

# THE BAPTIST EDUCATOR



News Journal of the International Association of Baptist Colleges and Universities

Volume LXXVII, No. 2 • 2nd Trimester 2013

## IABCU Board Forms Commission on Future of Association; Members Approve Budget, Hear Reports

by Kathie Chute

Director of Communications  
California Baptist University

More than 100 attendees participated in the International Association of Baptist Colleges and Universities (IABCU) annual meeting held at California Baptist University June 2-4. The organization elected new officers; approved a \$268,170 budget for the association's 2013-14 fiscal year; and heard reports on the Baptist College and University Scholars program, and the state of IABCU member institutions.

IABCU board members voted to form a Commission on the Future of the Association including a study of its mission and services it provides to member schools. (see story page 12).

Top administrators from IABCU schools came from as far as Nigeria and Japan for the three-day meeting. The group elected new officers for 2013-2014: Dr. David Olive, president of Bluefield College, as chair; Dr. Fitzgerald Hill, president of Arkansas Baptist College, as vice-chair and chair elect; and Dr. Dub Oliver, president of East Texas Baptist University, recording secretary.

New board members elected for terms beginning June 2013 to June 2017 are: Dr. Jairy Hunter, president of Charleston Southern University; Dr. Kina Mallard, provost at Carson-Newman University; Dr. Elizabeth Davis, provost at Baylor University; and David Wilkinson, executive director of Associated Baptist Press, who will serve as an at-large member.

An IABCU research study titled "The State of Higher Education Among Baptist Colleges and Universities 2013" revealed that enrollment at IABCU member institutions is up 21.3 percent from the fall 2000 to fall 2011. Also, tuition at those schools is still an average of 22 percent less nationally than other private, four-year, not-for-profit institutions, even as the total cost of attendance for students steadily increases at all institutions.

In addition, the majority of students enrolled at IABCU schools are within the traditional college age group, with more than 76 percent of undergraduates under the age of 25 and the same percentage of graduate students aged 25 or older.

The research also revealed that larger IABCU institutions report higher retention rates. For colleges and universities with 4,000 or fewer students, about 65 percent of first-time freshmen in 2010 enrolled again in the fall of 2011, while universities with

larger enrollment saw higher retention rates—77 percent for institutions with 4,001-9,999 students and 85 percent for those with 10,000 or more students.

The study was conducted for IABCU by the Office of Institutional Research, Planning & Assessment at California Baptist University. It was based on data reported in the 2011 Integrated Postsecondary Education Data System (IPEDS), the latest IPEDS data available when the analysis began last April (see an expanded list of findings on page 2 of this issue).

Dr. Laine Scales, associate dean of the Baylor University Graduate School, announced that the Baptist College and University Scholars program will increase to 20 scholars this fall. The program encourages scholars nominated by Baptist schools and accepted at Baylor to combine scholarly research skills with integration of faith and learning in the classroom.

The IABCU contributes up to \$10,000 annually in support of BCU Scholars.

David Kinnaman, author and president of the Barna Group, delivered the annual Hester Lectures, warning his audience that colleges and universities must pay attention to changes in the younger generations of students who are less connected to institutional church.

"If we don't think differently about our institutions, we are going to lose them," Kinnaman said. "Something is happening here that we need to pay attention to. What is it God is telling us about our opportunity with this upcoming generation?"

Next year's meeting of the IABCU will be held at Charleston Southern University and the Mills House Wyndham Grand Hotel, Charleston, South Carolina, June 1-3, 2014. ■



Charleston Southern University in Charleston, South Carolina, will host the 2014 IABCU annual meeting June 1-3.

# Contents

- 1 Board Forms Commission on Future of IABCU; Members Approve Budget, Hear Reports
- 2 Study Plots Median Faculty Salaries
- 3 Comment
- 4 Exemplification of Faith Through Learning
- 5 Research Study Reports State of Higher Education Among Baptist Colleges and Universities
- 8 Georgetown College Center for Christian Discernment
- 10 Legal Notes
- 12 Board Establishes Commission on Future of IABCU

Vol. LXXVII, No. 2  
2nd Trimester 2013

**Publisher:** Michael Arrington,  
Executive Director, IABCU  
**Managing Editor:** Tim Fields,  
Associate Director, IABCU

*The Baptist Educator* (ISSN 0038-3848) is a news magazine published three times a year for administrators, faculty, staff, trustees and friends of member schools by the International Association of Baptist Colleges and Universities.

POSTMASTER: Send address changes to:  
International Association of Baptist Colleges and Universities  
8120 Sawyer Brown Road, Suite 108  
Nashville, TN 37221-1410  
Send news items to:  
Tim Fields, Managing Editor  
*The Baptist Educator*  
E-mail: tim\_fields@baptistschools.org  
8120 Sawyer Brown Road, Suite 108  
Nashville, TN 37221-1410  
Phone: (615) 673-1896

An annual subscription to *The Baptist Educator* is \$6.00 for one printed and two digital issues.

“Legal Notes” is designed to provide accurate and authoritative information on legal issues facing Baptist-related higher education. It is provided with the understanding that the publisher and editors are not engaged in rendering legal counsel. “Legal Notes” is not intended as a substitute for the services of a legal professional. If your institution needs legal counsel, a competent attorney should be consulted.

## Study Plots Median IABCU Faculty Salaries

A study conducted for IABCU by the Office of Institutional Research, Planning & Assessment at California Baptist University and released at the annual IABCU meeting in Riverside, California in June, plots median salaries for 44 IABCU member schools.

For all faculty ranks, the median IABCU salary is \$51,400, for CCCU it is \$54,913, and for all Private, Four-Year,

Not-for-Profit schools, it is \$57,487.

On the chart below, median salaries are charted for IABCU institutional groups. Faculty salaries increase proportionately to enrollment. Median salary for faculty at all ranks in Group 1 is \$45,445. The median salary increases incrementally with each group of increasing enrollment, to \$82,704 in Group 5. ■



# Comment: Reflections on Turning 40

Michael E. Arrington  
Executive Director, IABCU

For some reason unknown to me, people are fascinated by “round numbers.” One example is the sometimes unwelcome attention focused on birthdays ending in zero.

