.g., critical thinking, writing).
- 85%** Develop a Christian worldview.
- 84%** Personally adopt a system of ethical standards.
- 77%** Participate in service to society.
- 77%** Engage consistently in spiritual disciplines (e.g., Bible study, prayer).
- 77%** Interact positively with others in a diverse society.
- 75%** Appreciate cultures other than their own.

By collecting data on the same questions from all CCCU alumni, we hope to paint a picture of the value of Christian higher education that can be

useful not only to the CCCU in its advocacy efforts to make the case for Christian higher education, but also to each institution as it endeavors to make its own case and understand its outcomes compared to other institutions. The CCCU Alumni Survey is offered every other spring through our Collaborative Assessment Project (CAP). This survey will next be administered in spring 2020.



To learn more, visit www.cccu.org/CAP or contact Nita Stemmler at nstemmler@cccw.org.

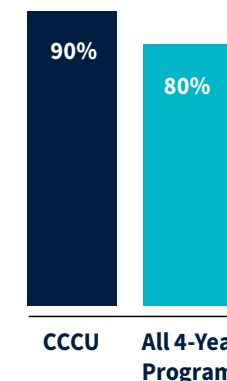
CCCU Source: *CCCU Alumni Survey 2018 Report*

National Data Source: National Association of Colleges and Employers (NACE): *First Destinations for The College Class of 2017: Findings and Analysis*

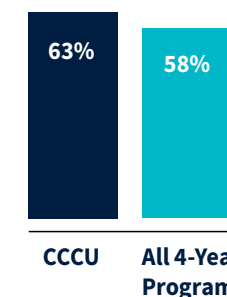


NATIONAL COMPARISON DATA

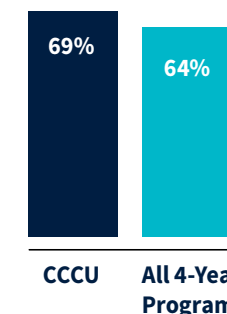
ALUMNI WOULD STILL CHOOSE TO ATTEND THEIR INSTITUTION



EMPLOYED FULL-TIME (Including full-time service in armed forces)



THOSE WHO FOUND FULL-TIME EMPLOYMENT FOUND IT WITHIN 6 MONTHS OF GRADUATION





Pursuing Common Ground

IF YOU'VE EVER SPENT much time in Washington, D.C. during the summer, you may have wondered why this city, of all cities, became the nation's capital. Having lived through many hot and steamy summers, I certainly have on more than one occasion! A swamp in reputation that was neither a port city nor a hub of industry or culture, it was an unlikely choice. The City of Washington (as it was first named) was land that was then owned by Maryland and Virginia and was almost completely undeveloped. New York City and Philadelphia were cultural and financial hubs and, up until the time that Washington was chosen to be the capital, had been the political epicenters for the new country. So why Washington?

Joseph J. Ellis tells the story of the city's selection in his excellent book *Founding Brothers*, which captures six key vignettes of the American Revolution. In "The Dinner," he tells the story of how Thomas Jefferson, having recently returned from serving for five years as America's minister in Paris, invited James Madison and Alexander Hamilton over to dinner one night in June of 1790.

What was in dispute was not solely the matter of the capital's location, but also the matter of whether the federal government would assume the debts held by the various states from the Revolutionary War. This controversial idea highlighted the differences between those who supported stronger state autonomy and those who wanted a stronger federal government; additionally, there were economic components that meant that states and regions would each be affected differently. Meanwhile, Ellis writes, by the time of the dinner, 16 possible sites for a national capital had been proposed; none had gained a majority.

But on this night, at this dinner brokered by Jefferson, Madison agreed that the federal government would take on the debt, and Hamilton agreed that the capital would move to the Potomac. It was an agreement that would preserve the fledgling nation and help move it forward.

Jefferson wrote of the importance of that night: "[B]ut in the present instance I see the necessity of yielding for this time ... for the sake of the union, and to save us from the greatest of all Calamities."

There is a reason books are written about moments like this: This type of political leadership is almost always too rare and almost always too sorely needed. In our current context, we are in an absolutist moment in our nation's history, where most elected officials are more worried about their primary election than the general election and seemingly dedicate more energy to being reelected than to solving problems.

It's not to say there are no bipartisan moments. Thankfully, there still are. In December, a bipartisan approach to prison reform – the First Step Act – was passed by Congress and signed into law by Presi-

dent Trump. It was a wonderful moment of bipartisan agreement for an important topic.

But what about when there is no shared perspective on important questions? The frequently extolled virtue of "finding common ground" in important political debates, while admirable, is often insufficient. What if there is no common ground to be found or ceded? Is the necessary alternative then governing for the good of the party rather than the country? Governing for the good of the few rather than the many?

Recent significant pieces of legislation have indeed lacked any common ground. The Affordable Care Act failed to get one Republican vote. The tax overhaul of 2017 failed to gain one Democratic vote. In 2013, a first blow struck the filibuster in the Senate by Democratic leadership; another in 2017 by Republicans. Both were about the confirmation process of judges and appointees. Now there is talk of striking at the heart of the filibuster when it comes to legislation itself. This would do away with the 60-vote requirement for legislation in the Senate, only further solidifying the power of the majority, weakening the voice of the minority, and disincentivizing collaboration.

This begs the question: Is there virtue in gaining bipartisan support for initiatives beyond the requisite vote totals? Could it actually improve the idea? Could it give a proposal more longevity? Could broader support help bring greater societal unity? Could collaboration be worth doing even when it is not required?

The answer, I believe, is "Yes." But engaging in the conversations required for this kind of agreement can be difficult in our current age – not just in political chambers or debate halls, but in our everyday interactions with people who disagree with our views. Ours, to borrow Joseph Bottum's book title, is an anxious age.

Arthur Holmes writes in *The Idea of a Christian College*: "The educated Christian exercises critical judgment and manifests the ability to interpret and to evaluate information, particularly in the light of the Christian revelation. In a word, if she is to act creatively and to speak with cogency and clarity to the minds of her fellows, the educated Christian must be at home in the world of ideas and people. Christians, unfortunately,

often talk to themselves. We think in ruts, and express ourselves in a familiar kind of family jargon. Unless we understand the thought and value-patterns of our day, as well as those of biblical revelation and the Christian community, and unless we speak fluently the language of our contemporaries, we tragically limit our effectiveness."

This quote illustrates how much Christian higher education is needed in this moment, and how much our graduates have to offer in the midst of this age of intractability. As people who have good news to share; as people who are called to be peacemakers; as people who are called to pray for and seek the welfare of the city where they are living (Jeremiah 29:7), Christian college graduates are uniquely positioned to break open the rigid paradigms and offer fresh, creative approaches to the world's problems, political or otherwise.

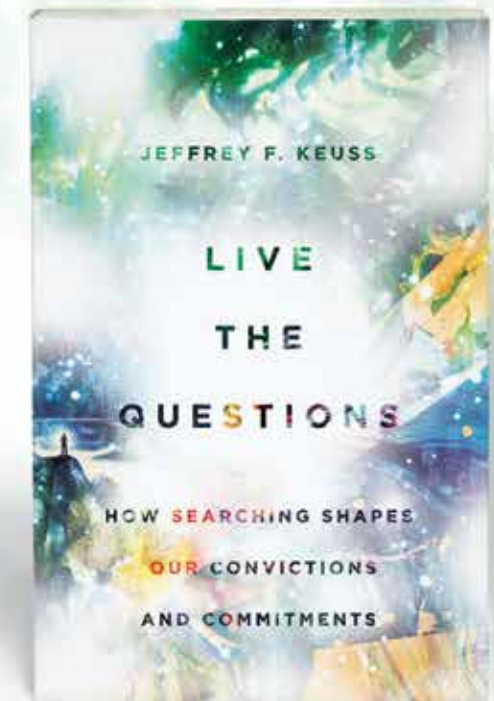
When our identity is in Christ, not in our political party, or our opinions, or a particular solution, we can be freed to enter into situations ready to lead – even if it's not popular; even if it's seen as breaking from our "tribe." In their *Christianity Today* article on the ways Christians can be a Gospel witness in this current age, Tim Keller and John Inazu write about the posture of confident pluralism that Christians are uniquely situated to take: "As Christians, we can engage with the pluralism around us because our confidence lies elsewhere. We can acknowledge genuine differences in society without suppressing or minimizing our firmly held convictions. We can seek common ground even with those who may not share our view of the common good."

This happens not only when common ground is present or readily visible, but also – and more often – when we follow the example of the founding brothers to sit down with those we know disagree with us and do so with the determination to find a way forward for the greater good. 🙏

SHAPRI D. LOMAGLIO is the senior vice president for government and external relations at the CCCU. A native of Tucson, Ariz., LoMaglio is a graduate of Gordon College and of the University of Arizona's James E. Rogers College of Law.

ASKING GOOD QUESTIONS LEADS TO LIVING GOOD LIVES

In this perfect guide for first-year college students, Seattle Pacific professor Jeffrey Keuss takes you on a tour of Scripture to learn from people who asked big questions of God.



"Weaving theology into the everyday, Jeff Keuss helps us identify and answer questions that we need to consider. In a world of noise, the clarity these answers provide will instill confidence in our pursuit of God as we listen for what he has for us."

—TERRY LINHART,

professor of Christian ministries, Bethel College, Indiana

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This, Here, Now

I'VE BEEN GIVING some thought in recent months to what it means to thrive as Christian universities amid all of the challenges that confront us. After a couple of decades in Christian higher education, I've concluded that the sorts of habits and disciplines that enable us to flourish in our personal lives are also what God calls Christian colleges and universities to practice.

Let me explain: In our personal lives, it's easy to fall into the "if only" trap. We fantasize about how things would be better if only I got that promotion at work, or if only our child would get into that college, or if only we had a bigger house.

Fortunately, I'm often reminded by Anna, my 21-year-old daughter and part-time spiritual advisor, that God calls us to live in the present. Recently she reinforced that truth by sending me her Spotify playlist entitled "This, Here, Now." Or, as Henry Nouwen writes, "The spiritual life is a life in which we wait, *actively present in the moment*, trusting that new things will happen to us, things that are beyond our own imagination, fantasy, or prediction." In other words, God calls us to flourish *today* in the particular place we find ourselves. Therein lies contentment.

Colleges and universities can fall prey to the same "if only" syndrome. If only we had 50 more students; if only we had a larger endowment; if only we had another donor for the new science building. But as in our personal lives, God calls Christian institutions to flourish in their current state, even while as leaders we work to improve those institutions.

So how do we do that? The same way we do in our personal lives.

First, by embracing simplicity. One of the positive developments in American Christianity in recent years has been a renewed appreciation for simplicity in daily living. Authors such as Tish Harrison Warren and James K.A. Smith remind us that our daily habits – both individual and communal – ultimately form who we are as Christians. The path to fulfillment lies not in continually doing more and getting more but in learning to simplify our lives, be discerning with technology, and say no to "bigger and better." Doing so creates the breathing space in our lives for joy and Christian virtues to flourish.

I would suggest that embracing simplicity is important for Christian universities as well. As leaders, it's easy for us to succumb to the notion that being a strong leader requires continually taking on more, both individually and institutionally. And while it's important, of course, to adapt to a changing environment strategically and nimbly, sometimes wise leadership means doing less rather than more; it

means knowing what to *stop* doing in order to preserve spaces for reflection and spontaneity.

Expansions of institutional mission lead naturally to new programs and initiatives, which can leave everyone feeling frazzled instead of flourishing. Embracing simplicity as an institution can create spaces for faculty to thrive as scholars as well as teachers, and for students to learn the natural rhythms of mature spirituality. The unmeasurable qualities of a Christian college campus – an impromptu conversation in the dining commons between a professor and a student; a weekly staff members' brown-bag lunch discussion; students tossing a Frisbee on a sunny afternoon – thrive in the unscripted spaces in university life that come by resisting the urge to fill every nook and cranny with activity.

Second, as Christians we flourish not only through simplicity but also through relationships. Long before he hit the Christian college speaking circuit and wrote about character, David Brooks penned an insightful book called *The Social Animal*. Humans, he observed, are hardwired to connect with other humans. We learn this as infants, and throughout life our relationships with family and friends are our deepest source of fulfillment. Christians in particular understand that our flourishing is determined not by how much stuff we have but by being in right relationship with God and others.

Universities are no different. As in our personal lives, the true health of a Christian university is best measured not by the amount of resources it possesses but by the quality of the relationships among its members. Paramount, of course, is the relationship between faculty and students. For example, in a recent Strada-Gallup Alumni Study, "a mentor who encouraged your goals and dreams" was found to be the single most important correlation to success in work and life for college graduates. These are the sorts of relationships at which CCCU institutions excel.

Equally important are the other relationships throughout the institution. Are our faculty thriving in their relationships with their colleagues and with the administration? Is there a sense of collegiality and

mutual respect between staff members and faculty? Do members of underrepresented groups feel welcome as full members of the community? These are the true determiners of a thriving university.

Universities flourish not only through internal relationships but through relationships with other institutions, which is what makes the CCCU especially valuable. In my time with the CCCU, I have had the satisfaction of seeing new relationships develop and existing ones strengthened. For example, there's the new CCCU Online Consortium, which enables our institutions to share online courses with each other. There have been councils created to foster collaboration among our schools in various areas, such as the Research Council, the Doctoral Education Council, and a network of Accreditation Coordinating Councils that provides a unified Christian voice regarding accreditation.

