

“Strengthening Christian Higher Education in an Era of Global Transformation”

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Theme

In 2006 IAPCHE's 7th International Conference, held in Granada, Nicaragua, explored the rapidly changing global context of Christian higher education and its implications for curriculum, pedagogy and administration. Since then, the world has witnessed ongoing seismic shifts in higher education.

IAPCHE's 8th International Conference, to be held at Baekseok University in Korea from May 31 to June 3, 2016, will explore how Christian higher education (CHE) can address the challenges and opportunities of shifting global realities with integrity and conviction.

The editors of *Christian Higher Education: A Global Reconnaissance* (Eerdmans, 2014)

identify several crucial global trends in higher education:

- **Massification:** "The world is going to university," proclaimed a special report in the Economist (March 2015). Mass education has taken off all over the world. In many nations demand for university and college education is growing much faster than governments' ability to provide it. In Sub-Saharan Africa, where mass education lags behind other regions, Christian higher education is developing faster than anywhere else. Meanwhile, in some 'developed' regions (traditional areas of strength for CHE) college/university populations are declining.
- **Technological Revolution:** The past decade has witnessed an accelerating profusion of new information technology tools and techniques influencing access, demand, and practice in higher education. The internet and social media provide fertile ground for experiments in achieving a global reach in information exchange and learning. This globalization brings new challenges with expanded access to differing values, beliefs, or worldviews. Technological innovation also carries inherent assumptions about what constitutes good education.
- **Instrumentalization:** All over the world higher education is under increasing pressure to focus less on the holistic formation of persons and to concentrate more narrowly on preparation for jobs that contribute to national economies. Institutions of CHE, too, are increasingly concentrating on the professional and skills development programs, often at the cost of programs in the humanities.
- **Secularization:** As national governments encounter both religious diversity and burgeoning demand for higher education, often their strategy is to insist on 'secular' standards for program and institutional accreditation.



Serving Christian Higher Education Around the World Since 1975.

IAPCHE INTERNATIONAL CONFERENCE CONT'D

The conference will explore how CHE can and should respond to these global forces while remaining faithful to our shared commitment of practicing citizenship in the kingdom of God. More and more students are studying across national boundaries, faculty members are collaborating with international colleagues, and institutions are scrambling to provide a curriculum aligned with the changing global educational trends. How might Christian institutions remain faithful to their mission within a context of student demand for an education that guarantees them employment upon graduation? How have administrators and educators responded to these changes?

Join us in this exciting conference as we share experiences, research outcomes, and current thinking on Christian higher education in this global context.

Subthemes



The following sub-themes will help shape the thinking and discussions around the larger theme:

1. Pedagogy

We invite presentations that broadly address the art and science of teaching. Our calling as Christians is to ensure continued effectiveness of instruction and relevant deep learning for our students. How do we foster student learning in and outside the classroom in the contemporary context? How has the presence of international students in our classrooms and on our campuses shaped the way we teach? How has the technological revolution shaped pedagogy, for good or

for ill? How do we balance traditional and innovative modes of teaching? How has research on how people learn shaped our teaching? What are our experiences in bringing Christian faith into all aspects of teaching, learning, and service?

2. Curriculum

Here the focus is on the subject matter of education. How do global changes shape what we teach? How do we balance the goal of transmitting knowledge with the goal of the personal/spiritual/vocational development of students? How do we balance interdisciplinarity and broad curricular themes with the need for disciplinary depth? What role does our Christian identity play in determining learning goals? What content ought to be in all our courses and how do we ensure effective implementation and desired outcomes.

3. Administration/Leadership

Higher education administrative leaders deal with everything from enrollment to budgets, physical plant to fundraising, and student life to accreditation. What are the qualities of excellence in administrative leadership? What challenges do current trends in higher education bring for Christian administrative leaders? How have government regulations and competition from public/private institutions shaped the administrative aspects of Christian institutions? What relationships have emerged between your institution and your local and regional communities.