Turning 40 allegedly symbolizes one’s first step toward “senior” status. I remember when my friend and colleague, Paul Hammond, who later served as Dean of Fine Arts for 25 years at Oklahoma Baptist University, placed a rented mobile billboard on the Ouachita campus announcing that I had reached the dreaded milestone. While I viewed the billboard with amused embarrassment, I overheard a student utter these words that have stuck with me to this day—“Who cares?”

That was a good question, and I now agree that turning 40 is not a “big deal,” unless, of course, you are the one doing the turning. What is a big deal, however, is something we should all care about deeply. That is extending appropriate appreciation and gratitude to faculty and staff who have served IABCU schools over extended periods of time.

All IABCU schools give special recognition to faculty and staff who have served their institution for 10 or more years. This is an affirming acknowledgement that institutional colleagues are deeply grateful and indebted to those faithful employees who have served most of their working lives at one or more Baptist schools. This is a marvelous, often sacrificial, achievement that warrants a deep appreciation for their selfless contributions to Baptist higher education.

I first became acquainted with stories of long-tenured faculty and staff at Baptist schools while writing the centennial history of Ouachita Baptist University in the mid-1980s.

I discovered several professors and administrators who



Michael

*Baptist higher education owes a huge debt of gratitude to those men and women who served long tenures, usually with salaries far below that of their peers at public institutions.*

served more than 40 years. One Ouachita faculty member in particular captured my attention and admiration. English Professor Estelle McMillan Blake served on the Faculty in 1886, the year of Ouachita’s founding, and she retired in 1949. As remarkable as Professor Blake’s tenure was, every school in the IABCU has similar stories of long-tenured faculty and staff who have served with honor and distinction for four, five or six decades.

Baptist higher education owes a huge debt of gratitude to those men and women who served long tenures, usually with salaries far below that of their peers at public institutions.

I invite you to let us know the stories of current or former faculty and staff who have enriched your campus for 40 or more years. We would like to extend our appreciation to them in some appropriate venue, perhaps through acknowledgement of their faithful service in future editions of *The Educator*.

Having just completed my 40th year in Baptist Higher Education, I am eager to hear the stories of colleagues who have served our Baptist schools for four decades or longer. I firmly believe that no school can be better than its faculty and staff, for they deliver the Christian higher education

experience that molds students into servant leaders.

I thank God for the significant contribution made by the faculty and staff of each IABCU school to further the cause of Christian higher education. As one example, I call your attention to Campbell University Associate Professor Adam English’s thought-provoking essay on faith and learning on page 4. We invite others to share thoughts on effective practices in teaching and learning at IABCU institutions.

As you prepare for the beginning of another school year, I pray that you will continue to be a guiding light for your students. May God bless you and strengthen you as you have another new beginning this Fall. ■

## Alumna, Former Board Chair, Named Acting Georgetown College President

The board of trustees of Georgetown College has named Granetta Bingham Blevins as the College’s acting president, effective immediately.

Blevins, a 1980 alumna, is a long-time trustee of the College. She was first elected to the board in 1992. She has served two terms as board chair. Currently, Blevins is a member of the executive committee of the board and chairs the trustee committee on academic excellence. She was the College’s interim chief financial officer from September, 2002, through May, 2003.

During her career, Blevins, who earned a master’s degree in business administration from Xavier University in 1982, has served as chief financial officer for several companies and has

held other senior management positions in public and private organizations. She currently has her own business services practice specializing in strategy development and implementation, business operations, and providing interim chief financial officer services.

In addition to her business pursuits, Mrs. Blevins is actively involved in a number of community and civic organizations. She devotes much of her volunteer time to her church, First Baptist in Mount Sterling (Ky.), and to Georgetown College.

Originally from Paducah, Ky., she and her husband, Al, live in Mount Sterling. Mr. Blevins is also a 1980 graduate of Georgetown College. ■

# Exemplification of Faith Through Learning

by Adam C. English

Associate Professor of Religion  
Campbell University, Buies Creek, NC

Editor's Note: This is the first in a series of articles by faculty members at IBCU schools. Their views may or may not reflect the views of IBCU. Submissions to this column are encouraged. Send submissions to Tim Fields, Associate Director and Managing Editor at <tim\_fields@baptistschools.org>.

Privately-owned Baptist colleges and universities face enumerable challenges – tuition costs, the use of online education, the safety of students living in dorms, and the management of multi-million dollar sports programs. It might be too much to expect that, on top of everything else, colleges prioritize their historic Christian mission. Yet, there is a real danger that in the flurry of change and growth, Christian identity will be set aside and eliminated.

How should we now, in 2013, represent and promote our Christian heritage and mission? At the very least, how do we avoid losing it completely?

One solution might be to write up a new statement about Christian identity and put it in bold caps in the student handbook. Universities might erect rigorous religious criteria for hiring staff and faculty. They could give Bible quizzes as part of annual evaluations or monthly theological examinations.

The impulse toward policy and regulation is noble but misdirected. It comes from fear. Grandiose legislation arises from the fear of losing something. Furthermore, all the policy in the world will not a Christian university make. We have to remind ourselves of the obvious here: institutions cannot be made Christian, only people can. Institutions cannot be saved, forgiven, or have relationship with God, only humans can.

The Christian mission and identity of the university will not be maintained by legislation from the top. Listen to the words of Isaiah 28:13 as though they were the weary words of a worldly-wise teacher speaking about his charges.

“The word of the Lord will be to them precept upon precept, precept upon precept, line upon line, line upon line, here a little, there a little; that they may go, and fall backward and be broken, and snared, and taken.”

If we try to pronounce Christian identity from the top and maintain it by fiat, then as Isaiah 28:13 warns, we will only be turning the word of the Lord into “precept upon precept, line upon line,” yet those who hear it will not receive it and those who receive it will not hear it. Zeal for the house of the Lord is not preserved by precept upon precept, but by the everyday actions of you and me and our students.

The Christian identity of a Christian university shows itself at Monday Night Bible Study, during Tuesday night Fellowship of Christian Athletes, at Wednesday night Campus Crusade meetings, Thursday night Baptist Student Union meetings, Saturday morning service projects and at Sunday evening vespers in the chapel.

