Spring 1995

Koinonia

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Jon Kaluga

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Taking Student Culture Seriously:
A coordinated program of research by five colleges in the Christian College Coalition

by Harley Schreck

Christian college campuses are complicated places. We take a large number of relatively young persons from various parts of the country and the world. Then, we tell them that they are entering places where intellectual life, Christian faith, interpersonal relationships, social involvement, and personal skills and abilities are all areas in which they develop and grow. This is done as we put them into residence halls or off campus housing with strangers and with a minimum of supervision and stated expectations of high levels of personal responsibility. Meanwhile, we bombard them with opportunities and expectations of all types, including readings, exams, papers, chapel, student committees and government, service learning, mission trips, and all kinds of extracurricular activities and tell them they should get involved. Finally, we expect them to be able to sort out conflicting pressures of studies, extracurricular activities, friendships and relationships, faith life, service and ministry, family expectations, a rapidly changing youth culture, and a host of other forces and influences.

Student culture is a powerful force on campuses and deeply affects student experience and learning. In recognition of this, five colleges in the Christian College Coalition, Bethel College, Fresno Pacific, Malone College, Mid-America Nazarene, and Palm Beach Atlantic, have worked together over the past year in a cooperative effort to begin to understand student cultures as found on Christian colleges.

Guiding students through this process is a daunting task. Yet, we are professionals and know what we are doing. We have mission statements, policies, student handbooks, college catalogues, planning meetings, syllabi, and all sorts of printed, spoken, and visually transmitted statements as to who we are and what we are doing. We are prepared for students and ready to shape them into persons of whom the alumni office would be proud. Students are raw material. As they arrive on our campuses we are ready to enculturate them into the life of our colleges. They become men and women who embody the principles and behaviors described so gloriously in our literature and speeches to parents of prospective students.

An increasing amount of research is demonstrating that this is not quite what happens. First of all, students arrive on campus with a good deal of cultural baggage. In addition to the stereos, word processors, mini-refrigerators, tennis racquets, and boxes of jeans and sweat shirts, they are also carrying the baggage of a general youth culture and other aspects of modern, popular culture into which they have been enculturated.
On my list of great books is a folksy, out of style work from the fifties entitled The Old Man and the Boy. In this book, Robert Ruark tells us of his “education” in hunting, fishing and life at the hands of his grandfather. From my reading it appears that his grandfather was about as unimpressive as the rest of us, except in the eyes of this boy to whom he had given his life. It seems that what distinguished him was his commitment to his grandson. The countless demonstrations of love, loyalty and perseverance were not a result of his great strength of character but of his great love for this boy. All the old man really did was to give himself to his grandson. The result was that the boy grew up to be a good man whose life was a tribute to the one who had given so much of himself.

While the book has its problems the reason that I like these stories so well is that they are such good reminders of how much the “little stuff” in life matters. The mundane, everyday encounters are really the backdrop for most of what we learn and do. Thus, how we approach daily, commonplace encounters with friends, family, co-workers and students is what will decide the real success of our work. The success or failure of our work with students is directly related to the degree to which we allow them to enter our worlds. Perhaps the reason that our ministry is so important is that it so often places us into the everyday experiences of our students, and it is from these experiences that the teachable moments are drawn.

As I finish my time as president, I am tremendously grateful for the opportunity that you have given me. This is a wonderful organization made up of people who have chosen to invest their lives in work that has eternal significance. I believe that one of our chief strengths is the sense of community which has developed over the years. I have a feeling of responsibility to and support from the members of this association. Many of you have taught me, helped me, challenged me and encouraged me throughout the years and this has helped me to be more faithful to my calling. As we collaborate in this sacred work, let us be mindful of our need for one another. My prayer for the future is that we will continue to work together to make a meaningful difference in higher education.

God bless you, I look forward to seeing you at Anderson this June.
Taking the Student Culture Seriously

ed. Further, there is an increasing amount of cultural diversity that is represented in the student population on Christian college campuses. This includes various ethnic and racial groups, increasing presence of international students, differences in socioeconomic class, and, increasingly, greater amounts of diversity in the Evangelical subculture from which many students come. Last, and most central to this paper, once students are on campus, they run into a well defined and powerful student culture that has its own rules, role assignments, social organization, and patterns of behavior. This quite often differs from descriptions of college life as found in the above listed statements about what our Christian colleges are like.

Student culture is a powerful force on campuses and deeply affects student experience and learning. In recognition of this, five colleges in the Christian College Coalition, Bethel College, Fresno Pacific, Malone College, Mid-America Nazarene, and Palm Beach Atlantic, have worked together over the past year in a cooperative effort to begin to understand student cultures as found on Christian colleges. They have carried out research on the student cultures at their respective campuses and compared what has been found. The work is still in process, but exciting things are beginning to be found. In this article we will describe what has been done, present tentative results, and conclude with suggestions for further work and involvement.