Then there are ongoing cooperative activities such as the Collaborative Assessment Project and the collective commitment to Christian study abroad represented by our BestSemester programs, not to mention the annual gatherings of presidents, vice presidents, and other professionals. Indeed, if one measures the health of Christian higher education not just by the relationships *within* each institution but by the relationships *between* our institutions, one could conclude that Christian higher education is alive and well.

At the end of the 2018 film *Christopher Robin*, Winnie-the-Pooh and Christopher are sitting on a grassy hillside watching the rising sun peek over the horizon.

"Christopher," Pooh asks, "what day is it?"

"It's today," Christopher replies.

"Oh," says Pooh, "that's my favorite day."

Amid the very real challenges that we face in Christian higher education, it's easy to succumb to "if only" thinking and long for a different sort of university than the one that God has given us. By embracing simplicity and nurturing healthy relationships both inside and outside our institutions, we can learn to thrive in the "This, Here, Now." 🌅

RICK OSTRANDER is vice president for research & scholarship at the CCCU.

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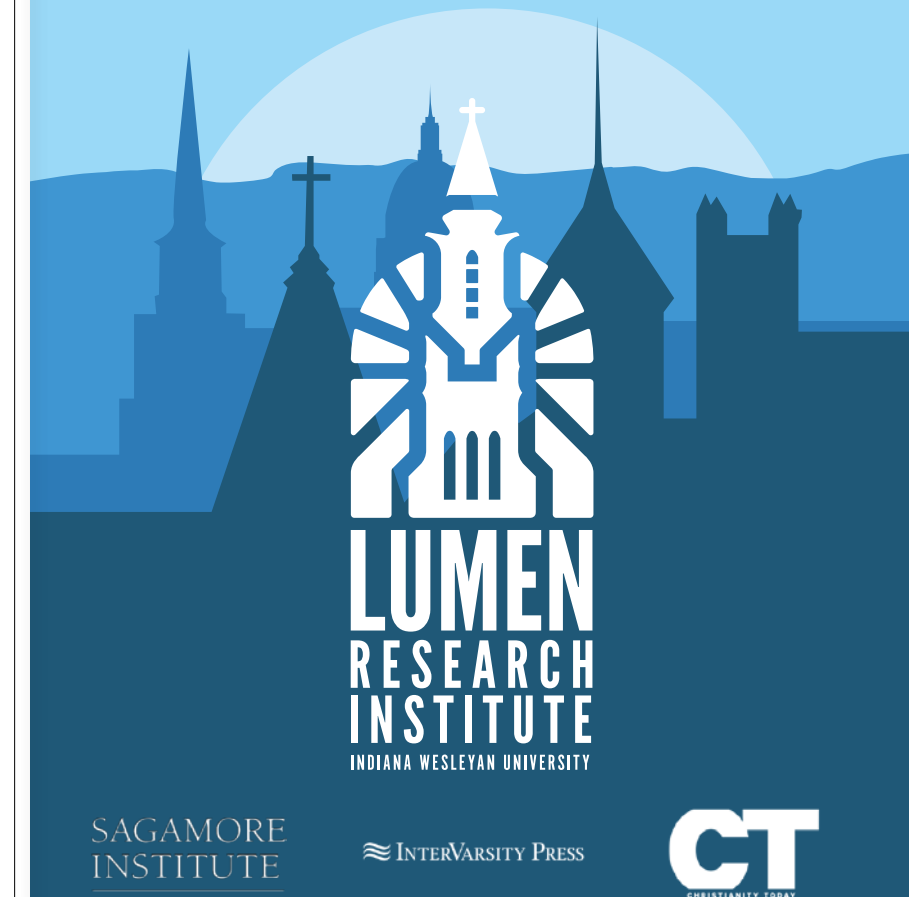
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Olivia's University

ON MARCH 13, the CCCU welcomed a new baby: Olivia Di-anne Mullen, daughter of Leah Mullen, the director of enrollment and campus relations for BestSemester. Every new baby turns our thoughts to the future, and tiny Olivia has drawn me to 2037, the year when she will enter college. What will that world be like, and what will she experience on her campus? Websites and articles that predict the future have a lot to say on this subject. Understanding that trends can jump track without warning, this is one version of what Olivia's life might be like.

In 2037, Olivia will hop into a fully automated car and hurtle toward the college of her choice. She won't be stopping for gas since her car will be electric or solar-powered. Since she isn't driving, she can enjoy the scenery, but she won't see telephone poles and wires lined with birds. Those have all been replaced by cell phone towers. Her new college wardrobe won't come from the mall where she and Leah grabbed lattes between boutiques, nor will it come from smiling boxes on her porch. Instead, Olivia will have created her new clothes in her own room with her 3D printer.

Olivia probably won't own her automatic car or maybe even her printed clothing because access will replace ownership. The World Economic Forum predicts that by 2037, products will become services, and Olivia will rent and share rather than own. She will definitely roll her eyes at her parents' house and will tell amusing stories about the SUV that quaint couple bought when she was born. She and all her friends will be vegetarians, aware of the impact of meat consumption on a fragile environment.

As advanced and positive as this all sounds, Olivia's generation will also face incredible challenges. Quantumrun, a website that predicts the future based on statistical models, projects that by the time Olivia enters college, the world population will reach nearly 9 billion people – many of them unemployed because robotics have replaced a huge chunk of the labor force. Some of the earth's minerals, like zinc, will be completely depleted. There will be greater competition for shrinking resources and a widening gap between the rich and the poor. Predictions of other experts are too dire to contemplate. One man suggests that Nebraska will have a seaport because the movement of the tectonic plates will have dumped everything to the west of it into the Pacific.

How can Olivia's university help her flourish in this connected and contentious world? In a 2016 *Solutions* article, "Transforming the World by Transforming the University: Envisioning the University of 2040," Robert Dyball, Federico Davila, and Ariane König posed this question: "[H]ow will universities combine research, teaching

and learning, and civic engagement to foster just and sustainable futures?" In their view, universities serving Olivia's generation must prepare students to be change agents who are "adept at novel, complex, and interdisciplinary thinking." The writers go on to envision a new university focused on "humility, empathy, and human potential," with an international cadre of students in a "vibrant campus life that emphasizes the importance of non-academic extra-curricular social activities, as well as study." The universities they envision have strong mission statements pointing students to ownership of the world's problems, and they connect to their communities in mutually beneficial ways. They focus on experiential learning that engages students with hands-on practice in real settings outside the classroom. These writers say, "Future universities have rethought the relationship between knowledge of what is and visions of what ought to be."

While these writers are describing idealized universities of the future, much of this sounds familiar. It could almost be a description of Christian higher education right here, right now. The article pessimistically projects how difficult it will be for universities to change – to move out of their silos, to abandon their arrogance, and to accept responsibility for dealing with the world's very real problems. But Christian higher education has always had this vision and this purpose.

When Olivia finishes her bachelor's degree, she will join thousands of Christian university graduates across generations who have been steeped in the idea that their intelligence and skill and training matter to God. Her experiential learning will have taken her into her own community and around the world. She will have a profound understanding that she is responsible for changing what is to what ought to be. This will happen for Olivia not because she graduates in 2041, but because she graduates from an institution that puts Christ at the center of its curriculum. As we face dire predictions about the future of private, faith-based institutions, we can be confident in the knowledge that what we offer is what the world will increasingly need. 🙏

CAROLYN DIRKSEN is interim vice president for educational programs at the CCCU.

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Jackson Jones composes original music for *Apocalyptic Home*, a game that he and three other team members created during Azusa Pacific University's 2019 Global Game Jam, an opportunity for people to create, collaborate, and practice their game-making skills.

Game Changers

Azusa Pacific University's newest degree program will launch a new generation of storytellers in a rapidly expanding market: video games.

By Chloe Buckler

FOR CENTURIES, the art of storytelling – from oral tradition to music to books to movies – has captivated audiences globally. Though the medium of storytelling has shifted over time, its power to describe the human experience has remained an undeniable force. Now, one CCCU institution is preparing students to engage one of the newest mediums of storytelling: video games.

In recent years, the gaming industry itself has become one of the largest forces in the economy and a source of employment for many. According to a report from the Entertainment Software Association, in 2016, the video gaming industry directly supported over 65,000 employees. Newzoo, the leading global provider of games and esports analytics, predicts that

the global games market will produce nearly \$150 billion in revenue in 2019.

Additionally, those diving into the narratives of a given game are doing so for extended periods of time. In its "State of Online Gaming 2018" report, Limelight Networks found that, on average, gamers around the world spent six hours every week playing video games, but a quarter of respondents reported spending seven or more hours each week playing games.

To capitalize on these trends, Azusa Pacific University (APU) in Azusa, California, is launching a new program to equip students to craft stories for future generations: a games and interactive media major.

Courtesy of Azusa Pacific University

"One of the things that is important to consider is how games have become ubiquitous in many parts of the world at this point," says Tim Samoff, a professor in APU's department of cinematic arts and the director of the new program. "After several secular schools have proven to be very successful with their game-oriented degrees, it's probably overdue that Christian colleges engage in this always growing industry."

Samoff has previous experience in the gaming industry and created a similar gaming major at another institution, all of which helped him shape the new program that starts this fall.

Students will be able to choose between a robust 50-unit major or a 22-unit minor to prepare them for a host of different careers within the gaming industry, such as game design and programming, game art and music, game testing, and everything in between. The comprehensive list of class options includes offerings in game development, game theory, and user experience design.

This degree program, however, will not only focus on computer programming or the technical side of the gaming industry. For Samoff, technical mechanics and narrative development work hand-in-hand in the gaming industry.

"One of the great things that leads toward the creative process of making the game is the fact that a game's narrative really informs the mechanics of the game, but the game's mechanics also lead toward the resulting narrative," Samoff says.

Because of this, the new major will seek to blend technical skill development with creative storytelling. Not only will all classes have a narrative component, but students will also be challenged to tell their own story through their design.

Entering into the video game industry isn't just an opportunity to innovate through a unique platform; it is also another arena for people of faith to engage.

"I think that virtual spaces are one of the last untapped mission fields for the Christian gospel," Samoff says.

This new degree program offers a way for students to both tell their own story and invite others into the metanarrative of the biblical story through their games, he says, adding that, ultimately, the degree will enable students to create games that are not only engaging, but also speak to the stories of the students themselves, the stories around them, and the story of their creator.

Thus, graduates will leave the degree program with the technical skill necessary to succeed in the field and also be challenged to offer important new narratives to an ever-growing industry. As Samoff says, this degree will "develop a mission for being game changers in the industry."

CHLOE BUCKLER is the CCCU's government relations & communications fellow. She is an alumna of Azusa Pacific University (Azusa, CA), and will be pursuing a master's in public policy from Pepperdine University (Malibu, CA) in the fall of 2019.



Top: Professor Tim Samoff and APU computer science major Blake Spencer analyze game art and mechanics for *Reclaiming Home*, created at the 2019 Global Game Jam. **Second:** Students who attended the event spent time together and heard from leaders like Chris Skaggs, founder of Soma Games. **Third:** APU's games and interactive media lab features a game console space for students. **Bottom:** Michael Angelotti and Amy Rose Lowery put the final touches on some 3D models for their game, *Catalina*.



Left: A sign marks the entrance of University of Northwestern – St. Paul’s campus in Minnesota. **Right:** UNWSP was one of eight founding members of the Open Textbook Network, which promotes access, affordability, and student success by working to reduce or eliminate textbook costs for students.



Lowering the “Second Tuition” for Students

How one university’s shift to open textbooks has saved students nearly \$350,000 since 2015.

By Kara Simmons

OVER THE LAST 40 YEARS, textbook prices have increased by 945 percent, creating what some have dubbed a “second tuition” for students to pay. Tanya Grosz, dean of graduate, online, and adult learning and an assistant professor of English at the University of Northwestern – St. Paul (UNWSP), realized that this “second tuition” was making higher education unequally accessible to some of her students.

She decided that needed to change. Her solution? Partner with the Open Textbook Network, which promotes access, affordability, and student success through the use of textbooks that have an open copyright license and are freely available for student use. “This is a great way to start to say, we are going to try to reduce the cost barrier for our students; we are going to try to increase access for our students,” Grosz says.

UNWSP was one of the eight founding members of the Open Textbook Network, now an alliance of over 600 campuses, including several CCCU institutions. This network lifts

the burden of textbook costs off many students, allowing them to let out a sigh of relief – or, in the case of one UNSWP chemistry class, erupt in spontaneous applause after learning their \$300 chemistry textbook would no longer be a cost to them.

Getting to that point was not a simple process, Grosz says. She worked behind the scenes to get the idea up and running, utilizing a combination of top-down and grassroots efforts. The top-down efforts involved gathering administrative support; the grassroots approach began by talking with the faculty. Grosz’s work also involved the following:

1. Raising awareness about student debt and the current financial realities;
2. Partnering with librarians to ensure that UNSWP was fully utilizing already-purchased library materials when designing and revising courses; and
3. Encouraging faculty to adopt and adapt open textbooks.

Courtesy of University of Northwestern – St. Paul



The first two elements weren’t difficult; faculty and administrators are well-aware of current financial realities facing students, and librarians want to ensure their resources are being used to their full capacity.

The third prong was the hardest to tackle, Grosz says. There were two common concerns: “The quality of open textbooks and the curtailing of academic freedom.” Key to helping faculty navigate this idea was not forcing them to adopt the open textbook format, but “equipping faculty with the understanding that this is an alternative,” Grosz says. “It’s always going to be the faculty member’s choice whether he or she adopts an open textbook.”