The Christian purpose and mission of the university happens first and foremost in small ways, in everyday ways. Like that small pinch of yeast that leavens the dough and causes the whole loaf to rise, our Christian commitments should be sprinkled over all our interactions, including those daily interchanges between faculty and students.

When I started at Campbell University, I knew that my department chairman and some other professors prayed at the start of class. I tried it a time or two but then stopped. I don't know exactly why, but it felt forced and artificial.

Now that I have been here ten years, I have come to embrace the habit of beginning class with a simple prayer. Nothing scripted, nothing fancy. And the students appreciate it; it lets them know that their professors pray for them, care about them, and are concerned about their spiritual as well as their intellectual development. It is a reminder that we have the freedom to be Christian here.

Both my mom and dad teach at state universities. They are not permitted to pray with their classes, talk about faith matters with their students, or breach spiritual topics with their colleagues. Religion for them is quarantined off as personal, private, and highly contagious. The freedom to be Christian should not be taken lightly. I would challenge you to embrace this freedom, insofar as you have the ability at your institution, as an obligation and a calling.

For the longest time, the buzz among Christian colleges was “integration of faith and learning.” The concern for integrating each academic discipline with Christian conviction is important and has much to offer still, but it gives the false expectation that the only kind of Christian education is the kind that integrates faith into the material taught. I'm still not sure how you integrate faith into the teaching of statistics, or chemistry, or Spanish. How would *Christian* algebra be different from regular algebra? More than the **integration** of faith and learning, I'm interested in the **exemplification** of faith through learning. You may not be able to baptize your subject matter for your students, but in the classroom and the hallways you can exemplify Christian character, you can model Christian leadership, and you can embody Christian concern.

The burden of any Christian university's mission does not lie with the trustees, with the president, or with the cabinet – it doesn't even lie with the religion department or the divinity school; the burden of responsibility lies with you and me, each of us individually as we represent Christ each and every day.

And then the words of Jeremiah will be fulfilled, “I will put my law within them, and I will write it on their hearts; and I will be their God, and they shall be my people. No longer shall they teach one another, or say to each other, ‘Know the Lord,’ for they shall all know me, from the least of them to the greatest, says the Lord.”

*A version of this essay was delivered as a faculty devotional on Feb 21, 2013 to the College of Arts and Sciences, Campbell University, Buies Creek, North Carolina. ■*

# Research Study Reveals The State of Higher Education among 44 Baptist Colleges and Universities that Report IPEDS

Prior to its dissolution in December of 1996, the former Southern Baptist Convention Education Commission compiled and published several studies that set forth the state of higher education among Southern Baptist colleges and universities.

These studies provided valuable information to the Convention and member academic institutions. Consequently, the current International Association of Baptist Colleges and Universities (IABCU) leadership commissioned the California Baptist University Office of Institutional Research, Planning, and Assessment (OIRPA) to undertake a research project that reflects the content and value derived from those earlier studies.

This 2013 research project, therefore, attempts to present the information and spirit contained in past reports. A primary purpose of the 2013 IABCU Research Study was to establish a baseline of IPEDS data to serve as a guide for continuation in future years and to prompt focused research topics. Some general observations were noted from the data.

- IABCU member institutions are concentrated in the South, with the majority located in urban-centric areas of cities and towns.
- IABCU member institutions are diverse in Carnegie classification, with the majority in Diverse Baccalaureate (32%) and Large Master's (27%) programs.
- 93% of IABCU institutions belong to

a national athletic association.

- Applicants to IABCU schools are increasing at an annual rate of 13.8%.
- Admissions by IABCU schools are increasing by 10.2% annually.
- The number of admissions that enroll is increasing by only 3.9% annually.
- The trend in admission percentage – applicants accepted for admission – has declined by 22% since 2001. IABCU member institutions are becoming more selective in the admissions process. The majority of IABCU schools accept 50%-74.9% of applicants. The IABCU group with the broadest range of enrollment (Group 4) had the highest rate of admission, at 68.8%, indicating a less selective admission process.
- IABCU admissions yields are trending lower, meaning a lower proportion of accepted students are actually enrolling, despite an overall increase in enrollment. The majority of IABCU schools enroll 25%-49.9% of admissions.
- IABCU schools with lower enroll-



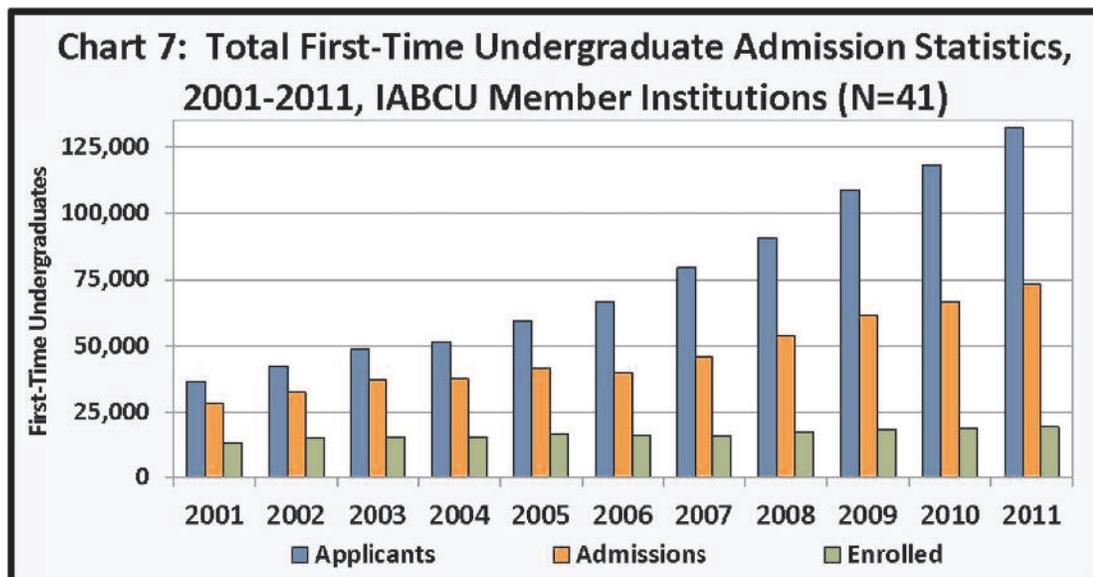
ments had higher admission yields. IABCU Group 1, with the lowest median enrollment, had the highest rate of enrolled admissions, at 40.2%. The IABCU group with the greatest enrollment and number of applicants (Group 5) was the most selective in admissions, at 39.7%, but also had the lowest percentage of admissions that enrolled, at 19.6%. The total number of admissions must also be considered.