The Bethel Research Project

The interest in student and campus cultures is relatively new. Recent works by Horowitz (1987), Kuh (1991), and Moffatt (1989) point to the timeless nature of student culture, powerful underground effect of it on campus, and great cultural complexity of college campuses.

This particular project began in the fall of 1990 when Judy Moseman was engaged in a conversation with Jim Koch, Director of Counseling Services at Bethel College. They were talking about current challenges posed by students at Bethel College. In this conversation they came to a mutual realization that what they thought they knew about students, based upon their respective professional training, reading, and earlier experiences as students at Bethel and Houghton, seemed to be inadequate. The refrain that often came up was, “Who are these people and why are they doing these things?” They realized that they needed to find some way to begin to better understand student life and behavior.

Judy and Jim approached Harley Schreck, an anthropology professor at Bethel, and eventually an ethnographic research project was designed to investigate Bethel student culture. This was eventually approved by the Strategic Planning Committee as a specified strategic goal for 1991-92 and the project was underway.

A five person team was assembled and began to work together (described in Schreck et al. 1993). At the end of the year they produced a final report that was presented to the Strategic Planning Committee, the President and the Provost. Extensive discussions were held to discuss its findings and recommendations. In 1992-93 a second year of work was done that had two tracks. The first track centered on a process of engaging the campus in looking at the findings and working through them to the implementation that addressed key areas identified in the research and included detailed, practical action steps. The second track focused on interaction between students and faculty, a key area of inquiry identified by the first year’s work. Again, a final report was produced. This led to further discussions and work.

An ongoing tracking system has been designed to monitor changes in student culture and effects of program implementation. Research has become a normal part of the office of student life at Bethel College.

Overall the process has engaged a wide range of the campus and begun to change the life of the campus in some significant ways. Most importantly, it has begun to help many see the need to consider the entire campus when talking about learning and to think of various ways the faculty, student development professionals, and others on campus can begin to work together to more effectively promote whole campus learning.

A Five College Research Project — expanding the circle

Through planned and unplanned opportunities there has been an expansion of the circle of interest in this work. The Bethel team has been fortunate to be able to present their work in a number of formats. The team pre-
Taking the Student Culture Seriously

sented the results of the first year’s work at a session at the ACSD meeting at Huntington College in 1992. An unexpected opportunity occurred when Judy and Harley attended the Third Annual Student Affairs Summer Institute, “Campus Cultures: Creating Community” at Northern Colorado State University in 1992. Michael Moffat, Helen Horowitz, and George Kuh were all presenters. During the meeting we had a chance to chat with the three of them. George Kuh was kind enough to open up one of his sessions to invite us to present on our research. Finally, Jim Koch and Harley were able to present a paper on the research process at a Christian College Coalition sponsored conference on student assessment which was held at Calvin College in 1993.

A second expansion of the circle took place at the ACSD meetings at Houghton in 1993. The Bethel team lead a workshop on doing ethnographic research on student culture. Approximately forty persons attended. At the end of the workshop the attendees were asked if they would be interested in carrying out similar work on their respective college campuses. A packet of materials designed to help start such work was distributed. Almost twenty of those in attendance showed interest. The Bethel team agreed to coordinate a joint project among all who wanted to be involved.

As the reality of the 1993-94 school year approached and schedules began to fill, the number of schools actively involved in this process dropped to five. A number of other schools put their involvement on hold for one year with plans for entering in 1994-95. As the participating schools began to design and carry out research, Judy and Harley worked together to be a center of communication and act as coaches for the process, serving as network facilitators throughout 1993-94. This involved being in phone contact (we are now experts at phone tag with busy student development folk), writing a monthly newsletter, the Ethnographic Epistle, and planning a workshop for the 1994 ACSD meetings where all five schools presented the results of their work.

Each school developed its own way of doing things and put its own stamp on the research. Some were able to attract fairly rich support in the form of funding, equipment and release time. Others “ate” the costs of the research as part of their normal operating bud-

get and made time for involvement. Some teams worked together with ease and others had rich times of argument and disagreement over the findings or how to go about the work. All found the process engaging and discoveries into student life challenging.

A double workshop was presented at the ACSD meetings at Westmont on June 7 and 8. James Garrison, Mid-America Nazarene, Marianne May, Palm Beach Atlantic, Jim Sargeant, Fresno Pacific, Bob Crowe, Malone College, and Judy and Harley, participated. James and Bob gave presentations on their projects. Marianne and Jim took part in a panel discussion in which they joined Bob, Judy, and Harley in “chewing on” what was heard.