She actively encouraged her faculty members to give it a shot: “[I would say,] go look. Write a review. Determine for yourself whether this meets your students’ needs.” For even greater incentive, UNWSP offered qualified faculty a \$200 stipend to review an open textbook in the Open Textbook Library.

A few faculty pioneers are all you need to get the momentum rolling, Grosz says. That’s due in part to the fact that “many [faculty] who have adopted their first [open textbook] then go on to adopt a second one because it’s been a good experience for them and their students.” UNWSP currently has 56 faculty adoptions of open textbooks, and they are hoping that number will grow.

Many of the faculty members are fond of their continual ability to improve the textbooks by being able to swap out, audit, and edit content, Grosz says. They are able to use multiple different textbooks and arrange them in a way that best serves their students.

Additionally, UNWSP now has a unique team structure in place for every new course designed on campus: It includes a professor, an instructional designer, and a librarian who work together to ensure that they are choosing the best possible resources for the course, including ones already available to students in the library at no extra cost.

Grosz and UNWSP did not stop at being a founding member of the Open Textbook Network or restructuring how they

Open education advocates at the University of Northwestern – St. Paul celebrated the 2018 Open Education Week.



Top: A classroom at the University of Northwestern – St. Paul. **Bottom:** Tanya Grosz, dean of graduate, online and adult learning and an assistant professor of English at UNWSP, speaks at an event during the university’s 2018 Open Education Week celebration.

create new courses; they became the first school in Minnesota to create a “Z-degree,” or a zero-cost textbook degree. One professor in the philosophy department is also working to publish UNWSP’s first open textbook, thus bringing a faith-based perspective into the open textbook realm.

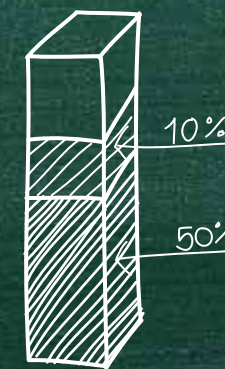
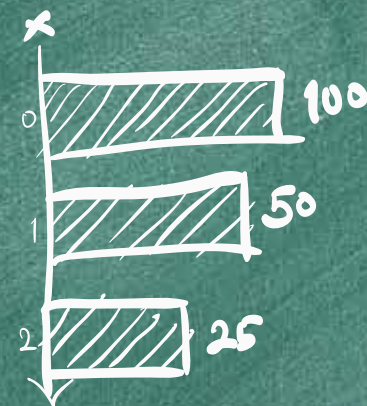
Through this work, Grosz hopes to encourage good stewardship of campus resources, both for faculty and students. “In my opinion, the open textbook initiative is equipping us to be really good stewards of our resources and to be mindful of the cost barriers for our students. If we can remove those [barriers] through open textbooks and [doing so] fits our curricular goals, then why wouldn’t we do that?”

KARA SIMMONS is the CCCU’s government and external relations fellow. She is a graduate of The King’s College (New York, NY), and she will be pursuing her MA in economics at George Mason University (Fairfax, VA) in the fall.



Economic realities facing Christian higher education are daunting, but it's not all bad news.

BY MORGAN FEDDES SATRE



IT ISN'T HARD to find headline after headline painting a grim picture for higher education, particularly when it comes to its financial health. But, as the old saying goes, necessity is the mother of invention. So what's the current reality for Christian higher education, and how can CCCU institutions respond in a way that promotes positive growth and innovation?

For 20 years, the Annual Financial Aid Survey of CCCU Institutions has tracked trends in enrollment, financial aid, and other financial health indicators, including tuition and fee revenue, net tuition revenue, discount rates, and the percentage of students utilizing need-based aid at Christian colleges and universities. Led by Bethel University's Dan Nelson, chief institutional data and research officer, and Jeff Olson, director of financial aid, the survey provides important long-term data regarding the financial health of CCCU institutions.

The latest survey data, which analyzed the 2017-18 academic year and was presented at the CCCU Multi-Academic Conference in February, shows most CCCU institutions facing the same financial stressors that are affecting all of higher education. More than half of the 62 institutions who participated in the survey reported a decline in traditional undergraduate enrollment. Over half of enrollment at surveyed institutions now consists of undergraduate degree completion and graduate programs, including some seminaries.

The declining enrollment trend for traditional undergraduates is one that isn't likely to change much in the future. The National Center for Education Statistics predicts that the number of high school graduates will increase only by 0.2 percent in the coming years (compared to a growth rate of 6 percent from 2009

to 2018). The latest *Knocking at the College Door* report from the Western Interstate Commission for Higher Education (WICHE) projects that the number of high school graduates will begin to drop after 2025; between 2026 and 2031, WICHE projects a 9 percent drop (from 3.47 million graduates to 3.25 million). WICHE also noted that the number of white high school graduates is projected to drop by 6 percent between 2013 and 2031; robust growth in the numbers of non-white high school graduates (especially among Hispanics and Asian/Pacific Islanders) helps to counterbalance that drop, but won't be enough to stop the overall decline. Additionally, WICHE noted, currently "there is no indication of a sustained upward trend in births to suggest a sudden increase in high school graduates after 2032."

At the same time, the median unfunded discount rate at the surveyed CCCU institutions has steadily increased over the last decade, from 29.6 percent in 2007-08 to 43.3 percent in 2017-18. This rate is calculated by taking the amount of unrestricted institutional gift aid at an institution (which is high for most CCCU institutions surveyed, since the average institution reports that only 4 percent of its gift aid has a specific funding source like an endowment or a designated scholarship donation), and dividing that number by tuition and fee revenue.

In short: an increasing unfunded discount rate is not a good sign, especially in light of growing operational expenses. These trends are again reflective of higher education broadly; in its latest report on the credit outlook for higher education across the U.S., Moody's Investors Service once again rated it negative because of low revenue growth from tuition and likely increases in operating expenses.

The amount of unrestricted gift aid at CCCU institutions is so high in part because of their commitment to support their students: For the typical CCCU institution surveyed, 70 percent of students were qualified as financially "needy." This is logical, given that half of CCCU students come from families that earn less than \$50,000 annually, and one in three CCCU students are first-generation college students.

Yet CCCU institutions are so committed to serving their students and offering scholarships and other aid that CCCU students are able to take out the lowest amount of federal loans annually: an average of \$6,108 per CCCU student for the 2014-15 year, compared to \$6,701 at public universities and \$8,128 at other four-year private institutions. This annual loan amount has been virtually unchanged since the onset of the recession in 2008-09; in the last nine years, the annual average loan a CCCU student has taken out has increased by only a total of \$402. Additionally, nearly 3 in 10 CCCU graduates finished their undergraduate programs without taking out student loans.

This kind of data, if shared broadly, bodes well for attracting the next generation of students. Studies have shown that Gen Z (the generation born between 1995 and 2012) are more financially pragmatic and interested in saving money than Millennials were at the same age, in part because Gen Z spent much of its formative years in the

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Great Recession. This will no doubt factor into these students' college choices as they graduate high school.

It is also worth noting that CCCU students already take their investment in their education seriously, no matter their level of need. Currently, when it comes to federal loans, CCCU students have the highest loan repayment rates and the lowest loan default rates of any sector in U.S. higher education. In fact, the default rate for CCCU institutions (6.3 percent) is nearly half that of the national average (11.9 percent). This is in spite of the fact that many CCCU students go on to work in fields that may not maximize earnings but deliver great social benefits to the community, such as human services and education.

CCCU students also hold their institutions in high regard. CCCU seniors preparing to graduate were more likely than any of their peers at other colleges or universities in the country to report that their interactions with faculty, academic advisors, and other administrative staff and offices were "excellent" or "very good." Likewise, CCCU students were also the most likely to report that their courses often included diverse perspec-

tives, featured a community-based project, or directly connected what they were learning in the classroom to societal problems.

It is clear that CCCU institutions offer quality academics and a transformational, faith-based learning experience that students greatly appreciate and consider a worthwhile investment. It is also clear that CCCU institutions are committed to keeping a Christian education affordable for all – which is great for CCCU students and their families, but can pose a challenge for the institutions themselves that need to ensure they are surviving and thriving now and for decades to come.

The key, then, to addressing these financial realities is to adjust accordingly and find ways to continue providing an educational experience that advances faith and intellect for the common good. CCCU institutions are uniquely positioned to tackle these challenges, thanks to the network of colleagues they have across the country and around the world to think through these challenges together and to collaborate in new and unique ways.

With an eye toward promoting innovative, cost-effective collaboration while maintaining each campus's academically rigorous, faith-based enterprise, the following articles examine two potential ways to collaborate in key areas of interest for students: online learning and off-campus study. ☺



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REIMAGINING THE SCOPE OF ONLINE LEARNING

*A new online consortium
could improve graduation
and retention rates
and expand curricula —
all with minimal expense.*



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IT'S A STORY familiar to many CCCU faculty and administrators: A student who is a year or two (or more) into their studies realizes they want to switch their major to a program that better meets their own interests and career goals. But some courses they need aren't offered every semester or even every year, so those students have to stay an extra semester, another year, or even longer in order to graduate. That means a greater financial burden on the student and the family and, in some cases, a greater risk that the student might transfer to a different institution or not even finish their degree at all.

For Sierra Chavez, a current student at Judson University in Elgin, Illinois, the story starts the same but has a different ending.

During the spring semester of her second year, Chavez decided to switch her major from music business and entrepreneurship to communication studies. She knew the program was a better fit for her, but she also knew it could interfere with her plan to try and graduate within three years. In many ways, hers was an ideal scenario: The classes she took for her initial major met all of the general education requirements of her new program, so all she had left was to take the classes required for her major.

But there were a couple of prerequisite communications classes she still needed, including one required for several upper-level classes coming up in the fall. Some of those upper-level

classes are only offered on alternate years at Judson, says Brenda Buckley-Hughes, chair of the speech communication and performing arts department at Judson and one of Chavez's professors; missing a prerequisite for one of those classes could mean a long wait – and a greater financial burden for Chavez – until the class was next offered.

However, Judson's registrar's office let Chavez know there was another option: An online course from another university that she could take in the spring would fulfill that prerequisite course slot and allow her to take her upper-division communications classes in the fall.

Earlier that year, Buckley-Hughes and other faculty members at Judson had been asked by the registrar's office to look over a list of online classes from other campuses to see which ones might be comparable with required classes in their department. Based on the list of classes Buckley-Hughes selected, Chavez was able to find a pre-approved course that fulfilled her introduction to public speaking requirement in time to sign up for those fall classes. Thanks to that, and the option to take two more classes online in addition to her other coursework, Chavez will achieve her original goal: to graduate this spring and begin her career.

Because of a new initiative from the CCCU, other CCCU students like Chavez who are at participating institutions and need the option to take an approved online class or two to stay on track for graduation will now be able to take CCCU classes from institutions across the country – an opportunity that not only saves them money but also helps CCCU institutions improve completion rates, expand enrollment in various courses, and potentially even broaden their academic offerings, all with minimal expense.



Sierra Chavez, (above) a student at Judson University (Elgin, IL), was able to stick to her original graduation plan even after changing her major in her second year thanks to the ability to take a few of her courses online.

A NEW RESOURCE FOR CHRISTIAN HIGHER EDUCATION

Launched in February, the CCCU Online Consortium enables CCCU institutions to share online courses across a common platform with peer institutions that embrace a Christ-centered mission. The platform is built by the College Consortium, a national organization that several CCCU institutions like Judson were already part of prior to the formation of the CCCU's consortium.

By utilizing the resources the College Consortium provides, CCCU institutions can easily find, review, and enroll in courses from other institutions listed on the site. Since faculty control the courses that are available to their students, they can ensure that the chosen classes are in close alignment with the curriculum of their program, says Will Friesen, senior advisor for the College Consortium.

Friesen, who previously worked as a faculty member and academic administrator at three CCCU institutions prior to joining College Consortium, knows firsthand the benefits a resource like the CCCU Online Consortium can provide for students and for the institution. "The CCCU consortium helps to improve both student and institutional outcomes by providing an expanded offering of high-quality, faith-based online courses while at the same time increasing revenue, student retention, and degree completion."

Buckley-Hughes, who has been teaching for 40 years, still prefers the benefits of face-to-face discussion with her students, but she also recognizes how circumstances



Left: Courtesy of Missouri Baptist University; Right: Courtesy of Sierra Chavez

"IN MY MIND, THIS [ONLINE CONSORTIUM] IS A WAY FOR ALL OF OUR CCCU INSTITUTIONS TO BE ABLE TO WORK TOGETHER TO OFFER A WIDER RANGE OF PROGRAMMING THAN WE WOULD BE ABLE TO DO ON OUR OWN."

can interfere with students' ability to take certain courses and graduate on time. One of the ways she helps mitigate the absence of face-to-face teaching for students like Chavez who are taking online courses is to make sure to check in with them regularly throughout their course to ensure their experience meets Judson's standards.

"[I'd ask], how are you doing; what do you think; how are you responding – just so I could be involved in the process and hear from the students' perspective if they thought they were getting what they needed," she says. "Because a student doesn't always know what they need, we have to make sure they are getting what they need. We just have to be involved. ... An online class can be as good as face-to-face – you just need to make sure the quality is there."

Chavez says one unexpected benefit from one of her online courses was being able to gain communications skills she might not have otherwise obtained. "I needed to take a media theory class, but I ended up taking a social media class [to fill that slot]," she says. "Judson doesn't currently offer a specific social media class, so getting the opportunity to take that class has given me so many more skills for my future career that I wouldn't necessarily have acquired otherwise."