- SAT scores for IABCU entering undergraduates are trending slightly down over the past six years, while ACT scores have increased slightly.
- For 2011-12, the median Total Cost of Attendance at IABCU member institutions was \$30,712, and the median Net Price that students pay after aid is awarded was \$15,630. Student costs at IABCU schools are lower than those at CCCU and private, four-year, not-for-profit institutions.

The largest contributor to IABCU institutional revenue is tuition and fees, accounting for 52.3% of annual revenue, or \$1.43 billion of the total revenue of \$2.74 billion. Government grants and contracts contribute 4.8%, and private gifts, grants, and contracts contribute 8.6%.

- Annual revenue per

(continued on page 6)



## Research Study Reveals...

(continued from page 5)

full-time equivalent (FTE) for IABCU institutions is \$17,039 (median value), lower than that for CCCU and all private, four-year, not-for-profit institutions.

- Likewise, IABCU institutions have lower expenses per FTE, at \$15,295, than CCCU and all private, four-year, not-for-profit institutions.

- Instruction costs account for the greatest percentage of IABCU annual expenses, at 41.8%, or \$0.92 billion of the total expenses of \$2.20 billion.

- At \$26.46 million, the median value of endowment assets at IABCU schools exceeds that of CCCU and all private, four-year, not-for-profit institutions. The median Endowment per FTE at IABCU institutions is \$14,140.

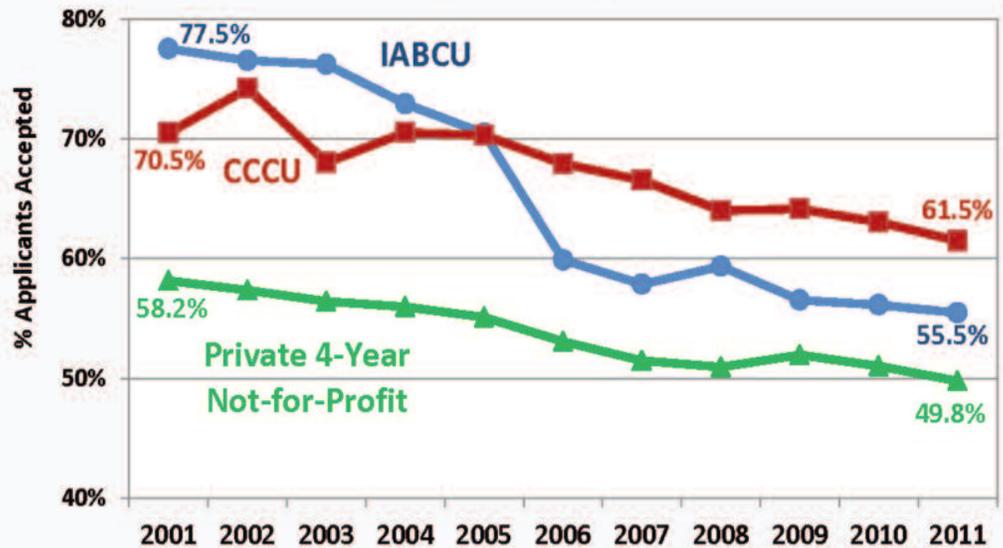
- For IABCU member institutions, a relationship exists between increasing enrollment and the following factors. The Pearson correlation coefficient and two-tailed probability, or level of statistical significance, are noted in parentheses after each factor.

Increasing enrollment at IABCU member institutions is associated with:

- Higher SAT test scores (moderate association,  $\text{Corr}=0.443$ ,  $p=0.002$ ).
- Higher ACT test scores (moderate association,  $\text{Corr}=0.464$ ,  $p=0.001$ ).
- Higher student Retention Rates (moderate association,  $\text{Corr}=0.401$ ,  $p=0.007$ ).
- Higher six-year Graduation Rates (strong association,  $\text{Corr}=0.594$ ,  $p=0.000$ ).
- Higher faculty salaries (strong association,  $\text{Corr}=0.691$ ,  $p=0.000$ ).
- Higher Total Cost of Attendance (strong association,  $\text{Corr}=0.548$ ,  $p=0.000$ ).
- Higher average amount of federal, state, local, and institutional grant aid (weak association,  $\text{Corr}=0.110$ ,  $p=0.477$ ).
- Higher average amount of Pell grants (weak association,  $\text{Corr}=0.111$ ,  $p=0.473$ ).
- Lower student loan default rates (weak association,  $\text{Corr}=-0.160$ ,  $p=0.299$ ).

To download a copy of the complete research study go to the IABCU website: [www.baptistschools.org](http://www.baptistschools.org). ■

**Chart 8: Admission Trend for First-Time Undergraduate Applicants Accepted for Admission, 2001-2011, IABCU (N=41) vs CCCU (N=113) vs P4YNFP (N=1612)**