Malone and Mid-America were both able to go through a full year of research. The teams at Malone and Mid-America spoke of the value of hearing student perspectives on a variety of issues affecting campus life. James reported on findings that underscored the importance of the influence of students on one another. There is a positive side as well as the oft reported negative side to “peer pressure.” Bob described the process of gaining trust and moving toward the ability to speak more candidly with students over the process of the research as students come to realize that their insights are valued.

Marianne and Jim spoke of how they have been able to initiate a process of research on their campuses. Jim described a process that began in the fall, produced valuable insights, and then ran into competing priorities. He talked about how he plans to return to the research this coming year. Marianne described how the process has developed at Palm Beach Atlantic with a heavy emphasis on communication and campus wide involvement. This started in January and will continue through next year.

Each school modified the research process to fit its own particular context and reflect the nature of the individuals involved in the research. Lessons from this include:

Pull in as wide a cross section of the campus as possible in the research process.

Carve out sufficient time from your schedules to meet as a research team and protect this time from other commitments.

Involve at least one person with research expertise and experience.
Remember the applied nature of the research and be practical.

Be flexible!

In thinking back to the sessions, it strikes us that we live and work in some pretty wonderful places. Our campuses are extraordinarily complex and there is a bewildering array of student cultures represented on the campuses of Christian colleges. Indeed, there is a variety on any one of our campuses. There is much to learn and much to teach one another.

What comes next?

At this point we are beginning to build a set of data that will provide valuable insights into the cultures of our students. At the level of the individual school, the work is already paying dividends in the sense of affecting the work of student development officials and, to a lesser extent, other aspects of campus life.

The larger level of a cooperative venture allows us to begin to make comparisons and build models of student culture that are more than idiosyncratic. All five school involved in the workshop plan to carry on. Bethel is in a "tracking mode" with a system in place for keeping tabs on changes in the student culture over time. This relies heavily upon a freshmen survey, participant observation, and focus groups. Malone and Mid-America are going into a second year of research. They will be focusing on specific questions that arose in the context of this past year’s work. Palm Beach Atlantic and Fresno Pacific are continuing on with the research processes that are already underway.

A number of other schools expressed interest in the work and some are planning to initiate a process of research. The circle is widening and there is the promise of developing richer understandings of student life. There is the even greater promise of learning how to use the results of the research to begin to develop ways to integrate teaching, student development, and other elements of the campus to promote whole campus learning that goes beyond the classroom to holistically engage students in a broader and more encompassing process of learning.

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**ACSD Proposed Bylaw Change**

**Membership Year**

**Article 1, Section 2.b**

**Current Wording:**

"Membership shall be for the calendar year, renewable annually by payment of the dues; new membership beginning after October 1 in any year shall extend through the next calendar year."

**Proposed Change:**

"The membership year will run from September 1 to August 31 renewable annually by payment of dues. Membership dues received after the June conference will be applied to the next membership year."

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**New Professionals’ Retreat Cancelled**

Due to some unforeseen circumstances, the New Professionals’ Retreat which was scheduled for June 2-4 before the ACSD Conference at Anderson University has been cancelled. This retreat has proven to be a very beneficial thing for the participants and their institutions.

This retreat will be held again in June 1996, before the ACSD Conference. If you are a new professional, make plans now to attend next year. We regret any disappointment or inconvenience this may cause you. If you have questions, contact Dr. Miriam Sailers, Messiah College, Grantham, PA 17027-8000 or phone at (717)691-6041.

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**ACSD Annual Conference**

**June 5 - 8, 1995**

**LIFESTORIES**

For Information Call Anderson University at 317-641-4070 or 317-641-4193
Over the past 10 years the field of higher education has increasingly begun to utilize the concepts, tools and language of corporate America to attract, serve and retain students. For example, the language of customer satisfaction has become the new terminology associated with keeping and retaining students. Increasingly, those universities and colleges that are thriving in an otherwise tight market, are the ones who are viewing their students, both present and potential, as customers who have a choice of over 3,000 other institutions where they can take their ‘business’.

With this new era of student-customer satisfaction has come many changes within academe. Formerly departments worked within defined areas of responsibility with limited contact with other seemingly unrelated departments. Now interdepartmental cooperation is not only encouraged, but designed into the planning process. Partnerships that seemed avant garde only a decade ago, are fast becoming standard operating procedure for schools that want to be around for the next millennium.

The following principles that guide institutions in their team formation practices may be of some help to student activities leadership as they reach out to other parts of the campus.

#1 Know what a team is.

