CHRISTIANS IN STUDENT DEVELOPMENT AT THE STATE UNIVERSITY

The following article was edited from a paper presented by S. M. Preissler at the 1987 ACSD Convention.

"I doubt if there has ever been a period in all of Christian history where so many Christians are so ineffectual in shaping the culture in which they live as is true right now in the United States" (Sproul, 1986). Approximately 7% of the membership of ACSD is employed in public colleges and universities. The following article is presented as an attempt to bring about a dialogue within ACSD concerning Christians working in secular education. The dialogue must be limited to those working in a secular environment. We are all called to affect a secular society. This dialogue must begin with a realistic assessment of the state of Christians in secular student development, the determination of why we are there, and the formulation of conclusions for effective intervention in this environment.

Assessing the state of Christians in student development in the secular environment begins with understanding the situation as it now exists. There is a problem with identity of Christian student development workers in secular institutions. Straton (1978) points out a major determinant of any group's identity is its self-image. The image the Christian group holds of itself and the image those in the environment develop of them is very different. Hopefully it might be said that Christians are those who incorporate faith with student development in an intelligent, yet practical manner. The picture presented of us by the secular society takes on a different hue. For example, a popular television program in the college market has presented the following picture of Christians. Comic Dana Carvey says of a "church" lady: She lives alone, and she's not married. She's an avid church goer, but a bit of a martyr. She looks out

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POLICIES FOR STUDENTS DIAGNOSED AS BEING INFECTED WITH ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

(The following is a sample aids policy. It was adapted by permission from Association of Christian Schools International)

1.0 INTRODUCTION

(1.1) Current medical information published by the U.S. Centers for Disease Control indicates that the human lymphotropic virus (HTLV-III/LAV) is believed to be the agent causing the Acquired Immune Deficiency Syndrome (AIDS) in humans. The policies presented below apply to students known to be infected with HTLV-III/LAV, or testing positive for presence of antibodies to the AIDS virus.

(1.2) These policies are based largely on the guidelines and recommendations published by the Centers for Disease Control (CDC), United States Public Health Services, in the August 30, 1985 issues of "Morbidity and Mortality Weekly Report." The CDC developed these guidelines after consultation with various organizations representing public health officials, and educators.

2.0 CONFIDENTIALITY

(2.1) Persons involved in the education and care of AIDS-infected students must respect the student's dignity by maintaining confidential records. The number of personnel who are aware of the student's condition should be kept at the minimum necessary to assure proper care and supervision of the infected student, while at the same time providing for the safety and good health of other students and teachers in the institution.

(2.2) No information about an AIDS-infected individual may be released publicly without prior approval from the Dean of Student Affairs.

(2.3) The school nurse shall report absenteism of an infected student to public authorities in accordance with the

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CONSTITUTIONAL REVISION

The following is a proposed amendment to the ACSD By-Laws. This amendment will be voted on at the 1988 ACSD conference, Azusa, CA.

Article II Section 4 Vacancies "A vacancy in office other than that of President and President-Elect shall be filled by appointment of the Executive Committee. The Vice President shall assume the office of President in the event the presidency is vacated. In the event that the position of President-Elect is vacated, a new President-Elect will be elected at the following national conference to complete the remainder of the term of office."

The present By-Law states: "A vacancy in office other than that of President shall be filled by appointment of the Executive Committee."
on the activity on the street. She drinks alone a bit." A contrast exists between the image Christians have of themselves and the image others have of Christians.

Why then are Christians involved in secular higher education? The Carnegie Foundation's recent report states, "Our system of higher education with its diversity and scholarly achievement is the envy of the world" (Chronicle of Higher Education, 1986). Diversity seems to be an underlying theme associated with both the philosophies present in our society, and the success of the state higher educational system. Is the answer then, that the Christian is involved in student development at the state university, to promote diversity? No, not in and of itself. Diversity can add to growth, but only as long as the growth is moving toward a bench mark of agreement and common goals.

In Newsweek's On Campus (Nov. 1986) article, "God Goes Back to College," readers are met with a statement revealing important implications for Christians on state campuses: "Today, there is religious participation that has not been seen at American Colleges in decades. When you are at college, you struggle with some of the most profound questions humans can ask." Statements like these should say to Christians, "If there were ever an opportune time to incorporate one's faith in student development work, it would be in a day such as ours." The very nature of our profession invites our intervention. Take a moment to consider the essence of student development. Nevitt Sanford (1962) tells of the need for challenge and support in students' development. A person's testimony in his work is simply the daily challenge and support of serving the Lord in the state environment. Our service in student development at the state university may seem difficult at times, yet we need to thank the Lord for such an opportunity. Our work settings provide challenges to be sure, yet they extend unique opportunities for making Him known, if we will be alert and diligent enough to use them when they present themselves.