**DALLAS BAPTIST UNIVERSITY**  
Gary Cook Graduate School of Leadership

## HIGHER EDUCATION DEGREE PROGRAMS

### Master of Education in Higher Education

214.333.5503 • markh@dbu.edu

### Ph.D. in Leadership Studies Higher Education

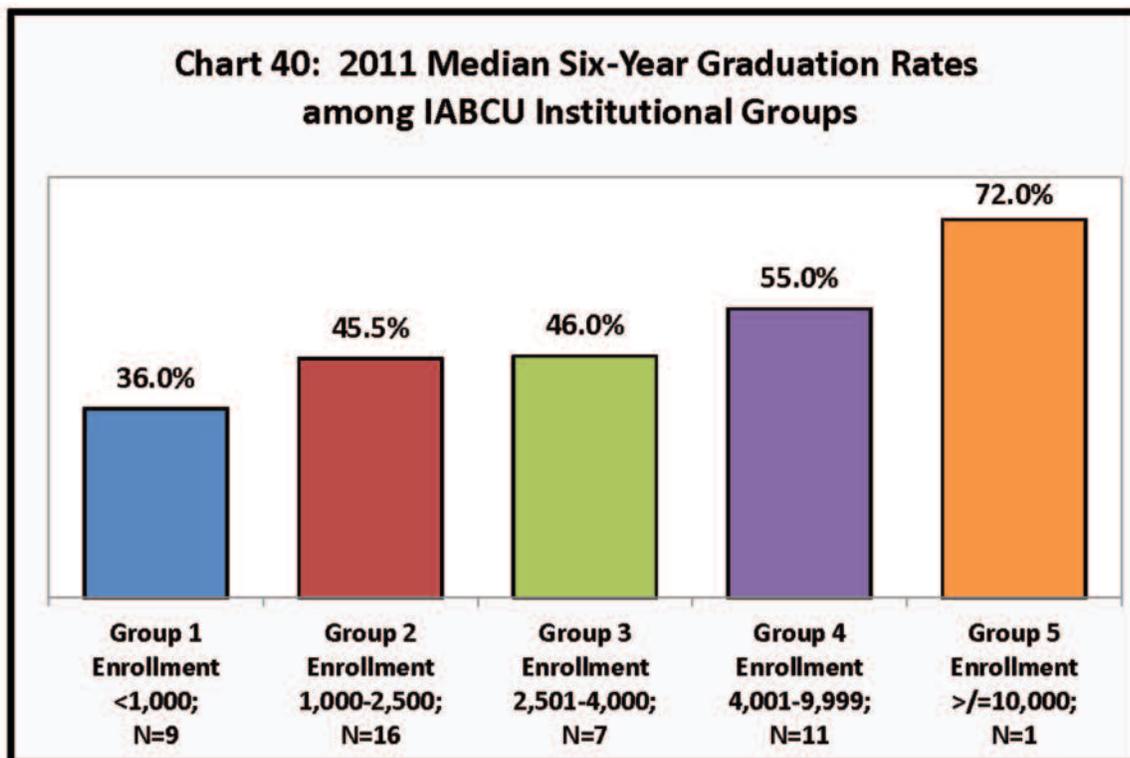
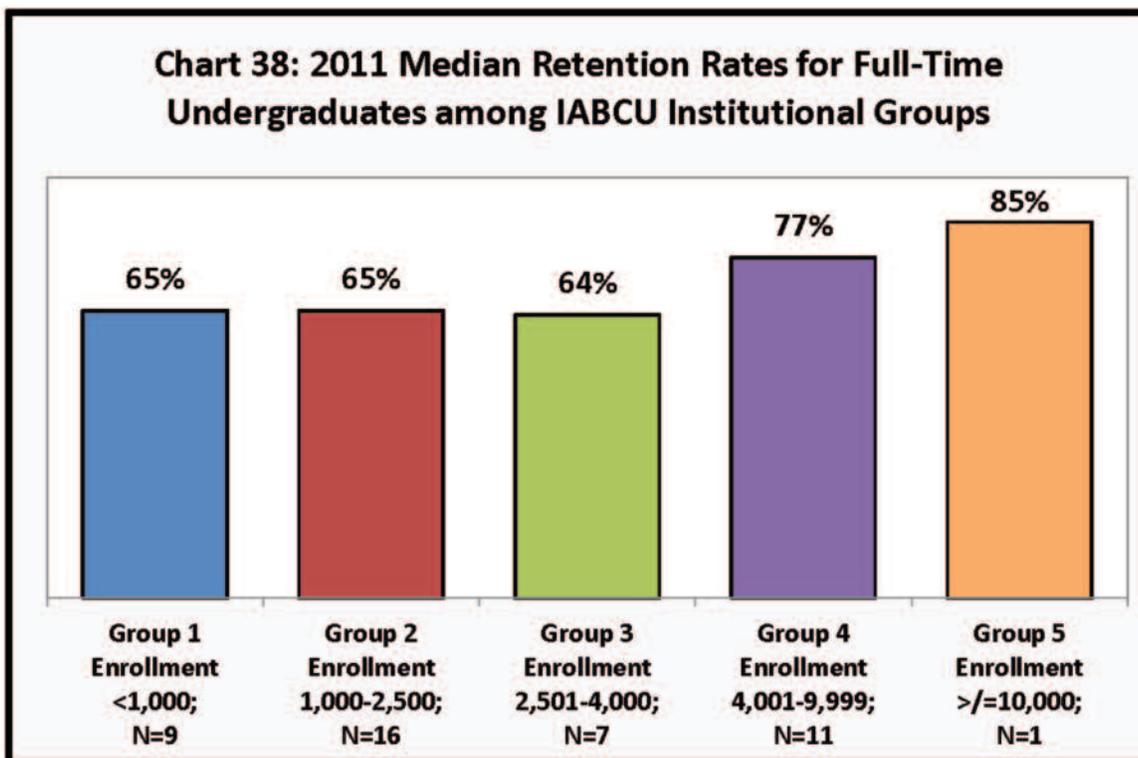
214.333.5595 • jeremy@dbu.edu

**DBU**  
DALLAS BAPTIST UNIVERSITY

3000 Mountain Creek Parkway • Dallas, Texas 75211-9299 • [www.DBU.edu](http://www.DBU.edu)

*Developing servant leaders. Transforming lives.*

The graphs below are samples from the 88-page research study of 44 IABCU Member Schools that Report IPEDS. To download a free copy of the complete report go to the IABCU website at <[www.baptistschools.org](http://www.baptistschools.org)> or <[www.baptistcolleges.org](http://www.baptistcolleges.org)>.



# Georgetown College Center for Christian Discernment Hosts Seminars and Conferences for Students and Faculty

Georgetown College's Center for Christian Discernment provides programs that combine disciplined reflection with Christian fidelity for students and faculty. Established in 2010 and directed by Dr. Roger Ward, Chair, Department of Philosophy, the CDAL is now reaching out to the wider Baptist academic community through seminars and conferences.