Universities are usually formed on a hierarchical tradition, with many subparts and sections merged together into an individual whole. While each subpart serves as an important focus and source of identity for the individual members, for a team to be effective, each member must develop an interdependent perspective to the concept of collaboration. As Stephen Covey discusses in The 7 Habits of Highly Effective People, it is the moving along the maturity continuum from an “I can do it” attitude to a “we can do it” attitude. This more accurate concept of collaboration is not about what “I” can bring to the table, it’s about what “we” can bring, combine and create into something greater as a synergistic team of coequal members.

All too often student leaders work in isolation from the rest of the student population they are seeking to serve. They act in a hierarchical fashion as the ‘title holders’, with little or no input from other students of influence who hold no official title, or from faculty members who could provide valuable resources and support for a variety of activity ideas. Achieving permanent networking improvements will directly hinge on each team member’s ability and willingness to fully understand this concept of teams and the role each member must play. As Paul said to the Corinthians, “the body is one and yet has many members and all the members of the body though they are many, form one body”.

#2 Know why you are forming each specific team.

Many individuals find themselves on teams and networking task forces that fail to serve the primary mission of the department the person represents. Partnerships should be formed by divisional areas that share a common sense of purpose and mission.

For example, while the Admissions Department is concerned with recruiting new students, and the Student Development Department is concerned with retaining students, they both have a common mission, the student-customer they are serving. It benefits both departments, in terms of labor, cost of recruiting and achieving long term enrollment goals if both areas become as concerned with graduating students as they do enrolling them. The same is true for student leaders and their goals. While student activities directors are concerned about quality activities, faculty members are concerned about the attendance at some of their performances, and alumni directors desire new and creative options for
1995 • ACSD

Executive Committee Ballot

RETURN BY
May 16, 1995
FOR THE POSITION OF PRESIDENT

Jay Barnes
Vice President for Student Development

College:
 Messiah College

Education:
 BS in Mathematics, Wheaton College
 MA in Counseling, University of Connecticut
 Ed.D. in College Student Personnel Work, Loyola University of Chicago

Experience:
 Teacher and Principal, Black Forest Academy, Kandern Germany
 RD, Wheaton College
 Vice President, Messiah College

ACSD Involvement:
 Number of years as a member: 19

Leadership Positions and Presentations:
 1983-85 – Vice President
 1985-87 – President
 1986 – Conference Coordinator
 Several presentations at ACSD

Goals for the Position:
 I would like to assist the executive committee in serving ACSD’s membership as effectively as possible. By committing time, sharing dreams, and managing resources, ACSD will be effectively served.

Vision for ACSD:
 As Christians in student development, we start with fundamentally different views about the nature of real-
FOR PRESIDENT

- Jay Barnes
- Jeanette Bult De Jong

FOR SECRETARY

- Becky J. Leithold
- Skip Trudeau

Return by May 16, 1995 to:
Tim Arens
Moody Bible Institute
820 N. LaSalle Dr.
Chicago, IL 60610-3284

FOR THE POSITION OF SECRETARY

Becky J. Leithold
Associate Dean/Director of Residence Life

College:
Western Baptist College, Salem, OR

Education:
BA in Psychology, Seattle Pacific University, 1983
MS in Interdisciplinary Studies, Western Oregon State College, 1992

Experience:
1983-85 Financial Aid Administrator, ITT Technical Institute, Seattle, WA
1986-87 Admissions Counselor, Saint Martin’s College, Lacey, WA
1987-88 Assistant Director of Admissions, Saint Martin’s College, Lacey, WA
1988-90 Resident Director, Western Baptist College, Salem, OR
1990-present Associate Dean/Director of Residence Life, Western Baptist College, Salem, OR

ACSD Involvement:
Number of years as a member: 4

Leadership Positions and Presentations:
1992 – present Northwest Regional Director

Goals for the Position:
To use my organizational skills and ability to give encouragement in ways that would support all those working to further the goals of ACSD. I would be

Skip Trudeau
Associate Dean of Students

College:
Anderson University

Education:
B.A. John Brown University
M.S. Buffalo State College (Student Personnel)
Currently engaged in Doctoral Studies in Higher Education Administration at Indiana University

Experience:
1985-87 Resident Director, Houghton College
1987-89 Resident Director/Assistant Director of Student Activities, Anderson University
1989-90 Director of Student Activities, Anderson University
1990-Present Associate Dean of Students, Anderson University

ACSD Involvement:
Number of years as a member: 11

Leadership Positions and Presentations:
Presented or co-presented workshops at Calvin, Gordon, Huntington, Houghton, and Westmont conferences.
Executive Committee Secretary, 1993-95
Co-Chair of the 1995 ACSD Annual Conference Planning Committee

Goals for the Position:
1. Maintain and distribute in a timely fashion an accurate account of all Executive Committee meetings.
2. Work with organizational archivist to maintain and update archives.
Jay Barnes

ity than many of our colleagues do within the profession. Unfortunately, our programs and practices wind up looking like those at secular institutions. My vision is that ACSD would be an effective tool in helping us answer the question, “What difference does it make to be a Christian in student development?” If we can grapple with that issue, while continuing the valuable fellowship and support that we experience at ACSD, we will have an effective organization.