THINKING BIGGER

For some, the new online consortium opens up a world of possibility even beyond improving graduation rates and expanding student opportunities.

Ed Ericson has served as the vice president for academic affairs and dean of the faculty at John Brown University (JBU) in Siloam Springs, Arkansas, since 2002, and he's been on the faculty there since 1994. "This [CCCU Online Consortium] is the most exciting thing I've experienced in my 35 years of academia," he says.

JBU is one of a handful of CCCU institutions who are looking at the online consortium and envisioning not only picking out some classes to supplement students' coursework on campus, but also thinking of ways this could both expand degree opportunities and prevent faculty and course reduction.

For example, Ericson says, JBU currently offers an online-based M.S. in cybersecurity, as well as a cybersecurity concentration for its MBA program, which students can earn entirely online or in a hybrid model. Given the rapidly growing demand for cybersecurity degrees, other CCCU institutions are interested in expanding their offerings at the graduate level, but they may be starting from scratch and facing the challenge of hiring all new faculty and building a critical mass of students to sustain the degree, he says.

Conversely, since JBU is so close to the headquarters for Walmart and other national companies, there is a demand for graduate degrees in data analytics in the region. But while JBU

has some classes in this field, it currently doesn't offer any data analytics concentrations or degrees at the graduate level; they also would face the challenge of maintaining a critical mass of students in order to launch a degree, Ericson says.

However, at least one other CCCU institution is in the midst of setting up their own data analytics graduate degrees. Thus, Ericson says, "their students could take our classes for cybersecurity, and our students could take their classes for data analytics – neither of us would have to hire a full-time professor, and we would both get an additional concentration beyond what we are currently able to offer."

There are, of course, several obstacles to navigate in such an endeavor, Ericson says. The biggest one is handling accreditation for such degrees, especially if partnering institutions are located in different accreditation regions. However, with the help of both the College Consortium and the CCCU, which has established connections with all of the regional accrediting bodies in the U.S., Ericson feels confident that these kinds of obstacles can be navigated.

At the CCCU's Multi-Academic Conference in February, Ericson met with a group of provosts and senior leaders from

"AN ONLINE
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across the CCCU and the College Consortium to talk about such opportunities. In addition to degrees like cybersecurity and data analytics, those who attended the meeting also raised the possibility of being able to expand program offerings in such fields as health care, computer science, or criminal justice.

But, as Ericson realized, there's also a possibility not only to add programs but also to prevent the loss of current programs as well.

"I was talking with [another CCCU institution] that is looking at having to reduce or eliminate some of its language programs. Well, I need to find more language opportunities for our students," he says. "If they are able to put courses like that online, we would have students interested in those programs, and it could help preserve the program at another school. It's more fun to talk about how this could help us grow, but there is a reality of it helping to prevent cuts and reductions."

Ultimately, Ericson says, the true potential for the online consortium lies in the levels of cooperation and interest CCCU institutions decide to pursue, in part

because of the reality that today's students are increasingly likely to attend programs that are much closer to home than they used to, and they're much more likely to attend a local state college or university. That makes things like starting new degrees or sustaining existing ones that much more difficult.

"In my mind, this is a way for all of our CCCU institutions to be able to work together to offer a wider range of programming than we would be able to do on our own," he says. "If we just try to do it all on our own, we're not going to succeed. There's no way that JBU is going to be able to offer enough of these programs and get enough critical mass – we're just in too much of a small town and too small of market. ... But if we could work together with CCCU institutions who share our mission, we all could offer more programming. There are going to be people who are interested in our sort of education who won't take a program from someone 300 miles away, but they would if it's 30 miles away. So, we can make that an option, but the only way we get there is if we're working together." 🗨️

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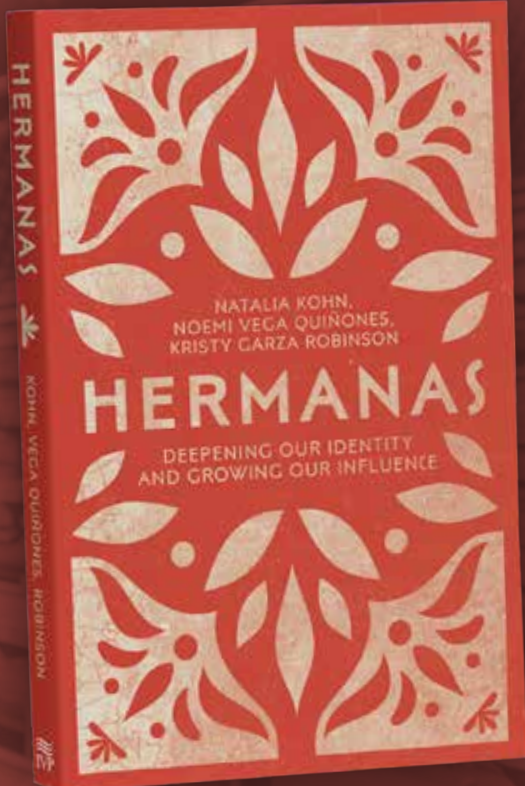




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MORE THAN JUST A TIME AWAY

How off-campus study can become an integrated part of a specific degree program.



THE BENEFITS OFF-CAMPUS

study programs can bring to the academic career of a student are well known. Studies show students who study abroad are more likely to have a job within six months of graduating and are also more likely to get into their top choices for graduate school. Beyond that, many students report that studying abroad helped them gain valuable skills for the job market, increased their confidence levels, and made them better prepared to engage diverse workplaces and communities. Many also reported that the experience provided career clarity.

But for administrators and faculty on campuses coordinating these programs, there are all sorts of questions and obstacles that must be addressed: safety concerns, credit transfers, and handling visas and other paperwork. Campus-run programs have to figure out logistics of housing, travel, and more, and both campus-run and third-party programs need to provide the kind of quality academic experience that meets the institution's standards. And all of that doesn't even include the additional costs associated with such programs, both for the student and the institution.

For over 40 years, the CCCU has worked to provide faith-based off-campus study opportunities that extend the educational mission of participating CCCU institutions and provide students with culturally immersive, academically invigorating experiences that also equip them to apply their Christian faith to the

world. Each year, hundreds of students from more than 80 participating CCCU institutions have the opportunity to visit one of nine program locations, study alongside peers from other CCCU campuses, and explore their vocational calling in a new context.

Some campuses have taken the opportunities these programs provide for students one step further: utilizing the faculty expertise, unique location, and overall experience to supplement the coursework for a major on campus. This in turn provides a unique draw for that major, making it stand out from competing programs on other campuses.

THE BENEFITS OF SHARED MISSION

Northeast Indiana may not seem like the most obvious place for a small Christian university to have a bustling digital media arts program, with degree options in animation, broadcasting, film production, and film studies, but that's precisely the case for Huntington University in Huntington, Indiana.

That wasn't the case just over 20 years ago during Lance Clark's early days in the department of communication. Clark, now the associate dean of the arts and division chair in addition to his role as professor, says that began to change in 1997, when a student approached him about an off-campus study opportunity that would allow her to explore the world of film, since Huntington had no courses on the subject.

That was the first time Clark heard of the CCCU's L.A. Film Studies Center (LAFSC), but after the student returned from her time in L.A. with high praise for the program, Clark knew it would not be the last.

"Based on her experience, I started recommending it as an alternative for some of our students who wanted to go into film or find out more about the industry," he says.

And when the time came for Huntington to launch its own degree in film studies in 2000? Clark says he designed the de-

gree so that the LAFSC experience could fit nicely into the major. As the department continued to expand, Clark continued to work with the team from LAFSC to incorporate the experience as an option for students studying animation or film production.

The experience, paired with the award-winning faculty working at Huntington and the state-of-the-art resources Huntington has available for students, means that the film department at Huntington is now one of the most signature on campus, Clark says.

Today, the team at Huntington considers the LAFSC faculty to be an extended part of their program, Clark says. Once or twice a year, a staff member from Huntington will travel to L.A. to visit the students there and connect with the LAFSC community.

But the value for Huntington in partnering with LAFSC through all this wasn't just in the location or access to internship placements within Hollywood itself: "It is the Christ-centered mission that LAFSC brings to the table that so benefits our relationship," Clark says. "Unlike other film schools, LAFSC gets the Christian mission of our department and of the CCCU schools in general."

That kind of missional alignment is vital to a good partnership with third-party providers, as Esther Brimmer, executive director and CEO of NAFSA: Association of International Educators, told attendees at the 2019 Presidents Institute hosted by the Council of Independent Colleges: "What's important if you are working with third-party providers is really having them understand your core mission so what they're doing is tailored to what you're doing and tailored to the specific curriculum outcomes that you want."

THE POWER OF EXPERIENCE

That mission alignment also proved vital in the development of the music business major at Southeastern University (SEU) in Lakeland, Florida. Paul Harlan, professor of music at SEU, says that the university first began developing a relationship with the Contemporary Music Center (CMC), located in Nashville, Tennessee, when program director Warren Pettit visited some classes at SEU in the mid-2000s. "I knew immediately that this was a great opportunity for our students, so we stated promoting CMC and encouraged our students to attend," he says.

When SEU began designing an official music business major a few years later, the experience and expertise of the team at CMC proved valuable for the development of the program itself, Harlan says. "In addition



Erin Kluver, a student from the University of Northwestern - St. Paul, attended the Contemporary Music Center in Fall 2018. CMC students get firsthand experience in the music industry.

to obtaining great advice for our program [from the team], we also came to the conclusion that partnering with CMC would be advantageous for everyone involved," he says.

Today, attending a semester at CMC is an integrated part of the music business degree. Harlan says the value comes in CMC's unique experience, expertise, and location and how it complements the SEU faculty's experience.

"We have world-class music faculty in our department, coming from the major music institutions in the country ... [and] we offer our students an excellent education in the traditional aspects of college music studies and performance, as well as learning and experience in commercial music, music technology, and audio production," Harlan says. "CMC completes that education with expertise in music industry studies. This way, our students get a solid music education plus a focused semester at CMC in writing, performing, managing, and concert/recording production."

Both the faculty at Huntington and the faculty at SEU report that students' engagement in and appreciation for the respective programs has remained high over the years. "Students have a terrific experience," Clark says. "The time they spend taking classes and interning in L.A. is priceless."

Harlan says that there have been a few times over the years when students arrived at CMC and soon realized that their goals didn't exactly match what was being taught at CMC; in those instances, the CMC staff went out of their way to help the students figure out a plan of individualized learning that better fit their aspirations.

THE IMPORTANCE OF TRUST

Personal care and missional fit is part of what led Westmont College in Santa Barbara, California, to embark on a new partnership with the CCCU's Uganda Studies Program (USP) a few years ago, says Cynthia Toms, professor of global studies and kinesiology and director of Westmont's Global Health in Uganda program. The program utilizes USP's own Global Health Emphasis track, which is open to all CCCU students, and takes advantage of USP's location and the ways it could meet a unique need for Westmont students.

"We had an increasing number of students interested in studying health delivery in the Global South. Partnering with the Uganda Studies Program offered an opportunity for our natural science, kinesiology, and pre-med students to study abroad with a curriculum that closely aligned with our own," Toms says.

Prior to coming to Westmont, Toms had worked on USP's staff, so she was well acquainted with both USP's mission and its leaders. That connection was key in the development of Westmont's eventual partnership with USP, she says.

"There were substantial relationships in place [with the CCCU] and a willingness to partner in a way that felt trustworthy," Toms says. "I don't think we would have done this with a partnership that would have just come off the street to try and provide a checklist of pieces [for the program]. Knowing the CCCU and having relationships with people that were experienced and willing to work with us gave us an added measure of confidence in the quality and delivery of the program."

Key to the new program's success at Westmont has been the development of courses students take before and after they go to Uganda, both to facilitate their immersion into life at USP when they arrive and to assist with the reentry process after they return to campus. The reentry class has been especially helpful for students, Toms says, because it helps them process their experiences, examine how they can be worked into their coursework back at Westmont, and continue to explore the deep and often challenging questions that come with studying abroad, especially as it relates to the development of the student's faith.

In light of her experience with USP in Uganda, Toms has enjoyed helping Westmont faculty and staff appreciate the unique opportunities of such a program. Westmont sponsors many of its own global programs run by its own faculty, but in Uganda, the college can partner with USP staff and African scholars at Uganda Christian University to provide students a rich immersive learning experience. The partnership has also allowed several Westmont faculty to travel to Uganda to teach modular courses for students there, and their experience in Uganda has enriched discourse on campus about global health and African culture.

Students at the L.A. Film Studies Center have the opportunity to create festival-ready short films as part of their experience in the program.



Courtesy of Abigail Moellering

Courtesy of Erin Kluver



USP students like Jessica Erickson and Jamie Whitcher find internship placements at locations like Afaayo Child Health and Rehabilitation Unit (ACHERU). (Note: ACHERU staff, patients, and family members gave consent for photo publication.)

In essence, Toms says, the partnership with USP has enabled Westmont to create a hybrid off-campus program of sorts, where Westmont faculty remain deeply involved in the educational process but the USP faculty provides the on-the-ground experience

and connections that are so vital to the success of an immersive semester abroad.

Though Westmont's partnership has only been in place for a few years, Toms says they have seen tremendous growth and a new energy on campus from those who have finished the program and are taking what they've learned into their continuing education.

"I now have an ongoing [reference] request list from students [who went to USP] who are applying to Master of Public Health programs, and from students who are heading to medical school. ... It's interesting to see – three, four, five years in – how those students are now turning that experience into a vocational calling and a deeper understanding of how they want to go about their vocation," Toms says. "So it feels more integral [to our campus] than just sending them to a third-party provider somewhere and hoping they have a safe and good experience and then trying to welcome them back into the classroom afterward."