As higher education is a mirror of a corrupt world, what better opportunity will we ever have in life than to be salt and light in it? We find ourselves in a profession where non-Christians live and work all around us. We have prime opportunities to discuss "religion" relevantly in the state environment with both students and colleagues.

Consider the following questions:

1) What is the general nature of the people with whom we come in contact? Types of colleagues; situations in which we interact or in which we deal regularly?

2) Do we communicate more effectively in writing or through speech? What would happen if we were to write a thought-provoking article for the school newspaper from a clearly Christian perspective? What would be the result if we sought an opportunity to share our faith with a colleague?

3) How have we expressed our faith to those students with whom we work? Could we find a comfortable way to include Christ in an upcoming conversation?

4) Have we attended one of the Christian student groups on campus (Navigators, etc.)? Do we show our approval and support of their activities? Would they recognize Christ in us?

5) How could we communicate understandably and appropriately to others as an informed and concerned individual, not as an argumentative, dogmatic religious extremist?

**NORTH CENTRAL REGION HOLDS TWO REGIONALS**

After a few years of inactivity, the North Central Region has geared up again with two conferences, one in the fall for professional staff and one in January for Resident Attendants.

The theme for the fall conference was "The Student Development Fall Flea Market - A Forum for Open Exchange of Ideas." Participants came from Canadian Mennonite Bible College, North Central Bible College, St. Paul Bible College, Northwestern, and Bethel College. Each school came prepared with a packet of information, ideas, and handbooks to exchange with the other schools. Most of the day was spent in interest groups for interaction on whatever items each group wanted to discuss. It was a great time, both for learning new ways to approach problems, and for fellowship.

Over a hundred Resident Assistants and professional staff braved the -15F degree tempatures to attend the January RA conference at Grace Church in Edina, Minnesota. The purpose of the conference was - 1) to bring RA's together from different Christian schools in the region for interaction and fellowship; 2) to encourage the students as they begin the new term. Our theme was, Energize Me: Recharging Your Battaries." Small groups, recreation, and seminars filled the program schedule. Seminar topics were on time management, conflict styles, identity formation, dealing with draining people, and maintaining relationships as an RA. The schools attending this day were: Trinity Bible College, Oak Hills Bible College, St. Paul Bible College, Northwestern College, North Central Bible College, and Bethel College.

Both conferences were extremely well received. Plans are underway for events like these in the future.
Meet the ACSD Nominees

**Vice President**

**Donald Mortenson**
Assoc. Dean for Student Development
Bethel College
Graduate of the University of Wisconsin-Stevens Point and Mississippi State University. Member of the Minn. College Personnel Association and the Minn. Association for Counseling and Development.

If elected, I would attempt to provide stability and growth to the organization, by bringing a healthy perspective to ACSD. I feel that my association with other professional organizations will provide fresh ideas and perspectives to our organization. My main goal would be the continued development of the ACSD placement service. I would attempt to continue strengthening and broadening this service so as to encourage and assist the members of ACSD in their search for leadership positions within the field.

ACSD has been a valuable organization for my personal and professional growth. Unlike many other organizations ACSD has provided me with colleagues that experience the same professional joys and struggles from a Christian perspective. I would like to continue to expand and attract Christians working within state institutions. I feel this would continue to strengthen our organization and our individual effectiveness. The regional structure has worked well in some areas and I would work with the other board members in strengthening our commitment to the regions and their leadership development and programming efforts.

**Ken Soper**
Director-Career Development Center
Wheaton College
Graduate of Taylor University, Gordon Conwell Theological Seminary and Ball State University. Member of the Liberal Arts Group/Employer Relations and Midwest College Placement Association.

If elected, I would continue to provide quality and timely placement services to ACSD members and member institutions. I would seek to increase the involvement of career planning and placement officers in ACSD by increasing programming at the annual conference and encouraging reciprocity of services throughout the year.

My vision for ACSD would be to increase membership, stimulate professional development among ACSD members and identify and encourage professionals to integrate theory and practice with Biblical principles.

**Treasurer**

**Larry Mealy**
Vice President for Student Development
Bartlesville Wesleyan College
Graduate of Marion College and Asbury Theological Seminary.

If elected, I would work closely with the Executive Committee to advance ACSD. I would strive to keep accurate records and fulfill the other responsibilities to the best of my ability.