Young Scholars in the Baptist Academy (YSBA) is a yearly seminar that brings together junior and senior scholars for rigorous discussion. This year's seminar is July 16-20. Paul Fiddes, Principal Emeritus at Regent's Park College, University of Oxford, describes YSBA as "a programme which is exactly right for its time. It enables young Baptist academics to develop a Baptist identity which is both faithful to the tradition and open to the new movement of the Holy Spirit. They thus remain a rich resource for Baptists," he says, adding, "YSBA is not just an annual conference, but, an

ongoing 'academy' of which young Baptist scholars can become a part."

YSBA is supported by private gifts and a consortium of universities including Georgetown, Mercer, Dallas Baptist, Missouri Baptist, Samford, Baylor, and Regent's Park, Oxford. "Our goal has been to develop this program into one that is self-sustained by Baptist colleges and universities," says Dr. Ward, "and with two or three more members we will reach that goal." Dr. Barry Harvey, a theologian at Baylor University and the senior scholar for YSBA 2013 says, "One of the most gratifying aspects of my career has been working with young women and men in graduate studies who have gone on to work in colleges, universities and seminaries that emphasize service in and for the church. The Young Scholars in the Baptist Academy program compliments that work in marvelous ways, and the opportunity to contribute further to the formation of these young men and

women through these conferences is exciting."

The Center also sponsors annual academic/pastors conferences. The theme for the next conference set for January 9-10, 2014 is "Re-Imagining Faith for America and the World." Its focus is on the need to re-articulate the gospel in a global context. Scheduled speakers include Walter Brueggemann, Miroslav Volf, Molly Marshall, and Stephanie Paulsell.

A call for papers for the January meeting requests that proposals consider topics such as Christian faith in a global context, creative expressions of faith, current challenges and opportunities for Christian practice, ethics, theology, or the work of the invited speakers.

"We would like to bring together perspectives on these issues from professors as well as pastors and practitioners," adds Dr. Ward. "The kingdom of God is a team sport." Call for papers is on the website at <[www.georgetowncollege.edu/cdal](http://www.georgetowncollege.edu/cdal)>. ■

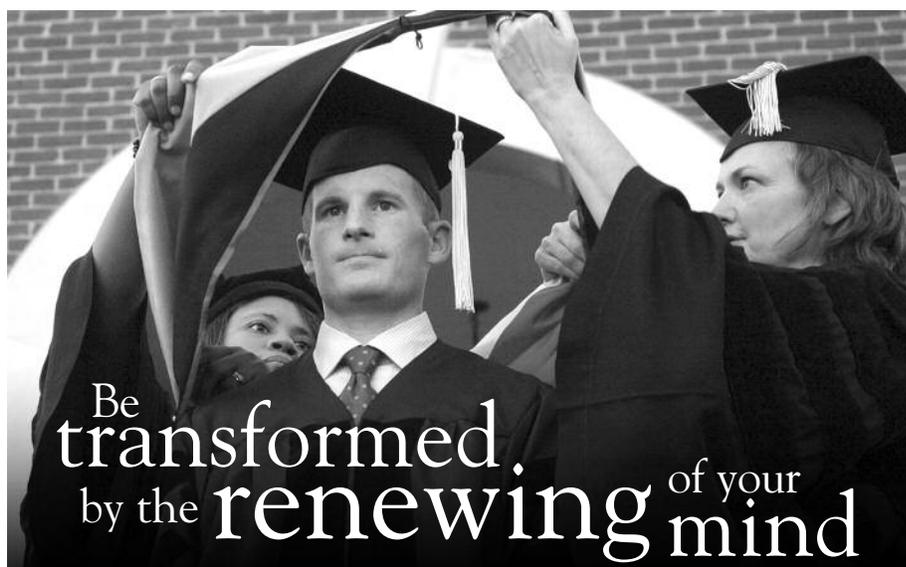
## A Call for Articles for *Baptist Educator*

*The Baptist Educator* is now accepting articles on a wide-range of Christian higher education topics for publication in the annual printed version and the twice annual digital version of the publication.

The printed version, published in the first trimester of the year, is mailed to more than 9,000 faculty, staff and administrators of the member schools of the International Association of Baptist Colleges and Universities (IABCU). All three versions will be available for free download at <[www.baptistschools.org](http://www.baptistschools.org)> or <[www.baptistcolleges.org](http://www.baptistcolleges.org)>.

Faculty, administrators and staff of member schools are encouraged to submit articles via e-mail to Tim Fields, managing editor and associate director of IABCU at <[tim\\_fields@baptistschools.org](mailto:tim_fields@baptistschools.org)>.

Articles should include innovative or informative subject matter related to Christian higher education such as integration of faith and learning, teaching and learning models, advances in research or innovations in an academic or administrative discipline. ■



Be transformed.  
by the renewing of your mind

Challenging Times Call for Transformational Leaders

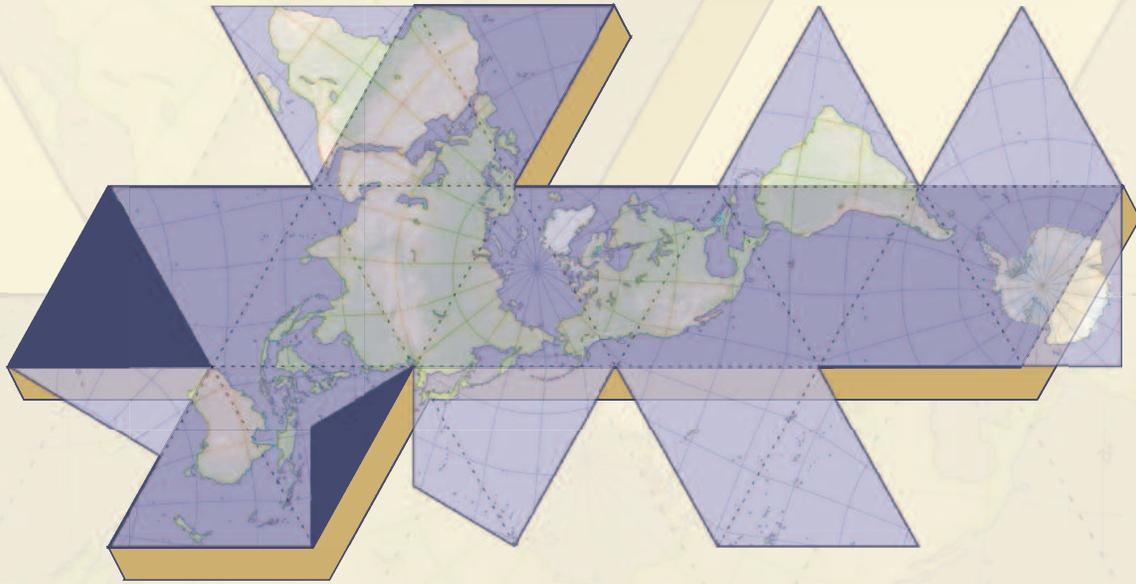
Earn a Doctorate in Higher Education at Union University. You will find:

- An engaging program of study with real world challenges
- Convenient online and campus-based courses
- Personal, quality education in a nationally honored learning community

Space is limited. Please call 731.661.5374.  
[www.uu.edu/edd](http://www.uu.edu/edd) | Jackson, TN



EXCELLENCE-DRIVEN | CHRIST-CENTERED | PEOPLE-FOCUSED | FUTURE-DIRECTED



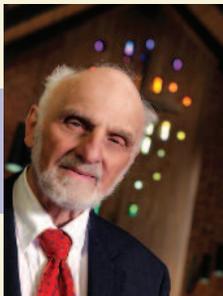
# Re-Imagining Faith

*For America & The World*

January 9-10, 2014 | Georgetown College

In every age, Christians have sought to bear witness to the truth of the gospel of Jesus Christ while translating it into radically different cultural, political, and social contexts. Join us as we discuss practical issues of living a faith that is relevant in today's world.

## *Featured Guest Speakers*



Walter  
Brueggemann



Molly T.  
Marshall



Stephanie  
Paulsell



Miroslav  
Volf

More information available at  
[www.georgetowncollege.edu/cdal/](http://www.georgetowncollege.edu/cdal/) | 502.863.7971



GEORGETOWN  
COLLEGE  
*Live. Learn. Believe.*



May of 2012 did not start out very pleasantly for the University of Montana. The weather in Missoula was about five degrees colder than average, and the first four days brought freezing rain, snow—and two federal investigations.

The university had received two reports of sexual assaults on campus during the previous fall semester.

Determined to be thorough, the university hired a former Montana Supreme Court justice to conduct an independent investigation, but the university did not wait on her report to take action.

In January 2012, the university began holding community forums to discuss sexual assault. In March, the university hosted Men Can Stop Rape (a national organization focused on mobilizing men to stop rape); issued a report describing policy and procedural reforms initiated by the university to address sexual assault; and identified other constructive steps that the University planned to take. The University also developed a 20-minute mandatory online training course for its students.

Nevertheless, May began with joint investigations by the U.S. Departments of Justice and Education “to assess whether the University’s policies and procedures. . . ensure the elimination of sexual harassment and sexual violence, appropriately respond to such harassment and violence, prevent future harassment, and eliminate the hostile environment and its effects that result from such harassment.”

In the course of its investigation the United States conducted on-site visits and reviewed thousands of pages of documents, including: the University’s sexual harassment, sexual assault, and sex discrimination policies; the Student Conduct Code; the Discrimination Grievance Procedure; and training pro-

grams relating to sex discrimination, sexual harassment, and sexual assault.

The investigation was resolved with thirty-one (31) pages of factual findings by the Departments of Education and Justice along with a fifteen (15) page “voluntary” Resolution Agreement between the United States and the University. The Department of Education hailed the Agreement “as a blueprint for colleges and universities throughout the country to protect students from sexual harassment and assault.”

While the government may see “the blueprint” as a means to construct soaring ivory towers free from bias and discrimination, lawyers are looking at the blueprint with an eye to building something else entirely: defensive fortifications to deter or withstand an assault by government regulatory forces. What moats, parapets, and battlements should your institution be constructing or reinforcing lest it suffer the University of Montana’s fate? Here are only a few suggestions. (After all, we can’t distill 31 pages of defensive fortifications into this column.)

- The institution’s very definition of sexual harassment needs to be revisited.
- Training should be mandatory and documented for all individuals who play a role in coordinating the University’s response to Title IX complaints.
- Policies on reporting sexual harassment and procedures for handling complaints should be reviewed and harmonized so that the Student Handbook, Nursing School Handbook, Graduate School Handbook, various catalogs, etc., are not inconsistent or confusing.

- Grievance procedures must assure prompt and equitable resolution of student complaints unburdened by excessive layers of administrative appeals.

- The university must address off-campus assault or harassment.

- Investigations may need to continue even after the complainant has ceased to cooperate or the university has determined that the perpetrator cannot be identified.

- The correct evidentiary standard (preponderance of the evidence) should be used in sexual harassment investigations.

To find the full text of the letter and agreement, look for “University of Montana” here:

<http://www.justice.gov/crt/about/edu/documents/classlist.php#sex>

Many educators and legal advisers are disheartened that the government found so much to criticize at the University of Montana which, to all appearances, was doing so many things right.

The letter and agreement certainly speak volumes about the current climate at the Department of Education when it comes to rigorous enforcement of Title IX, particularly on the issues of sexual harassment and sexual assault.

Speaking of “climate” brings us back to where we started. The University of Montana weathered a pretty rough spell. How’s the forecast looking for your institution?

---

James D. Jordan is a partner in the law firm of Guenther, Jordan & Price, 1150 Vanderbilt Plaza, 2100 West End Avenue, Nashville, TN 37203, e-mail: <JPGuenther@GJPLaw.com>, phone: 615-329-2100, fax: 615-329-2187. ■

 **Performance** through the years

 **Values** through shared beliefs

## *GuideStone Funds* is honored to receive the **2012 Lipper Fund Award**

**BEST OVERALL — SMALL FUND GROUP**



LIPPER  
FUND AWARDS 2012  
UNITED STATES

### Three firsts!

-  Our **first best overall fund family Lipper Award** (for fund groups with up to \$40 billion in assets) based on consistent risk-adjusted returns!
-  The **first** denominational fund family to ever win a Lipper Award!
-  The **first** ever Lipper Award for a Christian-based, socially screened fund family!