Jeanette DeJong

Vision for ACSD:
My vision for ACSD is that it would continue to develop as a professional organization. The fellowship of regional and national conferences should be preserved but we must challenge ourselves to be leaders in our field: both on our respective campuses and as members of a national profession. Being leaders on our campuses may mean giving up the false dichotomy between academic affairs and student development as we strive to educate students in partnership with professors. Being leaders in our national profession may mean finding ways to engage the arenas of NASPA and ACPA beyond prayer breakfasts. Perhaps it’s time to propose a commission on spiritual formation and/or faith development in which we can participate along with colleagues from church-related, Catholic, and Jewish colleges and universities as well as other people of faith. The “soul of the American university” needs healing and we should endeavor to do our part. If we want to be salt and light in the world of higher education, we need to know the issues and dare to make a difference.

Becky Leithold

committed to working as an effective team member of the executive board to find the best methods of meeting our members’ needs.

Vision for ACSD:
I believe ACSD provides a great opportunity for Christians in student development to share experiences, learn from one another, and most importantly, to support one another. I am excited about how the Lord will choose to move ACSD into the future. I would love to see more Christians at public institutions become members. I’d also like to see the individual regions become more active in planning regional activities. Encouragement and support of one another is vital and I believe an increase in communication among colleagues in individual regions is the key to experiencing what true membership in ACSD means.

Skip Trudeau

3. Encourage regional activities by empowering and utilizing Regional Directors.
4. Serve as liaison between Executive Committee and Regional Directors.

Vision for ACSD:
My vision for ACSD is two-fold. First and foremost we must continue to stress our dual emphasis of spiritual and personal renewal coupled with professional development. As I attend other conferences and read journals from other organizations and newsletters, I am reminded of ACSD’s distinctiveness. As an organization we are unique in that we stress the preeminence of Jesus Christ and the importance of all individuals as central to our profession. We must maintain this focus.

Secondly, I would like to see ACSD encourage members to engage in scholarly activities. I am convinced that we have ACSD members with the skills and knowledge to make scholarly contributions to our fields. My vision is for ACSD to encourage and support members involved in those endeavors.
their showcase weekends. By coming together and combining ideas, budgets, and personnel, all areas can achieve their individual divisional goals, and improve the quality of their ‘product’ at the same time.

It is far more beneficial to everyone concerned to come together in an intentional manner that will retain the loyalty of the student/customer they already have than to keep pouring their money into attracting new ones. Until every member shares this customer first/customer satisfaction set of values, individuals will be tugged and pulled by competing hidden (and sometimes not so hidden) agendas.

#3 Know who you are adding to the team.

Many task forces and quality efforts are assigned from the top down, with little upwards input as to whom the best person would be to serve on that particular task force. So often a committee is formed with the right sounding name with a membership full of people with right sounding titles, but with very little sense of vision or commitment from its members to ensure its ultimate success. When forming cross-departmental partnerships, less concern should be placed on the title of the person, and more value placed on the individual’s function and influence (formal and informal) they possess with the activities target market. Factors impacting the selection of team members include:

- Vision and passion for the team’s mission
- Ability to work within the team concept
- Technical expertise in needed areas
- Representative of groups most likely to be targeted by the team’s plans. In other words, stay away from committees that do not hold representatives from a cross-section of the general student population. Does your activities council have athletes, national honor society members, music majors, bible study leaders, etc?
- Ability to add balance to dominant personality styles. Who can be added to the team to add a different way of looking at things? Can they think for themselves?

Press Release

Connect to CoCCA using the Internet! The Coalition of Christian College Activities now has a discussion group on the Internet. To get your name on the internet mailing list send a subscription message along with your name, title, school, mailing address, e-mail address and phone to melissas@dorcas.indwes.edu or mail to Melissa Sisson, Indiana Wesleyan University, 4201 S. Washington St., Marion, IN 46053-4999. You may post messages to everyone on the CoCCA network by writing to cocca@dorcas.indwes.edu.