My vision for ACSD is to see it encourage professionalism in student development, become a national voice for Christian higher education and articulate the theoretical and practical aspect of student development and its role in the overall college context.
Editor and Co-editor

Judy Nemitz
Skip Trudeau

Judy and Skip are employed at Anderson University as Associate Dean of Students and Assistant Director Student Activities respectively. Judy is Co-editor of the Indiana Association of Women Deans and Counselor Newsletter. Skip is a graduate of John Brown University and New York State-Buffalo.

If elected, we would encourage as many ACSD members as possible to use the "Koinonia" as a source of information and a tool for networking. It is vital that we as professionals impact students in positive, creative ways to further their development. We would hope that through our professional newsletter we could better serve. We would like to see ACSD grow as a professional organization and would hope to better inform the membership through conferences and the newsletter.

Treasurer

Tim Herrmann
Associate Dean of Students
Taylor University
Graduate of Taylor University and Ohio State University.
Currently serving as the Treasurer/Membership Chairman of ACSD.

If I am elected, I will seek to complete the process of obtaining tax-exempt status for ACSD, increase membership among Christians in secular institutions and update the computer system.

I believe that ACSD has tremendous potential for ministry. It seems that the organization allows us to multiply our efforts by providing a forum for sharing the techniques and strategies which have been successful in ministering to the students on our various campuses.

I also believe that ACSD can play an important role in fostering renewal. Because student development can be a "burnout" profession, I believe that quality regional and national conferences can go a long way in providing the recharging we all need. I have greatly benefited by the diversity of schools represented in our organization and would like to see us enhance this by attracting more believers who are ministering in secular institutions.

EDITOR

Darrel G. Shaver
Currently serving as editor of the "Koinonia".
Columbia Bible College
Graduate of Iowa State University and the University of Iowa. Member of American Association of Counseling and Development and the Association of College Personnel Administrators.

If elected, I would hope through the "Koinonia" to communicate to the ACSD constituency information and insight concerning current issues in higher education that are pertinent to Christian institutions. In future issues of the "Koinonia", I would like to address AIDS, sexual issues, alcohol and drug-abuse on Christian college campuses. I would also like to provide a current annotative bibliography of relevant research articles addressing the concerns of Christian colleges.

ACSD has historically provided a strong basis for fellowship and professional development for individuals who serve at Bible colleges, Christian liberal arts colleges and public colleges and universities. I anticipate that as we share vital information and programming ideas with one another we will continue to grow in greater unity and effectiveness.
applicable provisions of state law.

(2.4) There should be a balance between the rights of the student and the right to protection for the community.

3.0 ADMISSION

(3.1) Each AIDS infection case shall be considered on an individual basis. The decision about admitting or continuing to enroll an infected student will be based upon the behavior, neurological development, and the physical condition of the student. The expected type of interaction with others in the school environment and the probability of contagion will likewise be considered in this decision (i.e., housing, college service, Field Education, classes).

(3.2) A student known to be infected shall be admitted to the school subsequent to the unanimous approval of a screening committee composed of the student’s physician, a public health expert or consultant chosen by the President of the institution, the school nurse, the appropriate personnel dean and the Dean of Student Affairs. If no agreement is reached by the screening committee, the matter should be referred to the President of the institution for further consideration and a decision.

(3.3) The infected student is responsible for securing such regular medical evaluations, as determined by the student’s physician, a public health expert or consultant chosen by the President of the institution, the school nurse, the appropriate personnel dean and the Dean of Student Affairs. Failure to secure such regular medical evaluations or to authorize the release of the results will jeopardize the student’s continued enrollment.

(3.4) A student previously excluded from school may be admitted or readmitted, pursuant to reevaluation under the admission procedures specified above, if there is sufficient improvement to warrant admission.

4.0 PLACEMENT

(4.1) First consideration should be given to placing the infected student in the regular educational setting, consistent with the appropriate precautions needed to avoid infecting others, or becoming infected with other diseases transmitted by fellow students or others connected with the school.

(4.2) If the college physician or nurse become aware of a student who is HIV antibody positive, has symptoms of an AIDS related complex or has AIDS, he/she will notify the County Health Office and the Dean of Student Affairs. The following should be taken into consideration:

1. Status of the student’s overall health
2. Threat of infecting other members of the community
3. Status of the disease
4. Student’s cooperativeness with health officials
5. Student’s lifestyle
6. Student’s concern for others

5.0 EXCLUSIONS

(5.1) Short-term exclusions may be used when in the judgment of the screening committee there is need for additional medical diagnostic appraisals, or, in the judgment of the Dean of Student Affairs there is a situation of such a serious and urgent nature that temporary removal of the infected person from the educational environment is in the best interest of all concerned.