For Westmont, Huntington, and SEU, the value of working with programs who share their faith-centered


approach to education and commit to doing what they can to meet the institution's needs is immeasurable, despite the fact that it means important tuition dollars going to a program that is off-campus.

"While universities do sacrifice some income to send students to LAFSC and other [CCCU] programs, the sacrifice is almost always worth it," says Matt Webb, an instructor of film production at Huntington and one of the faculty who regularly visits Huntington students at LAFSC. "What LAFSC and other programs offer are opportunities, experiences, and connections that CCCU students would not otherwise receive at their home institutions. I think that colleges and universities should consider this an investment in their students and an investment in programs that they can't offer on their own campuses, and therefore get excited about the unique opportunities that BestSemester programs provide."

Similarly, Harlan says that the partnership with CMC covers gaps and offers opportunities SEU faculty can't. "For us the financial loss is justified, in part, by not

having to hire additional faculty to cover what is offered at CMC," he says. "Another part of the justification – for the university and the students – is that it is a fabulous and practical experience for our students."


Toms noted how helpful it was to work with USP and the CCCU in setting up Westmont's partnership, both because they recognize the financial realities CCCU institutions face and also because they are committed to providing programs that benefit both students and institutions.

"I send students to CCCU programs because I truly believe that they are the best curricular and pedagogical fit for what I'm trying to do with students," she says. "I have visited many programs; I've done lots of external reviews; I've been in the field of study abroad for a couple decades. I send students [to a CCCU program] because it is the highest quality program that I know ensures rigorous learning, provides a depth of cultural immersion, and really translates culture for my students." 


MORGAN FEDDES SATRE is the CCCU's communications specialist and managing editor of *Advance*. She is an alumna of both Whitworth University and BestSemester's L.A. Film Studies Center and is currently pursuing her M.Div. at Fuller Seminary.

Courtesy of Uganda Studies Program

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CCCU ENROLLMENT SUCCESS STORIES

Some institutions have seen tremendous growth, bucking national trends. These are their stories.

BY PHILIP TRUSCOTT

FALLING BIRTH RATES, negative media portrayals, and changing student preferences have presented stark challenges to leaders of Christian universities in the 21st century. However, many institutions have adapted and increased their student numbers.

The most comprehensive public domain data on enrollment is from the federal government's office of post-secondary education. This includes enrollment for over 90 percent of CCCU institutions for the years 2002 to 2016 (the latest year of publicly available data). Philip Truscott, a sociologist and an associate professor at Southwest Baptist University (Bolivar, Missouri), used this data to calculate the rate of growth for CCCU institutions and interviewed leaders from some of the fastest-growing Christian universities to learn the stories behind their success.

ARIZONA CHRISTIAN UNIVERSITY

(Phoenix, AZ)

From 2002 to 2016, Arizona Christian University (ACU) increased its enrollment from 280 students to 820 (a growth factor of 2.9). At capacity at its current campus, ACU announced plans in November 2018 to relocate to the former campus of Thunderbird School of Global Management in Glendale, Arizona, which will more than triple classroom building space.

ACU President Len Munsil noted a number of changes that contributed to ACU's growth. "We transitioned from a Bible college to a Christian liberal arts university by adding a humanities-based CORE curriculum that is integrated with 18 hours of biblical studies, [resulting in] a Bible minor for all students, and added majors in political science, communication, biology, and psychology," he says.

Munsil noted that ACU's recruitment success has depended on affinity marketing, and the school celebrates its status as "a covenantal conservative university that exists to train Christians to be influential leaders." ACU has also increased minority en-

rollment from 10 percent to 40 percent.

ACU is part of a growing trend of universities trying to reignite interest in the great works of world literature through its CORE Christian liberal arts program. The program uses a cohort-based, living-learning model; all students in a major take their CORE courses together, ensuring a strong social bond over their college years.

Tracy Munsil, associate professor of political science, led the CORE program development committee: "The ACU CORE is unique within American higher education – seeking to reclaim the liberal arts for the Christian tradition by training students to consider the great ideas of human history within the biblical worldview framework and to use this rich understanding of the human experience to transform culture with the truth of God."

The program begins with the first-year experience – two courses that introduce students to the ACU community and provide biblical worldview training. After that, students take four humanities courses during their sophomore and junior years. "The courses span human history," the ACU website notes. "Students read and discuss original texts to consider how human beings in other times and cultures understood their world and answered the big questions of life – about God, about what it means to be human, about purpose and meaning, about truth, beauty, justice, and goodness."

CALIFORNIA BAPTIST UNIVERSITY

(Riverside, CA)

California Baptist University (CBU) increased its enrollment from 2,165 in 2002 to 10,486 in 2018 (a growth factor of 4.8). Mark Wyatt, vice president for marketing and communication, said CBU has added a number of new professional programs as part of its growth strategy.



The Kugel is a literal touchstone for students at California Baptist University throughout their studies.

Since the Great Recession, increasing numbers of students have been choosing majors with close links to career paths. CBU's College of Nursing offers degrees from the bachelor's level up to a doctorate in nursing practice. It also offers two master's degrees: one for students with a bachelor's in nursing and an entry-level one for those who took a different major. CBU's College of Engineering includes a blend of traditional programs (such as civil engineering and mechanical engineering) and others linked to specific careers (such as biomedical engineering and construction management). There are 10 different engineering programs in total, many of which have the important hallmark of the Accreditation Board of Engineering and Technology (ABET).

An interesting career-course connection is part of CBU's aviation science department, launched in 2013. It teaches students flight and aviation management as they pursue such careers as airport manager, commercial pilot, and a 21st-century job: "unmanned aviation systems pilot." The department has "pilot pathway" agreements with over half a dozen commercial airlines.

As part of its spiritual development program, CBU includes small groups called FOCUS (First-Year Orientation for Christian University Success). The groups are required for freshmen and undergraduate transfer students; they are usually led by seniors trained by spiritual life staff. Worship in large groups has been facilitated by the construction of a new arena, though its 5,000+ seating capacity is still not sufficient to accommodate all CBU students in a single service.

CBU has included the Great Commission in Matthew 28 as part of a statue of a globe – known as the Kugel – that serves as a literal touchstone for students. They first lay hands on it during their freshman orientation week, and they touch it again on graduation day, when they're dressed in their cap-and-gown regalia, prepared to go out into the world.

COLORADO CHRISTIAN UNIVERSITY

(Lakewood, CO)

Colorado Christian University (CCU) increased from 1,801 students in 2002 to 7,032 in 2016 (a growth factor of 3.9). President Don Sweeting credits three factors: a clear brand, multiple delivery systems, and intentional discipleship.

CCU's clear brand is as a conservative, Christian university. "Our educational model consists of three pillars: competence, character, and Christ-centered faith. This model has been largely abandoned by many colleges and universities. But there is life and vitality in it," Sweeting says. "We aspire to be a Christ-centered university. We are not leaning away from this, but leaning into it."

The university also has two colleges to deliver education: the College of Undergraduate Studies and the College of Adult and Graduate Studies. One appeals to the traditional learner, the other to the non-traditional learner, Sweeting says. The third factor is intentional discipleship, he says: "In our traditional undergraduate program, students are accepted to CCU only after providing a pastoral recommendation, a personal testimony, and signing a lifestyle covenant."

Once students arrive, CCU has an intentional program to keep their spiritual fire burning. Freshmen attend weekly spiritual formation groups. On Wednesday nights, mandatory discipleship groups of only five students are led by seniors. Over their years at CCU, students must attend 180 chapel services and complete 180 service hours. In their first semester, freshmen journey from CCU's campus to the alpine beauty of Frontier Ranch on the edge of Gunnison National Forest for a spiritual formation retreat that also includes seniors, who are contemplating their mission in the world after university. "Families who come to us want to know that their children's faith will grow stronger in our community. Colorado Christian University takes its middle name seriously in everything we do," Sweeting says.

Jim McCormick, vice president for student life, says several enrollment innovations happened after CCU combined its student life and enrollment departments in 2008. CCU began attending Christian higher education fairs and has fostered relationships with more than 400 partner high schools, most of which are Christian. The high schools invite CCU representatives to speak at chapel services and on retreats, and 144 of them have classes that are part of CCU's dual credit program. CCU considers the 4,700 high school students taking these dual credit courses to be among the most promising admission candidates.

As CCU's student body has grown, so has its diversity; while Colorado's population is 87 percent Caucasian, more than a third of CCU students come from non-Caucasian racial and ethnic backgrounds.

CONCORDIA UNIVERSITY IRVINE

(Irvine, CA)

Concordia University Irvine (CUI) grew from 1,800 students in 2002 to 4,299 in 2016 (up 139 percent). Undergraduate enrollment has increased by about 500; growth in graduate and adult degree completion programs accounts for the rest.

CUI attributes its growth to curriculum change and development. It has added new undergraduate majors such as economics, physics, nursing, and graphic design, as well as emphases such as kinesiology, commercial music, and business data analytics. New graduate programs include coaching and athletics administration, counseling, organizational leadership, international studies, educational technology, school counseling, and healthcare administration; a doctorate in educational leadership launched in 2014. Many graduate programs are offered fully online.

In 2010, CUI redesigned its general education curriculum and introduced a core program. As Peter Senkbeil, provost and executive vice president, explains, “Most undergraduate general ed programs offer a wide range of choice. We went in the opposite direction.”

In the first year, students take a pair of courses at the heart of the debate over human origins: theology and biology. They also take linked courses in philosophy and math, as well as history and literature. The history/literature pairing is divided into pre- and post-Reformation courses. The courses involve students studying primary texts, rather than filtering them through a textbook.

While some might expect criticism of this mandatory curriculum, CUI’s student surveys say otherwise. Students completing the National Survey of Student Engagement showed improvement in seven out of eight areas compared to CUI students who took the survey prior to the core program.

CUI has also taken steps to recruit and serve an increasingly diverse population and to provide innovative diversity-related experiences. CUI hosts an annual Latina Leadership conference aimed at helping Spanish-speaking high school female students plan for college. Additionally, students experience an academic version of the Jules Verne novel *Around the World in 80 Days* through CUI’s unique Around-the-World Semester®. Students complete 18 units in eight courses and earn a minor in global cultural studies.

Senkbeil says that all of CUI’s programs incorporate its identity as a Christ-centered university, even for students from differing faith backgrounds: “Stressing the Gospel can lead to enrollment success. We don’t make students sign a statement of faith to come here. We welcome Muslim, Buddhist, and agnostic students who want to attend; while they’re here, we expose them to the Gospel.”

POINT UNIVERSITY (West Point, GA)

When Dean Collins started out as interim president of what was then Atlanta Christian College in 2006, survival was the main goal. The institution had limited course offerings and 423 students; its facilities were outdated and in need of a major overhaul. A firm of consultants estimated that it would take \$17 million to make facilities fit for its current number of students, as well as a \$50 million investment to accommodate 1200 students.

Faced with these daunting numbers, Collins persuaded his board of trustees to announce a plan to move to a new location.

The *Atlanta Journal Constitution* carried a small story on the decision that thrust the college into a furious dating game with cities across Georgia.

The search finally ended through an inspired idea from a local Christian business leader, J. Smith Lanier. He phoned Collins and told him about a disused company headquarters in West Point, Georgia. The 77,000 square foot building could accommodate 1,000 students. A \$20 million capital campaign and an award-winning design helped pave the way for a massive rebranding of the institution. Since the college’s first location was in East Point, Georgia, and its new location was in West Point, its name was duly changed to “Point University.”

Prior to the move to West Point, Point’s leadership team had recognized there was a large market for Georgians who had some college credit but had never completed their degree. Point launched new course offerings with classes between 6 p.m. and 10 p.m. to accommodate adults who worked full-time or had paused their college degree to start a family. Point hoped for moderate degree completion program growth; it went from zero students to over 1,000 in four years.

There has been similar development of Point’s online offerings. The university invested in developing new “High Tech – High Touch” course offerings. The term “High Touch” is Point’s term for intense interactivity. Since 2014, Point has grown from six online undergraduate degree programs to over 40 online undergraduate and graduate programs, with more in development.

Collins envisioned a university that served a broader, more diverse population of students. Accordingly, all promotional materials were changed to show a university that welcomed such a future. Today, almost half of the student body is comprised of ethnic minority students – which, Point’s leadership points out, reflects the Kingdom of God – and Point University students also reflect geographic, economic, social, gender, and faith diversity.

Today Collins, no longer an “interim,” oversees a very different institution from the one he took over. Extinction seems unlikely. Point University enrolled 1,986 students in 2016 – a fivefold increase since 2002.

SOUTHEASTERN UNIVERSITY (Lakeland, FL)

Southeastern University’s (SEU) peak enrollment in the 2000s was 3,075 students, and, like many other institutions, it faced challenges following the Great Recession. By 2011, enrollment had fallen to just over 2,500. In February 2011, SEU welcomed its new president, Kent Ingle, who set the course to change SEU’s direction dramatically.

New construction added 300,000 square feet of new buildings to the campus, even as SEU kept

tuition under \$25,000. Another innovation was the addition of a football team and other athletic programs. Despite the football team’s new status, it already has had four consecutive conference championships since 2014.