ACTIVITY: Show the movie Shadowlands followed by “a night at the PUB (public meeting place) with Clive Staples Lewis”

PURPOSE/GOALS:
1. To combine programming efforts with the residence life program
2. To give students an appreciation for the impact that C.S. Lewis has had on evangelical Christianity

DESCRIPTION: On Wednesday night the Student Activities Council shows the movie Shadowlands. An announcement is made regarding Thursday’s program. Thursday the old theatre building is transformed into an English pub complete with round tables, IBC root beer and pretzels. Two professors and two off-campus Lewis experts entertain the audience with dramatic readings from Lewis, a synopsis of his life, and a perspective on Lewis’ impact on modern Christianity.

RESOURCES: Professors on-campus who are C.S. Lewis fans; off-campus C.S. Lewis experts (call for names and numbers); and resident assistants, student activities council

PROMOTION: A special C.S. Lewis chapel one and a half weeks before the event paves the way; posters advertising the movie & program done on old English paper; sheets distributed at dining commons with influential campus leaders writing a paragraph on the impact Lewis’ writing has had on their Christian lives.

STUDENT REACTION: Time will tell

STRENGTHS: Cooperative program between student activities council and the residence life staff; educational and entertaining; increased exposure to one of the most influential Christians of our time; possible tradition starter, we may do a yearly program on C.S. Lewis

WEAKNESSES: Too early to tell

CONTACT PERSON: Rob Siesson, Director of Student Programs, Taylor University, 500 W. Reade Avenue, Upland, IN 46989 (317)998-5303

continued on page 8
Knowing where the team fits within the organizational structure gives the team a sense of how important they are and who, besides them, has ownership in their ultimate success.

#4 Know how the team will be evaluated.

Fuzzy objectives cause a team to flounder in its efforts to mobilize for action. What is the team supposed to be doing? Is their charge to bring definition to a specific problem, are they to evaluate and recommend a course of action for another group to implement, or are they to implement a strategic plan that is to yield a certain standard of output, income or improvement. The three R’s that help a team in this area are:

Results
What specific objective(s) is the team expected to reach, and when are they supposed to reach them. It is important that the objectives be measurable, unambiguous and obtainable. These results then become the mini-constitution by which the team organizes its work.

Resources
What does the team have to work with to accomplish its goal? One of the most common mistakes of collaborative efforts is to charge a group with carrying out a certain mission, and then failing to give it the proper resources to accomplish the task. The obvious resources that come to mind are finances, time and training; but a far more crucial resource is authority. A team with motivation, expertise, and a well thought out plan will be stalled before leaving the gate without the authority to carry out its mission. This is the first and most crucial test a potential team member should ask before joining a group, does the administration trust us enough to give us the authority to carry out our task?

Rewards
Critical to any group initiative is the offering of key incentives to the members for the hard work in which they are engaging. The reward may be self evident and built into the process of accomplishing their objectives effectively. For instance, by effectively implementing a successful retention program, a university can increase its revenue by thousands of dollars even if admissions numbers stay flat. This increase in revenue can then be redistributed to the staff and faculty by means of funding for better equipment, off-site training and development, salary increases or to the student-customer in the form of tuition freezes. These types of rewards are particularly important in helping to motivate team members when the task involved takes time away from other important roles i.e., spouse, family, friends, and other job responsibilities.

#5 Know where the team fits within the organizational structure.

Many collaborative efforts are formed in an ad hoc fashion, which in effect means they really report to no one. On the surface this may appear to be an advantage, as having no single departmental loyalty guiding their efforts. However, the reality is that with no top executive officer responsible for the team effort, the group has no real authority behind it to carry out its plans. In developing new opportunities for student leadership, many new groups are formed on their own, with no one to serve as an advisor, no budget to help them implement effective programming, no training on how to run as an organization, and no department on campus with which to identify. Knowing where the team fits within the organizational structure gives the team a sense of how important they are and who, besides them, has ownership in their ultimate success.

Applying these five principles of team formation will ensure that participating in a team style of leadership will be effective and enjoyable for everyone. In addition, it will produce a sense of shared ownership within the organization resulting in a wide variety of other less formal collaborations—all to the benefit of the institution...and its customers.
Annual Conference
Association for Christians in Student Development
Anderson University, Anderson, Indiana
June 5 - 8, 1995

Conference Schedule

Monday, June 5
Registration ........................................... 10:00 a.m. - 6:00 p.m.
Placement Meeting ................................. 4:00 p.m.
Newcomer's Reception ......................... 4:30 p.m.
Opening Reception ............................... 5:00 p.m.
Opening Banquet .................................. 6:00 p.m.
Ken Davis Concert ................................. 7:00 p.m.
Open Gym ........................................... 9:00 p.m.
Lunch ................................................. 12:00 p.m.
Workshop Session #2 ............................. 1:15 p.m.
Workshop Session #3 ............................. 2:15 p.m.
Break .................................................. 3:15 p.m.
Keynote Address .................................. 3:30 p.m.
Dr. Marcia Baxter Magolda
Dinner .................................................. 5:15 p.m.
Henderson & Pay Concert ................. 7:00 p.m.
Open Gym ........................................... 9:00 p.m.