Past performance is **no guarantee of future results.**

Mutual fund investing **involves risk, including the possible loss of principal.**

*You should carefully consider the investment objectives, risks, charges and expenses of the funds before investing. For a copy of the prospectus with this and other information about the funds, call 1-888-98-GUIDE (1-888-984-8433) or visit [www.GuideStone.org](http://www.GuideStone.org) to view or download a prospectus. You should read the prospectus carefully before investing.*

GuideStone Funds shares are distributed by Foreside Funds Distributors, LLC, not an advisor affiliate.

About the Best Overall — Small Fund Group Lipper Award: GuideStone Funds ranked #1 out of 182 eligible companies in the small company category. All rankings are as of Nov. 30, 2011. To be considered for the Small Company Lipper award, companies must have at least three distinct portfolios in each of the following asset classes — equity, bond, or mixed-asset as well as at least 36 months of performance history as of the end of the calendar year of the respective evaluation year. The overall group award is given to the group with the lowest average decile ranking for Lipper's Consistent Return measure of its respective asset class results over the three-year period. In cases of identical results, the lower average percentile rank will determine the winner. Lipper, a wholly owned subsidiary of Reuters, is a leading global provider of mutual fund information and analysis to fund companies, financial intermediaries, and media organizations. © 2011 Lipper, a subsidiary of Thomson Reuters. Thomson Reuters/Lipper and the checkmark logo are the trademarks or registered trademarks of the Thomson Reuters group of companies around the world.

# Board Establishes Commission to Study the Future of the International Association of Baptist Colleges and Universities

by **Tim Fields**

**Associate Director, IABCU**

**B**oard members of the International Association of Baptist Colleges and Universities (IABCU) voted June 1 at their meeting at California Baptist University in Riverside, to approve a proposal to form a commission to study the purpose and future of the Association.

IABCU Board member Paul Corts, retired president of the Coalition of Christian Colleges and Universities (CCCCU), presented the proposal.

Corts said, "The current leadership has expressed that they will be retiring in the next several years and this presents an appropriate time to undertake a study of the association and its future prior to developing a succession."

Major Questions to be Addressed by the Commission include:

**1. Identify the purpose(s) of the association based upon the membership's views**, minimizing duplication of purpose with the purposes of other associations that serve higher education in general or Christian higher education in particular.

**2. Identify the functions the membership believes are essential for the association to provide in the future**, minimizing duplication of functions of other associations that serve higher education in general or Christian higher education in particular.

**3. Identify the annual investment the membership is willing to pay** to have the identified essential functions provided.

**4. Identify the staffing and related costs** required to provide the identified essential functions.

**5. Identify how the projected needed staffing and financial resources can be aligned with the anticipated revenue** from membership dues and other projected revenue resources.

Members of the Commission on the Future of the IABCU include:

David Olive, Board chair and president of Bluefield College; Ronald L. Ellis, president of California Baptist University; Lanny Hall, president of Hardin-Simmons University; Dub Oliver, president of East

Texas Baptist University; Pat Taylor, president of Southwest Baptist University; Evans Whitaker, president of Anderson University; and David Whitlock, president of Oklahoma Baptist University.

Resource persons relating to the Commission include: Bob Agee, former IABCU executive director; Frank Bonner, immediate past board chair and president of Gardner-Webb University; Paul Corts, Corts Consulting; Mike Arrington, executive director, IABCU; and Tim Fields, associate director, IABCU.

The Commission will begin its work immediately and should complete its study and make its recommendation to the board and IABCU membership no later than the June 1-3, 2014 annual meeting of the association in Charleston, South Carolina.

Major steps for the work of the Commission include:

## **1. Step One**

Work with the existing mission of the Association, and identify the programs, activities, events, and services currently being provided to the membership. Place these on a calendar so that the ebb and flow of the workload can be observed.

## **2. Step Two**

Survey the leadership of member institutions to assess their rating of the importance of the current programs, activities, events, and services for their institution, including assessing their opinion as to the reasonable value received for the dues paid.

## **3. Step Three**

Survey the leadership of member institutions to solicit suggestions of programs, activities, events, and services they would like to have considered for inclusion in their membership.

## **4. Step Four**

In conjunction with the SACS meeting in Atlanta on December 7-10, 2013, hold an open forum discussion on the future of the association to receive input from representatives of the member institutions. Following the forum, hold a Commission meeting to discuss the results of the materials collected in Steps 1-3 and to discuss the input from the open forum; begin identifying the essential programs, activi-

ties, events, and services that should characterize the association going forward; begin discussion on appropriate staff (in terms of number, skill set, etc. including consideration of potential use of outsourcing) needed to operate the association's essential programs, activities, events, and services.

## **5. Step Five**

Hold a Commission meeting by video conferencing technology to continue the work of the December meeting. In advance of the Commission meeting, Encourage Commission members to think about what they have seen, heard, and learned so far in the process and invite members to submit comments about what they would like to see in the final report. With this information and working from the outline prepared at the December meeting, begin crafting a first rough draft of the final report.

## **6. Step Six**

Hold another Commission meeting by video conferencing technology to continue the work on the draft of the final report. This meeting would be considering the continuing discussion on the online forum (or other process) and would produce a second more polished draft of the final report. At this meeting the Commission should also review the governance structure and organization of the association to consider whether the current structure is appropriate for the association going forward, in light of the findings of the Commission study and its recommendations. This would include things like a review of the bylaws and official documents, any proposed changes in mission statement, etc.

## **7. Step Seven**

Once the draft report from Step Six has been distributed, allow several weeks for Commission members to study the report and mull over any possible suggestions for changes, additions, or deletions. Before the end of April, hold a final Commission meeting to ensure consensus on the report and agree that the report is ready to be submitted to the IABCU board and to the full membership. ■