(5.2) More extended exclusions may be necessary when the student, based on the best medical advice available, presents a risk of infection to others, or would himself/herself be subjected to serious risk of infection from others.

(5.3) When either short-term or more extended exclusion is required, school administrators should do everything possible to maintain confidentiality in the entire procedure and to deal with the student and his or her family in a way that exemplifies Christian compassion and concern.

(5.4) The institution will not screen students for the AIDS virus until required to do so by law or until screening is recommended by the U.S. Public Health Service.

6.0 EDUCATION

(6.1) The institution should strive to provide appropriate information to faculty/staff and students regarding the nature of AIDS and its transmission. Information should reflect Christ’s teaching regarding care and concern for the ill and the afflicted and should emphasize Christian responsibility for one’s own health and for the health of others.

(6.2) Effective educational efforts and the development of a Christian outlook, well in advance of any possible crisis situation, are the best assurance that an actual crisis, if it occurs, will be dealt with rationally and without panic.

7.0 EVALUATION

(7.1) These policies will be reviewed regularly by the Dean of Student Affairs to seek to assure that they are based on the latest and most reliable medical information available regarding management of AIDS cases. They may be modified at any time based on new findings and recommendations from medical and health agencies.

8.0 APPENDIX BACKGROUND INFORMATION

(8.1) HTLV-III/LAV has been isolated from body fluids including blood, saliva, semen, and tears of patients with this infection. In adults, transmission is primarily through sexual contact (homosexual or heterosexual) or exposure to blood or blood products (intravenous drug abuse, transfusions, or other contact with blood). Most infected children acquired the virus from their mothers before birth. Others became infected from exposure to contaminated blood or blood products.

(8.2) 70% of pediatric AIDS cases occurred among children whose parents had AIDS or were a member of a group at increased risk of AIDS; 20% of cases were in children who had received transfusions of blood products used to treat hemophilia or other conditions; investigations are incomplete for the remaining 10%. No identified cases of AIDS or HTLV-III/LAV infections in the U.S. are known to have been transmitted in the school or through casual contact. Several studies of family members of AIDS patients failed to demonstrate transmission of HTLV-III/LAV to other children.

The ACSD elections will be conducted by a mail-in ballot and not at the National Conference. This will give more members an opportunity to vote for these key positions.

Please choose one candidate for each of the following positions.

Mail the ballot to: Don Boender, Dean of Men, Calvin College, Grand Rapids, MI 49506.

Mail by May 1.

__ VICE-PRESIDENT
Donald Mortensen
Ken Soper

__ TREASURER
Tim Herrmann
Larry Mealy

__ ____ Darrel Shaver
Judy Nemitz
/Skip Trudeau

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The table on the left indicates that out of the total institutional budget only between 2-6% is invested in student development programs. The least percentage of total budget investment is allotted in Bible College, followed by liberal arts colleges of over 1000 population. Liberal arts colleges of similar size to Bible colleges invest 3.4 times more money in student development programs. These same liberal arts colleges invest 14 times more money in career development than do Bible colleges. These latter colleges invest approximately only half as much in student activities and programs as do comparable liberal arts colleges. Liberal arts colleges of over 1000 in population invest the smallest percentage of their total budget in student development programs as compared to other liberal arts colleges. The large liberal arts colleges invest considerably more proportionately in career development. Large liberal arts colleges also invest significantly more proportionately in residence life than do the other institutions. The average salaries paid to assistant and associate deans is approximately the same across the institutions. One can only surmise that since the larger institutions do not pay significantly more, they apparently employ more people to handle the load.

Retention is a problem at many institutions. This is a particularly important issue at smaller institutions. Retention has been directly related to the work of student development by Noel and Levitz. If small institutions are to retain the students they have recruited they must increase the percentage of the total institutional budget invested in student development programs. Students want not only academic programs, but they also expect to have their personal needs met.

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**1987 ACSD Survey of Student Development Budgets (Budgets per $1000)**

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<th>Bible Colleges</th>
<th>Liberal Arts Colleges</th>
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<tr>
<td></td>
<td>Pop. 125-1500</td>
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<td><strong>Service</strong></td>
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<tr>
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<td>4,825.14 (7)</td>
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<td>Tot St. Dev.</td>
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<tr>
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<td>8.44 (4)</td>
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<td>7.88 (10)</td>
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<tr>
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<tr>
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<td>3.07 (5)</td>
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<tr>
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<td>6.70 (7)</td>
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<td>27.0-30.0 (8)</td>
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(1) = number of institutions responding

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**KOINONIA**

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