Tuesday, June 6
Breakfast ........................................... 7:00 a.m.
Devotions with Gloria Gaither .......... 8:15 a.m.
Keynote Address ................................. 9:15 a.m.
Dr. Julie Anderson
Workshop Session #1 ............................ 10:45 a.m.
Lunch ................................................. 12:00 p.m.
Workshop Session #4 ............................. 10:45 a.m.
Excursions ......................................... 1:00 p.m.
Dinner .................................................. 5:15 p.m.
Business Meeting ................................. 7:00 p.m.
Talent Show ......................................... 8:00 p.m.
Open Gym ........................................... 9:00 p.m.

Wednesday, June 7
Breakfast ........................................... 7:00 a.m.
Devotions with Gloria Gaither .......... 8:15 a.m.
Keynote Address ................................. 9:15 a.m.
Dr. Robert Andringa
Justice Franklin Cleckley
Break .................................................. 10:30 a.m.

Thursday, June 8
Continental Breakfast ......................... 7:30 a.m.
Devotions with Jon Mourglia ............. 8:00 a.m.
Keynote Address ................................. 9:15 a.m.
Dr. Robert Andringa
Brunch .................................................. 10:30 a.m.
Conference Ends .............................. 12:00 p.m.

Come home again to Indiana!
I had the opportunity to see the Code of Conduct for a couple of state universities. It was interesting to compare and contrast how they encourage their students to maintain certain baseline behaviors with how Christian colleges approach the same subject.

The state schools have codes that are based on practicality. They are common denominator guidelines so the whole community operates in harmony. They seem similar to the laws of a city; they are functional. The Christian college, however, appeals to a biblical foundation as the reason behind its basic standards of conduct. There is also the tendency to view the Christian students as needing only a reminder in a student handbook because they have already internalized those biblical standards and would live by them regardless. This may be an incorrect assumption. Are we as Student Development personnel believing students come to our Christian colleges with one set of foundational ideas, when they really have accepted a relativistic set of ideas which contradicts biblical absolutes?

In Josh McDowell and Bob Hostetler’s new book Right From Wrong, the question of what Christian young people believe and live by is raised. Do they have biblical values internalized? Or do they talk about them, saying “right answers,” but then make choices which demonstrate they believe something else? Based on extensive interaction with youth ministers and a major survey done by The Barna Research Group, conclusions were drawn that many churched youth do not have a firm grasp of the concept of absolute truth and how it works in their lives. The assumption that Christian young people have a clear concept of the difference between right and wrong is challenged by this book.

This book is oriented toward parents and youth ministers. But, because the majority of the survey respondents are currently in high school, it gives us insight into what upcoming classes may believe and live by. The most beneficial parts of the book for Student Affairs practitioners are the statistical analysis sections and the survey description found at the end of the book. These provide information we can use to create programs on the topic of moral values or reevaluate existing ones. The information would also be helpful in assessing the effectiveness of our college student handbooks.

The Barna survey was commissioned by Josh McDowell to verify what he had been hearing from youth ministers concerning the young people in their churches. Most surveys are done with 1,000 questionnaires being distributed. This study received usable responses back from 3,795 youth from 13 denominations. Questions pertained to four categories: Love and Sex; Marriage and Family; Faith and Religion; and Attitudes and Lifestyles. The four areas encompassed these eleven dimensions of a young person’s life: Attitudes about family and marriage; Personal relationship with parents and family; Sexual behavior and perspectives; Lifestyle activities; Self-view; Perspectives related to “truth”; Life choices and views; Desirable life circumstances; Religious practices; Religious beliefs; and Spiritual commitment.

The authors deal with the concept of moral absolutes in the areas listed above. McDowell defines absolute truth as “that which is true for all people, for all times, for all places. Absolute truth is truth that is objective, universal, and constant” (p. 17). The survey showed that many Christian youth upheld the idea of absolute truth, but rejected that thought when the question was worded differently. It seems that there is confusion with this concept of absolute truth. Here is one of the statistical summaries highlighting this point:

“Reactions to Statements About Absolute Truth”

**STATEMENT**

Only the Bible provides a clear and indubitable description of moral truth.

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Agree</td>
<td>72%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12%</td>
</tr>
<tr>
<td>Not sure</td>
<td>16%</td>
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</tbody>
</table>

What is right for one person in a given situation might not be right for another person who encounters that same situation.