Currently, SEU enrolls students from 33 different countries and foreign territories through admissions counselors with diverse language skills, particularly Spanish. The school has educational partnerships in Uganda, Kenya, and Sweden. In addition to SEU’s welcome of foreign students, it offers 40 study abroad opportunities. As an institution, SEU stresses the need to help students find their “Divine Design.” All freshmen and transfer students must belong to a weekly First Year Experience (FYE) group, which focuses on Christ, culture, and the community.

All of this has led to massive enrollment growth for SEU, which welcomed 8,759 students in the fall of 2018, up from 2,546 students in 2011. However, explaining this growth as a formula involving “football + new construction + admissions advertising” would be wrong – after all, other institutions could follow similar strategies with very different results.

Ingle describes his leadership approach in his book *Framework Leadership: Position Yourself for Transformational Change*. The four keys to developing this framework include: listening to the people, auditing the context, clarifying the goals, and developing visionary alignment.

Ingle says SEU’s growth can be attributed to the functional framework, which addressed streams of enrollment, streams of revenue, accessibility, and affordability. Out of this came the impetus to build out facilities on campus, increase the athletic programming, and create affordable educational opportunities. Ingle’s leadership concepts provide the blueprint for the strategies that have helped SEU’s enrollment take off.

WILLIAM JESSUP UNIVERSITY (Rocklin, CA)

The architect Frank Gehry’s name is linked to some of the most famous modern buildings in the world, but he also inadvertently designed the buildings for a Christian university: William Jessup. The happy accident is the result of Jessup’s purchase of a campus that originally housed the Herman Miller Corporation. The new

building was part of a bold move the university completed in 2004, when Jessup transferred from San Jose to greater Sacramento. But the Great Recession caused an enrollment drop in 2007 and 2008, prompting concern that the move might have a negative impact.

However, several growth strategies helped Jessup reverse the trend and become the one of the fastest-growing CCCU institutions: After having fewer than 250 students in 2002, the absolute numbers in enrollment climbed to 1,695 students in 2018. Jessup President John Jackson, who began his presidency in 2011, says he was determined to communicate a three-part message to prospective students: “Jessup would help them thrive spiritually, obtain a great liberal arts education, and become exceptionally employable.”

It is a message he repeats often. He spends half of his weekends each year speaking at one of the 1,200 churches in relationship with Jessup. Jessup and its students have strong connections with local churches. More than 80 percent of students report weekly church attendance, and about 60 percent of Jessup’s applicants come from church relationships.

Additionally, as part of its spiritual formation program, Jessup requires small group and chapel attendance as well as a service requirement. The spiritual life emphasis extends all the way through graduation day, when Jessup administrators give students a symbol designed to evoke a spirit of service: a monogrammed towel evoking John 13:5, when Jesus “poured water into a basin and began to wash his disciples’ feet, drying them with the towel that was wrapped around him.”

Jessup has also improved its sophomore retention rates. The university’s academic team developed robust programming to serve students who were struggling. It also added new undergraduate programs in computer science, theatre, visual and fine arts, biology, and kinesiology. The sophomore retention rate climbed from just over 60 percent before 2011 to 83 percent today.

Additionally, Jessup added master’s degrees in leadership, business, counseling psychology, sports management, and education, as well as a separate master’s in teaching that focuses on pedagogy. As Jackson says, “Our success has come from a deep integration into the regional spiritual and economic landscape. We know which degree programs will be most highly valued by our local church, business, and educational partners.” ▴

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Graduates of William Jessup University receive a monogrammed towel as a reminder to follow the example of Christ’s service.





CASTING LIGHT *on the* REAUTHORIZATION OF THE HEA

Taking a closer look at the key items CCCU institutions should keep an eye on in the reauthorization of the Higher Education Act.

By Chin-Chin Minniear

UPON SIGNING THE Higher Education Act (HEA) into law on Nov. 8, 1965, President Lyndon B. Johnson said, “I doubt that any future Congress will ever erect a prouder monument for future generations.” And his words run true – this sweeping law that was crafted primarily to establish financial aid for college-bound students is a monument to our nation’s belief in the value of a college education. It governs student aid programs and lays out the rules and regulations for higher education institutions to be eligible for Title IV programs.

The HEA is supposed to be renewed, or “reauthorized,” every four to five years. The HEA has been comprehensively reauthorized eight times, most recently in 2008, as well as amended and extended by Congress numerous times.

For a full overview of all the HEA’s provisions, visit www.cccu.org/HEA-Primer.

During the 2008 reauthorization process, Congress sought to hold colleges and states more accountable for rising tuition and to help students make better borrowing decisions. Yet tuition and borrowing continue to rise. In fiscal year 2017, the government financed roughly \$100 billion in student loans, \$30 billion in need-based grants, and \$30 billion in income tax preferences for postsecondary students.

CCCU students take out smaller loan amounts and are far less likely to default on payments than their peers (see “Reality Check,” page 24), but national trends aren’t as promising. Forty million student borrowers are currently paying off \$1.5 trillion in student loans, and by 2023, nearly 40 percent are expected to default. In addition to the burden of student debt on borrowers and their families, the volume of debt is concerning due to the taxpayer exposure and liability.

Although many policy changes affecting student aid can now occur outside of the reauthorization process (e.g., through spending bills and federal rules), comprehensive reauthorization remains the best option for tackling these issues. Many are looking to the next reauthorization to address priorities such as college affordability, college accountability, better information for consumers, improved college access and completion rates, accreditation and oversight, and fewer federal regulations.

**INSIDE THE BELTWAY:
ARE THE STARS ALIGNED?**

The committees with primary jurisdiction over the HEA reauthorization are the Senate Health, Education, Labor and Pensions (HELP) Committee and the House Education and Labor Committee. After high hopes for HEA action in the last session of Congress, reauthorization negotiations stalled in the Senate.

Meanwhile, the House introduced the PROSPER Act, which was reported out of committee but failed to garner enough support for a floor vote. Many higher education groups opposed the bill, in large part due to its proposed elimination of popular programs like the Federal Supplemental Educational Opportunity Grant (FSEOG), which assists low-income students with remarkable need; the Public Service Loan Forgiveness program, which encourages a pipeline of future public servants and nonprofit employees; and federal loan subsidies, which provide in-school subsidies for needy students utilizing federal Stafford loans.

When the current session of Congress began on Jan. 3, Democrats reclaimed control of the House,



boasting a 235-seat majority. Meanwhile, on the Senate side, the Republicans gained two seats after the midterms, enjoying a 53-47 split in their favor. Despite the houses of Congress now being controlled by different parties, this change may actually increase the odds of passing legislation. Why? Because legislation in a divided Congress can be enacted only with bipartisan support, and so it follows that legislators will work harder to cooperate, compromise, and steer clear of controversial provisions. So far, all indications are good that this is the intent around HEA reauthorization.

Senate: Early in the new Congress, Senator Lamar Alexander (R-TN), chair of the Senate HELP Committee, rolled out his priorities for HEA reauthorization and made clear his desire to get legislation enacted. His credentials alone (former college president, former governor, and former U.S. Secretary of Education) substantiate his investment in these efforts.

Additionally, Alexander does not plan to seek reelection in 2020, so he is undoubtedly motivated to pass an HEA reauthorization package as part of his legacy, and he is also freer to negotiate deals with a Democratic House. Ranking member Patty Murray (D-WA) has also signaled a strong desire to negotiate a comprehensive reauthorization package.

House: In late February, Chairman Robert “Bobby” Scott (D-VA) and ranking member Virginia Foxx (R-

NC) of the House Education and Labor Committee jointly announced plans to hold five bipartisan hearings in an effort to reauthorize the HEA. While acknowledging that the Democrats and Republicans have “vast differences” in their approaches to higher education, Chairman Scott made clear the committee’s intention to work in a bipartisan way in order to produce a comprehensive bill.

Both congressional education panels have signaled that they would like to find a way forward, though the top three priorities for each chamber’s committee leadership vary:

House Democrats	Senate Republicans
1. Expand college access	1. Simplify FAFSA
2. Improve affordability	2. Simplify loan repayment
3. Promote completion	3. Create new accountability

With that in mind, we’ve compiled the top five provisions to watch in the coming year.

**TOP FIVE THINGS TO LOOK FOR
IN THE HEA REAUTHORIZATION**

1. FAFSA Simplification

The Problem: The FAFSA (Free Application for Federal Student Aid) is known for being lengthy and complicated, yet every current and prospective college student is required to complete the form on an annual basis in order to determine eligibility for financial aid. Beyond the form itself, the requirements to refile the FAFSA every year can be an onerous process, particularly for students whose parents are divorced or for students from low-income families, which are more likely to lack computer availability (though the myStudentAid app that the Department introduced last summer allows a user to complete the FAFSA on a smart phone). Low-income families are also more likely to require verification, which can deter students from completing the process.

Proposed Solution: Shorten the FAFSA and make it more user-friendly. Each time Senator Alexander has presented his outline for updating the HEA in this Congress, he has started with FAFSA simplification. In its current format, the FAFSA has more than 100 questions; experts generally agree that it can be whittled down to 25.

Simplifying the application process and eligibility rules could also help students, especially those

from low-income families. Congressman Scott has promoted ideas such as adding a recertification process whereby dependent Pell Grant recipients would complete the FAFSA just once before college and then recertify (instead of filing again) each subsequent year. Another possibility is presumptive eligibility for Pell Grants, whereby an applicant whose family satisfies the income criteria and has received certain means-tested federal benefits (like SSI or SNAP) during a specific time period could automatically qualify for Pell.

2. Loan Repayment Simplification

The Problem: The U.S. has over 40 million student loan borrowers paying off \$1.5 trillion in student loans. However, a 2018 Brookings Institution study suggests that 40 percent of borrowers may default on their loans by 2023. While the Department of Education offers eight different repayment plans, borrowers may have difficulty finding the balance between making lower monthly payments (in order to avoid delinquency or default) and trying to pay off loan balances more quickly (in order to avoid paying more interest).

Proposed Solution: Help students manage and repay their loan debt by simplifying the loan repayment system. Chairman Alexander has proposed reducing the number of repayment options to two: a flat 10-year repayment schedule or a schedule based on a borrower’s income. In both scenarios, payments could be automatically deducted from paychecks.

For those choosing the income-based system, a percentage of monthly “discretionary income” would deduct automatically from their paychecks. Discretionary income would be calculated by subtracting out the cost of necessities (based on a government-determined standard). This income-based system eliminates the current process of borrowers having to certify their income each year, and it allows for loan payment to automatically go on hold during periods of unemployment. The advantage here is for graduates with lower incomes, whose loan repayment would be spread over a longer time. Automatic collections should help reduce the default risk and ease the administrative burden for borrowers. A person who makes payments but hasn’t paid off their loan in full after 20 years could also potentially have their loan excused.

While Chairman Scott has not, to our knowledge, endorsed a specific type of a repayment system, he does support policies to make student borrowing less burdensome.

OPPORTUNITY THROUGH EDUCATION

PRESIDENT LYNDON B. Johnson firmly believed that the American promise of opportunity could best be pursued through education.

This belief stemmed from his own lived experience. Despite his father’s legislative career, the family often struggled to make a living. After high school, Johnson worked odd jobs for three years, until he finally re-focused his energies and enrolled in Southwest Texas State Teachers College, only to put that on hold to earn tuition money.

This led him to a position in a small border town teaching the impoverished children of Mexican-American farmers – an experience that inspired many of his eventual educational policies, including the passage of the Higher Education Act during his presidency.

On Nov. 8, 1965, upon the signing of the Higher Education Act, President Johnson remarked:

The President's signature upon this legislation passed by this Congress will swing open a new door for the young people of America. For them, and for this entire land of ours, it is the most important door that will ever open – the door to education.

This bill, which we will shortly make into law, will provide scholarships and loans and work opportunities. ...

So to thousands of young people education will be available. And it is a truism that education is no longer a luxury. Education in this day and age is a necessity.

[F]or the individual, education is the path to achievement and fulfillment; for the Nation, it is a path to a society that is not only free but civilized; and for the world, it is the path to peace – for it is education that places reason over force.

3. Accessibility and Affordability

The Problem: Low-income students and students of color continue to face barriers to pursuing four-year degrees, which federal programs have always aimed to combat. Low-income students remain less likely to complete their bachelor’s degrees as compared with middle- or high-income students. Some common barriers cited include the cost of college, too few pathways to a four-year degree, and the lack of support services in college. Legislators have suggested various changes to financial aid, including to the federal Pell Grant program, created in 1972 to provide funding for low-income students.

Proposed Solution: While Pell Grants have historically had bipartisan support, some question the program’s efficacy and also suggest that increases in Pell might be linked to increases in the cost of college. One idea has been to demand more “skin in the game” from institutions seeking increases in aid and to suggest that any such aid be given only to students on a clear path toward graduation.

One proposal worth noting – developed by the National Association of Independent Colleges & Universities (NAICU) and supported by the CCCU – is called Pell Plus. Instead of distributing Pell Grants at the same flat rate over a period of six years, third- and fourth-year students who are on track to graduate could double the amount of federal aid received in their Pell Grant (an amount that would then be matched by the students’ institutions) during those years. This would give increased aid for needy students and promote on-time completion. Pell Plus would also allow students who have run out of Pell eligibility but have less than one academic year left in their studies to be able to access additional Pell aid to get them over the finish line.

Chairman Scott supports the expansion of Pell eligibility as well as “restoring the purchasing power” of Pell Grants. In addition, he has suggested incentivizing the states to provide more funding for college tuition, offering tuition-free community college, and providing additional supports for traditionally underserved students (e.g., first-generation students, parents, working adults) such as college access programs, free child care on campus, and tutoring services that focus on learning skill-building. Scott also supports facilitating more points of entry into post-secondary education, such as high-quality certificate programs and tuition-free community colleges.

4. Second Chance Pell

The Problem: Although the Pell Grant program initially included incarcerated individuals, passage of the 1994 Violent Crime Control and Law Enforcement Act effectively blocked incarcerated individuals from accessing grants. Not only is education in prison associated with reduced recidivism, but it also results in good behavior and creates leaders who have a calming influence on other inmates and even prison employees. A 2019 report by the Vera Institute of Justice and the Georgetown Center on Poverty and Inequality makes the case that providing education to incarcerated individuals would not only lower recidivism and save millions each year in correctional costs, but it would also increase wages and provide a foundation for breaking intergenerational cycles of poverty and crime. Additionally, it would provide a larger labor pool of skilled workers.

Proposed Solution: Repeal the prohibition on Pell eligibility for incarcerated students. Under the experimental Second Chance Pell program (in place since 2016), federal Pell Grant funding has been given to otherwise qualified students who are incarcerated and who are eligible for release back into the community. Expanding this program beyond the current 67 post-secondary institutions could be a first step. Senator Alexander has signaled a willingness to repeal the ban as part of reauthorizing the Higher Education Act, and House Democrats are sure to support such a measure.

5. Religious Mission

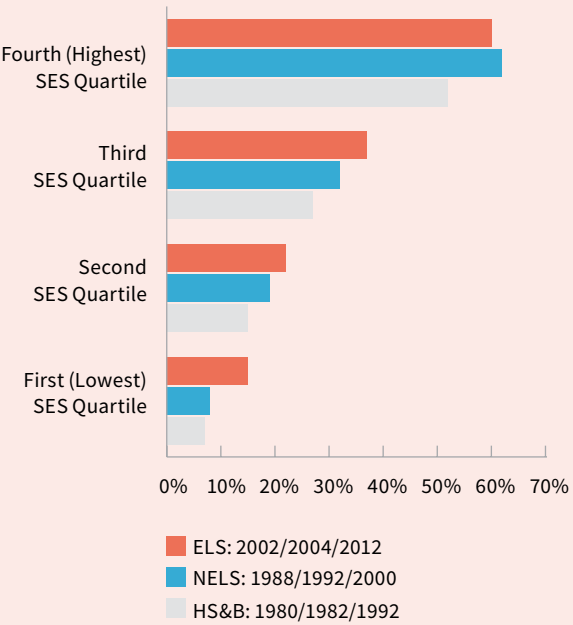
The Problem: The House Republican-backed bill from last Congress (the PROSPER Act), though not given a floor vote, provided protections for the freedom of assembly and religious liberty, with language designed to ensure that all campus practices and policies stemming from an institution’s religious beliefs would be respected as part of its “religious mission.” But in the current political environment (where compromise is king), religious liberty language is more likely to be excluded because of its controversial nature.

In 2018, Chairman Scott criticized the Department of Education for relentlessly chipping away “at civil rights protections, including civil rights protections in education.” He is a co-sponsor of the Do No Harm Act, which seeks to limit the use of 1993’s Religious Freedom Restoration Act, the law designed to protect religious individuals and organizations against government interference with the practice of their faith.

Proposed Solution: Encourage legislative language clarifying and protecting “religious mission” that

EQUITY INDICATOR

Percentage of youth attaining a bachelor’s degree or higher within 8 or 10 years of expected high school graduation by parents’ socioeconomic status (SES) quartile: 10th grade cohort from HS&B 1980; 8th grade cohort from NELS 1988; 10th grade cohort from ELS 2002



INDICATOR STATUS:

HIGH INEQUALITY AND PERSISTING GAP

The magnitude of the gap in attainment between the highest and lowest SES quartiles for the 2002 10th grade cohort (45 percentage points) was the same as for the HS&B 1980 10th grade cohort (45 percentage points).

Note: Comparisons across surveys are limited due to differences in survey methods. Graph design based off graph used in “Indicators of Higher Education Equity in the United States: 2018 Historical Trend Report,” published by The Pell Institute for the Study of Opportunity in Higher Education and PennAHEAD.

Data Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B: 1980-class of 1982-1992 follow-up), National Education Longitudinal Study (NELS: 1988-classes of 1992-2000 follow-up), and Educational Longitudinal Study (ELS: 2002-class of 2004-2012 follow-up). Data tabulated using NCES Data Analyst System.

is modeled after the language that federal rulemakers recently reached consensus on. In early 2019, the Department convened a negotiated rulemaking committee to revise its regulations related to the Title IV federal student financial aid programs. Among other things, the Department sought to make changes to regulations related to religious institutions' participation in the Title IV programs.

We closely followed the negotiated rulemaking process that resulted in the committee agreeing upon clarified guidelines for accreditors to respect the mission of a school, particularly a school with a "religious mission." If the final outcome of the negotiated rulemaking process is disagreeable to Chairman Scott, he could attempt to neutralize or negate the newly written Department regulations by amending the HEA legislation, but such action may not be realistic if it were to slow or halt progress on HEA.

CONCLUSION

Although Republican and Democratic priorities look different at first glance, the reality is that many of

them are intertwined, since change in one area is likely to affect change in another area. For example, if the FAFSA form became easier to complete (Republicans' first goal), then more potential students, particularly those from less-resourced families, would likely wish to apply for and receive financial aid (Democrats' first goal). In addition, by creating new accountability structures for post-secondary institutions (Republicans' third goal), this would help to prevent the proliferation of low-quality schools, which in turn could help to achieve Democrats' third goal of promoting college completion.

At the end of the day, any legislative or regulatory changes made to higher education programs should be pursued with the express intent of better serving the students. At the CCCU, we advocate on behalf of our institutions to support that very goal. 🙏

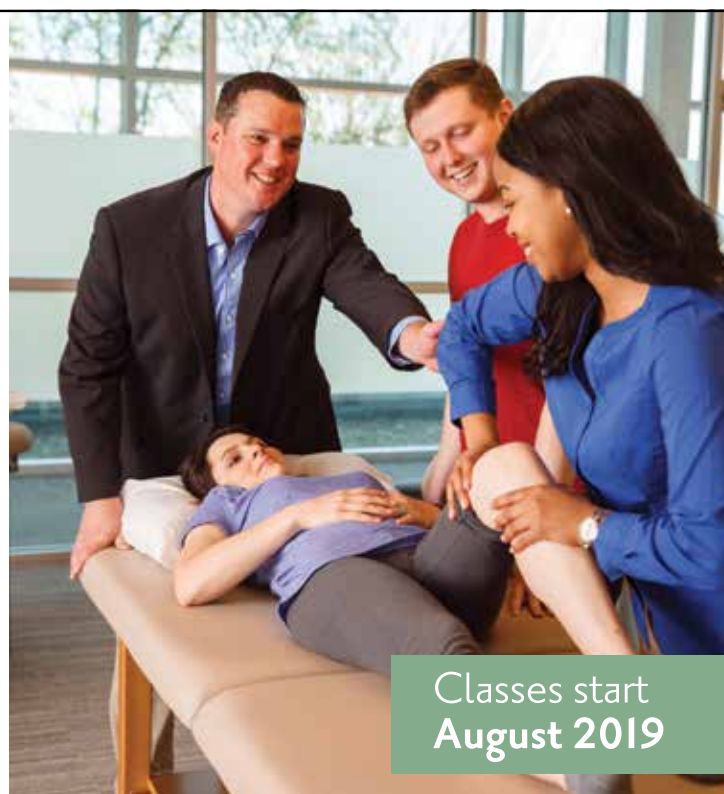
Chin-Chin Minniear is the CCCU's legislative director. She holds a bachelor's degree from the University of Chicago, a master's in public policy from the University of Michigan, and a master's in clinical psychology from Wheaton College (IL).

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THE CREATIVE SIDE OF LEADERSHIP

Developing your artistic side can transform your leadership.

By Eugene B. Habecker

W

E ONCE LIVED in northwest New Jersey, near the Crayola Crayons factory store in Easton, PA. The brand name Crayola is one that most children, particularly in North America, grew up with. Who didn't have the ubiquitous box of multicolor Crayola crayons to use for coloring as a child? Being that this delightful factory store was nearby, Marylou once suggested we go on a field trip to Easton, to which I reluctantly agreed. I told myself that I was going to go to observe the children. I would enjoy watching how crayons were made, learning just what activities they might have, and learn more about the world of color. I was anticipating a cognitive experience.

I went from section to section, floor to floor, watching and enjoying the various exhibits and demonstrations about how crayons were made, colored, packaged, and marketed. Fascinating. I'd make comments such as: "Our friends and their children would really enjoy this trip," and so on. Eventually, we got to a section that had crayons of every color imaginable, with delicious names like "blueberry pie" all amidst seemingly endless reams of clean blank paper. The message shouted to all who entered was this: "Explore, create, and make something, using our crayons and other products." All around, people, mostly small children, were hard at work — using scissors, and all kinds of Crayola products. I was observing it all.

And then it happened. Marylou, herself an artist, went quickly to work. She hurriedly but beautifully sketched and colored, folded and cut, created and recreated. Then she looked over at me, and said something like, “Why are you just standing there watching and observing? Grab some paper, crayons, and start coloring something—anything—and don’t be afraid to color outside the lines.” My response? Sheer terror.

If I were 5 again, I would have responded to her invitation with joy and abandonment. I loved coloring. I remember getting beautiful Crayola crayons as gifts, with dozens of beautiful colors nestled in straight rows and packed neatly together in the box. The bigger the box, the better. And color away I did, until one day in some school class, according to my teacher, my coloring became no longer adequate. I was told I had no artistic talent. So, when the art competitions came along, I simply slinked back to the corner, deferring to others. My interest in art was put on hold. ...

Therefore, being told to “color outside the lines” decades later simply terrified me. By that time, I had completed three graduate degrees, including a law degree and a PhD from reputable universities. I had spent much time in intellectual discovery and theoretical analytics. I had already completed one 10-year university presidency and was then serving as president of another leading New York-based nonprofit. Now here I was at the Crayola factory, immobilized by the words “color outside the lines.” Why?

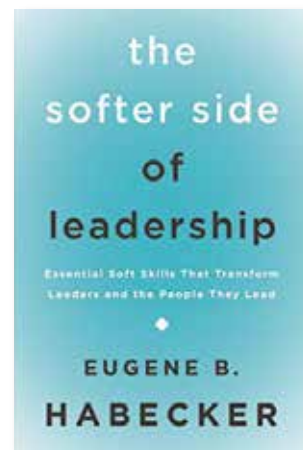
ACADEMIC TRAINING DIDN’T DO IT

All of my academic training taught me many things, but creativity and doing art were not on the list. My CEO leadership experiences had taught me to stay within the lines, whether adherence to a strategic plan once developed, budget parameters once approved, board policy once imple-

mented, or alignment with the mission once established. The key to good budget control is to stay within the lines. In other words, to ask me or other students of leadership to color outside the lines goes against almost everything we have experienced or been taught as leaders. The inference was that the really good leaders focus on the “hard” stuff, things such as managing budgets, pursuing conservative financial analysis, exploring the particulars of market research, not taking undue risks, and staying up-to-date with technology strategy.

Julia Cameron, in her classic *The Artist’s Way Workbook*, encourages people like me to face this question: When did staying within the lines become the norm? ... In essence, Cameron is suggesting that we cannot *think* our way to creativity as much as we *do* our way to creativity: “[W]e awaken our creativity by using it, not through theory. You will not learn to be fearless, but you will learn how to create despite your fears.”

Several years ago, I was attending a conference of university presidents. The overall theme was dealing with presidential leadership in tough times. We all knew that indeed the times were tough, perhaps tougher than at any other time in the history of higher education. Each of us recognized that maybe we were currently



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seeing only the tips of the icebergs that we would face in the years ahead.

One of our plenary speakers was the president of the Art Institute of Chicago, Dr. Walter Massey. After discussing the many challenges faced by the contemporary leader, he offered “key drivers” to help manage and lead during turbulent times. I eagerly embraced and acknowledged each one of his points:

1. the importance of vision and mission (“nothing new here,” I quickly concluded);
2. enhancing quality (“of course, that’s a no-brainer”);
3. institutional loyalty (“again, of course”);
4. organizational effectiveness (“yawn”); and
5. creativity (“yikes!”).

He went on to explain that as leaders we all need to be explorers, noting that playful creativity is essential to social and economic entrepreneurialism.



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What is playful creativity? Leaders have often heard of the need to create new businesses, new jobs, new programs, and new solutions to meet new needs—in essence, to think outside the box. The leadership mantra of the moment is, “We’ll not be able to ‘cut the budget’ enough to manage our way out of our financial distress.” And all of us have heard the saying: “If you always do what you’ve always done, you’ll always get what you’ve always got. Now is that what you want?” But here was a distinguished former liberal arts university president—now art institute president—linking effective leadership to creativity and artistic expressions, and identifying the need for creativity as a distinctive leadership soft skill. Indeed, he was challenging all of us as college and university presidents to engage in more personal creativity and to foster more creativity in the workplace. I was reminded of the late Peter Drucker’s challenge to business schools to focus more on opportunity finding, not just on problem-solving.

Then a light bulb went on about my Crayola “outside the lines” experience of many years before. At some time in my life I had pushed down the creative, artistic side of me. I had subordinated the “soft” stuff, to the “hard” stuff, in essence, the analytical, intellectual side of me. At some time in my life, I had concluded that only the “hard” skills mattered in management and leadership, and if “soft”

skills were in play, they were far less relevant and certainly less important. Coloring outside the lines at its worst was a frightening, unpredictable experience.