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<th>Reaction</th>
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<tbody>
<tr>
<td>Agree</td>
<td>70%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15%</td>
</tr>
<tr>
<td>Not sure</td>
<td>15%</td>
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</tbody>
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When it comes to matters of morals and ethics, truth means different things to different people; no one can be absolutely positive they have the truth.

48% agree, 29% disagree, 23% not sure

God may know the meaning of truth, but humans are not capable of grasping that knowledge.

31% agree, 44% disagree, 25% not sure

“There is no such thing as absolute truth; people may define truth in contradictory ways and still be correct.” (p. 265)

29% agree, 43% disagree, 28% not sure

Therefore, George Barna believes, “that expecting today’s youth to live in awareness of and accordance with a group of moral absolutes is unrealistic at this time.” (p. 266)

This book and its commissioned survey, points up a significant problem which Christian colleges can look forward to facing in the next few years. Some schools may be dealing with these issues currently. And though McDowell writes primarily to parents and youth workers, his many examples could be adapted by creative program developers to help students catch up in this area of moral absolutes. Whether you approach this educational task from a small group perspective and plan discussions covering these issues, or you target a school-wide focus, this book provides a lot of ready-to-use information.

At times the style used in writing this book seemed melodramatic and reactionary. But I had to remind myself that McDowell gets emotionally involved with most things he does. Right From Wrong and its content is no different. He is very concerned about this subject and he is trying to stir us up. This book will provoke thought if you do not let yourself get turned off by the style. I found this book helpful. The denominations surveyed did not reflect the Church representation of my school, but I saw it pointing out general trends we all will face in the near future. It would be nice to use this survey with the students I minister to and get a more accurate read on what they believe about these concepts. Yet I have much to think about after having read Right From Wrong.

New South East Regional Director

Kim Johnson, Dean of Students at Warner Southern College, is the new Regional Director for the South East. Kim is in her second year at Warner and has been a member of ACSD for eight years. Kim is anxious to make contact with members in this region and is excited about the potential for future regional activities.

Regional Directors:

- Timothy J. Wolf - Northeast
- John Derry - Appalachian
- Kim Johnson - Southeast
- Todd Voss - Lake
- Kenneth Hadley - North Central
- Joan Cargnel - Central
- Becci M. Rothfuss - South Central
- Brent Baker - Mountain
- Becky Leithold - North West
- Marci Winans - West

Northwest Regional Activity

by Becky Leithold, Regional Director

On Friday, February 24th, 54 of the near 80 members of the Northwest Region attended a Regional Activity at George Fox College in Newberg, OR. Representatives from George Fox College, Eugene Bible College, Northwest College, Northwest Christian College, Concordia College, Tokyo International University of America, Trinity Western University, Western Washington University, Walla Walla College, Lutheran Bible Institute, Cascade College, Washington State University-Vancouver, Warner Pacific College, and Western Baptist College attended.

It was a great day of fellowship and encouragement. The George Fox College Student Life Staff led in a time of worship and praise to begin the day. Nancy Hedberg, Director of Student Life at Western Baptist College led morning devotions, sharing from Philippians on “Being Like-minded.” Marty White, Director of Student Affairs, and Rhonda Mayhew, Assistant Director of Student Activities, both of Tokyo International University of America in Salem, OR presented a workshop on “Training Student Leaders.” Dave Stinson, Director of Commuter Programs/Special Services and Janet Bates, Director of Residence Life, both of Trinity Western University led a workshop entitled “Right Brain Scud Liberates Left Brain Professional: Rejuvenating Your Creative Prowess.” Deb Lacey, Vice President for Student Life at the host campus facilitated a discussion on “What is Happening on Your Campus?” The day ended with a time of sharing concerns and praises and all praying together for one another and our institutions.

One person described the day this way, “Friday was to student development professionals, like Promise Keepers is to men!” I am thankful to all that had a part in making this such a wonderful day! Praise the Lord for His love that unites us all.
KOINONIA

c/o Tim Arens
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KOINONIA is the official publication of ACSD (Association of Christians in Student Development). The purpose of the publication is to provide interchange, discussion, and communication among Christian professionals in the field of Student Development. It is published three times per year, in early fall, winter, and spring. Both solicited and unsolicited manuscripts and letters may be submitted to the editor for possible publication.

The KOINONIA is mailed to all members of the Association. Annual ACSD membership dues are $25.00 per year. Information on membership may be obtained by contacting Barry Loy, ACSD Membership Chairperson, Gordon College, 255 Grapevine Rd., Wenham, MA 01984-1899, telephone (508)927-2300. Address changes may also be sent to Membership Chairperson.

The ideas and opinions published in the KOINONIA are not necessarily the views of the executive officers, or the organization of ACSD, and are solely those of the individual authors or book reviewers.

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