Or, at its best, could it become an act of faith? Again, to paraphrase Cameron, art is a spiritual act. It takes faith to move onto the page, the stage, the easel—or the leadership platform of leading in uncharted waters.

I was not alone as a leader as someone not gifted in coloring outside the lines, as I have heard this from many other leaders. In the words of another, I had come face to face with this question: “If you want your team members to think outside the box, why are you coloring inside the lines?” Here I was learning from Dr. Massey that leaders without an authentic creative side may ultimately be unprepared, if not inadequate, for the contemporary demands of leadership. Why? Because of our inability to color outside the lines, or to think outside of the proverbial box, we may be unable to see, let alone understand, the multifold new opportunities that are everywhere, all around us. 🎨

Adapted from The Softer Side of Leadership: Essential Soft Skills That Transform Leaders and the People They Lead by Eugene B. Habecker (Deep River Books LLC, 2018), with permission of the author.

EUGENE B. HABECKER is president emeritus of Taylor University (Upland, IN).

WHY OTHER CCCU LEADERS RECOMMEND THIS BOOK

“This work is instructional, timely, and inspiring. Dr. Habecker crafts a different kind of leadership, one that avoids the latest trends, focusing instead upon timeless and powerful values that transform the workplace through a lifestyle that exemplifies Christ.”

Sandra Gray,
President, Asbury University

“When Gene Habecker speaks to the topic of leadership, the wise and prudent person listens. Few people in this world have the depth and breadth of experiences in the position of chief executive as does he. In *The Softer Side of Leadership*, he shares lessons that can only come from digging deep into a lifetime of experience and doing so with a servant’s heart.”

Lowell Haines,
President, Taylor University

“Gene Habecker is a both/and leader. He is wired to do the hard skills of leadership well – and this deeply personal book reveals how he learned to do the soft skills of leadership effectively. In addition to learning from Habecker’s experiences, you will encounter a treasure trove of wisdom from other top-level leaders in the book. *The Softer Side of Leadership* is personal, practical, and probing. It will challenge any leader to keep growing in ways that matter.”

Jay Barnes,
President, Bethel University

CAMPUS LIFE

AT

CHRISTIAN COLLEGES

A recurring
challenge,
or a new
opportunity?

By Drew Moser, Todd C. Ream, and
Kayla Hunter

CHRISTIAN HIGHER EDUCATION stands at a critical point in its history. Many institutions face declining enrollments; escalating discount rates; fractured faculties; a rise in mental health needs of students; and ideological clashes over theology, politics, and culture. These colleges and universities, once considered bastions of evangelicalism, are emerging as battlegrounds in a new chapter of the long-standing culture wars, a tension particularly palpable since the 2016 U.S. presidential election.

An unfortunate casualty of such tumult is the peaceful campus life many institutions took for granted. Evangelical institutions writ large now find themselves “identity-stressed,” struggling to convey what they are *for* amid all the presumptions of what they are *against*. When we, as leaders on these campuses, talk about our work, it’s often in a framework of “challenges.”

Without diminishing the significance of the many challenges bombarding Christian colleges, we believe other important considerations champion our work. At the risk of stating the obvious, the Christian college has much to offer the college student, particularly with regards to the generative, aspirant, and often

elusive notion of “campus life.” Moreover, an opportunity has long existed to champion the Christian college experience in a way that resonates with the broader higher education landscape.

An exemplar in that pursuit was Ernest L. Boyer. A graduate of two Christian colleges (Messiah College and Greenville University), Boyer was an educational innovator and reformer, and arguably the most respected voice on education in the 1980s and 1990s. He was chancellor of the State University of New York (SUNY) system, Commissioner of Education under President Jimmy Carter, and president of the Carnegie Foundation for the Advancement of Teaching (CFAT). Published in 1990, his *Scholarship Reconsidered: Priorities of the Professoriate* persists to this day as one of the best-selling higher education texts of all time.

That same year, Boyer and his associates at CFAT published another profound work entitled *Campus Life: In Search of Community*. This report was the result of a yearlong, nationwide survey of college presidents and chief student development officers. Boyer and his associates at CFAT, in particular, sought to understand (and combat) the “breakdown of civility” on America’s college campuses.

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Rather than simply trying to curb bad behavior on college campuses, Boyer cast a larger vision. He outlined six principles that captured the essence of higher education and provided a framework for developing a community of learning:

A PURPOSEFUL COMMUNITY

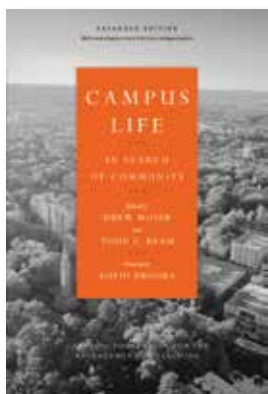
Boyer argued a college was a community where faculty and students work together and the academic and the cocurricular are integrated. He encouraged both faculty and student personnel professionals to be viewed as teachers – common educators for a common cause.

A JUST COMMUNITY

A college campus, Boyer said, is a community where dignity is affirmed and equality is pursued. For instance, Boyer believed America's colleges were a shining example to the country of how to bridge a widening gap between rich and poor.

AN OPEN COMMUNITY

A college is a community where freedom of thought and expression is protected. On this point, Boyer reveled in the power of language to exchange ideas. He referred to it as a “sacred trust” as he attempted to find a third way between the communal hazards of rigid uniformity and unfettered expression without concern for the common good.



We must ... champion the ways our institutions have long been purposeful, open, just, caring, disciplined, and celebrative.

A DISCIPLINED COMMUNITY

Boyer reasoned that a college is a community where governance promotes and protects the common good. He advocated for a more open and inclusive campus, but he also argued all colleges ought to have a clear code of conduct developed by the campus community in a manner that cultivates investment and ownership of the overall health of the group.

A CARING COMMUNITY

A college is a community where members are supported and service is embraced. Boyer believed a college committed to service would allow students a valuable opportunity for engagement throughout the generations.

A CELEBRATIVE COMMUNITY

A college is a community where tradition and heritage are remembered. Boyer quipped that a “community of learning must be held together by something more than office parties or a common grievance over parking.” He promoted meaningful gatherings of the faculty, staff, students, and leadership to celebrate shared values and purpose.

In many ways, Boyer devoted his career to translating the formative power of Christian higher education to a wider audience. This framework, coupled with the many challenges facing today's campuses, presents an opportunity to reconsider and translate Boyer's concepts to current and future generations of Christian higher education leaders.

At almost any point in time, collaborative, generative conversations among curricular and co-curricular leaders are essential to the health of college and university campuses. As noted, this particular epoch is proving to be inordinately challenging. As a result, we have worked on updating and expanding the original *Campus Life* report to more explicitly connect the profound ways in which Christian higher education seeks to embody these principles: *Campus Life: In Search of Community—Expanded Edition* (InterVarsity Press, June 2019).

To aid in the process of reconsidering and translating the ideas found in *Campus Life*, this volume contains chapters from some of Christian higher education's leading chief academic officers, chief student development officers, and a president.

These curricular and cocurricular leaders offer an updated reflection on each of the original chapters. Much wisdom comes from asking the chief academic officer and the chief student development officer from the same campus to work together to translate those timeless qualities found in *Campus Life* to the realities facing campuses today.

The essays in this collection thus offer a context in which readers can reflect upon the past while also thinking theologically about the prospects for the future of campus life at evangelical institutions of higher learning. This expanded edition is designed to equip higher education leaders to explore questions such as:

- How can the curricular and cocurricular realms of institutions work more effectively together to foster a learning environment that develops whole people?
- How can Christian campuses serve as laboratories for justice?
- Amid the current cultural climate, how can Christian college and university campuses embody convicted civility?
- How can Christian campuses model forms of community that seek individual flourishing and the common good?
- What is an appropriate and biblical ethic of care toward today's students and faculty?
- How does one honor campus traditions while also embracing change?

It's been nearly 30 years since Ernest Boyer and his colleagues at CFAT published *Campus Life*. The distinctives of a Christian college experience were certainly within his mind as he shaped that report. Perhaps now is the time for those of us who work in this space to redouble our efforts to promote those distinctives.

We currently have ample opportunity to respond to the tyranny of the urgent, but we must consider the long-range out-

comes of getting stuck in a mode of reactivity. As we wrestle with our present challenges, we must also find opportunities to champion the ways in which our institutions are – and have long been – purposeful, open, just, caring, disciplined, and celebrative.

Put another way, let's not overlook the opportunities amid the challenges. In the book's foreword, David Brooks, bestselling author and *New York Times* columnist, argues for the cultural value of Christian higher education:

What I've tried to describe is this task of helping young people build the commitments, the foundations of their lives. A lot of the schools I go to do a great job at many other things, but integrating the faith, the spirit, the heart, and the soul with the mind is not one of them. When I go to Christian colleges, that's exactly what I see. That is the gift your institutions offer the wider culture.

May it be so. 🙏

Drew Moser is co-editor of *Campus Life: In Search of Community—Expanded Edition* (June 2019, IVP Academic). He is Dean of Student Engagement and an associate professor of higher education at Taylor University.

Todd C. Ream is a professor of higher education at Taylor University, a senior fellow with the Lumen Research Institute, and the publisher for *Christian Scholar's Review*. With Drew Moser, he served as a co-editor for *Campus Life: In Search of Community—Expanded Edition*.

Kayla Hunter, a 2019 graduate of Taylor University's Master of Arts in Higher Education and Student Development program, is the head volleyball coach at Norwell High School in Ossian, Indiana.

CONTRIBUTORS TO CAMPUS LIFE: IN SEARCH OF COMMUNITY—EXPANDED EDITION

CHAPTER ONE

A Purposeful Community

Edee Shulze, *Vice Provost for Student Development* & Mark Sargent, *Provost – Westmont College*

CHAPTER TWO

An Open Community

Kris Hansen-Kieffer, *Vice Provost/Dean of Students* & Randall Basinger, *Provost – Messiah College*

CHAPTER THREE

A Just Community

Brad Lau, *Vice President for Student Life* & Linda Samek, *Provost – George Fox University*

CHAPTER FOUR

A Disciplined Community

Steve Beers, *Vice President for Student Development* & Ed Ericson III, *Vice President for Academic Affairs – John Brown University*

CHAPTER FIVE

A Caring Community

Paul Chelsen, *Vice President for Student Development* & Margaret Didams, *Provost – Wheaton College*

CHAPTER SIX

A Celebrative Community

Tim Young, *Vice President for Student Affairs* & Doretha O'Quinn, (former) *Provost/Vice President for Academic Affairs – Vanguard University*

EPILOGUE

Walking the “Narrow Ridge” of Christian Calling and Academic Excellence

Beck A. Taylor, *President – Whitworth University*

Love as God Intended

Our work centers on loving others as God calls us to. But what does that look like?

BY PATRICK GRAY AND JUSTIN SKEESUCK

WHEN WE SHARED STORIES

from our 500-mile wheelchair journey through Spain at the CCCU's Presidents Conference and Multi-Academic Conferences this year, we talked about love as God intended. But conversations with attendees were filled with questions that dug deeper. Soon we were exploring the difference between love with conditions and the love God designed.

In Matthew 22, Jesus turned the religious world upside down when a Pharisee asked which was the greatest commandment:

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'" (Matthew 22:37-39, NIV)

The two greatest commandments are simple: Love God! Love others! But to end this passage here would do a disservice to the intention of Jesus' words. In verse 40, Jesus continues, "All the Law and the Prophets hang on these two commandments."

All – not just some. This includes the verses we use to make ourselves feel better about our hate-filled rhetoric toward other religions or people who live differently than us; the verses historically used to justify slavery or to elevate one person to a higher status than another. Every passage, every teaching should be examined and applied through a lens of loving God and loving others. Every bit of scripture must be measured against Jesus' words.

But what does this kind of love look like? If we return to Jesus' teachings in Matthew, we get a pretty clear picture of love as God intended:



Patrick Gray (left) and Justin Skeesuck are lifelong friends who often share lessons learned from their 500-mile wheelchair journey through Spain.

"Then the King will say to those on his right, 'Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me. ... Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'" (Matthew 25:34-40)

When we do these things, we are not only loving those around us; we are loving God, because loving God is loving our neighbors – all of them. This includes the neighbors who don't believe what we do; the ones who don't live as we do. This includes our Muslim neighbors, our immigrant neighbors, our homeless neighbors, and our addicted neighbors.

In our time as students at CCCU institutions (Point Loma Nazarene

University and Northwest Nazarene University), the seeds were planted and a hunger cultivated for a deeper understanding of God's unrelenting, reckless love. It knows no bounds, is unoffended by any behavior, and bridges the gap created by anything we do, no matter how far we wander or how lost we become.

Our hope for our brothers and sisters that lead at Christian colleges and universities far and wide is that you will instill this truth into all who cross your path. Our understanding of scripture must reflect a love for God and a love for others. If it doesn't, we have lost sight of the love God has for us, and we no longer reflect the love he has for others. 🙏

PATRICK GRAY AND JUSTIN SKEESUCK are the subjects of the documentary *I'll Push You* and authors of the memoir by the same title, which tells the story of their 500-mile wheelchair journey through Spain. They are also the author/co-illustrator of the children's book, *The Push*, and frequently speak at conferences on topics of faith, love, and leadership. To learn more, visit pushinc.us.

Courtesy of Justin Skeesuck



Goodie Goodloe (Ph.D. '11)
Pastor, Teacher, Scholar, Leader

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