4. Research

Under this sub-theme we invite presentations on aspects of research in Christian higher education that address the new global realities and resulting trends and forces in contemporary higher education.



Format of Presentations

Paper sessions will typically consist of two presentations in a 90 minute session. The session will be divided equally between the presenters.

Round Table will provide an opportunity for up to three or four presenters to speak in a more open and conversational setting with conference attendees. Submissions for these 90 minute sessions should include the name, department, affiliation, and email address of each panelist in addition to a description of the presentation and the title page.

Poster sessions will last 90 minutes and consist of a large number of presenters. Poster sessions allow attendees to speak with the presenters on a one-to-one basis. The following supplies will be provided for poster sessions: Easel, Tri-fold display board, Markers, Push pins, Table, Chairs.

How to submit your proposal:

1. **Create a detailed title page** for your submission which includes:

- a. Title of the submission
- b. Topic area of the submission (choose from subthemes)
- c. Presentation Format (choose from formats)
- d. A 2-3 sentence description of your presentation which should not exceed 75 words in total. These will be used in the conference program.
- e. Author(s): For EACH author, list the following:
 - Full Name
 - University/Company/Organization and location
 - Email Address

2. **Email** your abstract and/or paper, along with the title page described above, to iapche@calvin.edu. Receipt of submissions will be acknowledged via email within 48 hours. Note that abstracts should not exceed **250 words**. There is a limit of ONE contributed submission per lead author. **Deadline to submit abstracts/papers is**

January 18, 2016.

Conference Costs

Accommodation, Food, Airport Transfer

Baekseok University has graciously offered to cover the cost of accommodation, food, and airport transfers for the first 200 participants at the conference. Priority for the first 200 registrants will be given to active IAPCHE members (individuals and those from institutional members).

Registration

A registration fee of US\$100, payable to IAPCHE, is required from the first 200 registrants to cover administrative costs, plenary speakers, and travel assistance for some attendees. All other participants will pay **US\$450** as registration fees which will cover airport transfers, accommodation and food for the duration of the conference.

Registration can be done via iapche.org and will open on December 1, 2015.



Is your IAPCHE membership up to date?

To qualify for Baeksoek University's amazing offer, your membership dues (US\$35/year) must be paid up date.

Wondering about the status of your membership?

People who have not who have not paid membership dues since 2012 are no longer receiving regular dues reminders. But there is still time to renew! If you are unsure if your membership dues are paid to date, you may email Laura Van Engen at iapche@calvin.edu for your dues history.

How do I become a member/renew my membership?

To pay membership dues, visit this site:

<https://iapche.wufoo.com/forms/iapche-member-dues/> or log into your account on iapche.org and select "pay dues." If you have not yet logged into your account on iapche.org or have any questions, email Laura at iapche@calvin.edu.

Contact • September 2015

EDITORIAL

Accents of IAPCHE



Harry Fernhout, *Interim Executive Director*

As a young boy I grew up in a community of Dutch immigrants of Reformed persuasion who were trying to make their way in their adopted homeland, Canada. I was surrounded by adults who spoke English with an accent so thick that

at times what they were saying was decipherable in neither Dutch nor English! As a result of this childhood experience I developed a keen ear for a Dutch accent. It's hard to describe that accent; you just have to *hear* it. More than 50 years later my ears still perk up whenever I hear those familiar tones.

Perhaps my childhood experience helps explain my deep appreciation for Cornelius Plantinga's suggestion (in *Engaging God's World: A Christian Vision of Faith, Learning and Living*) that Christian institutions of higher learning also have accents; they speak the language of higher education with a pattern of emphasis characteristic of their particular tradition and culture. The pattern of his own Reformed accent, Plantinga suggests, includes "an emphasis on the immensity of creation, fall and redemption." (p. xv) All has been created good (including cultural development that accords with God's design), all has been corrupted by evil, all must be redeemed by Jesus Christ, and all of life sacred unto the Lord. The apostle Paul's "all things" hymn in Colossians 1:16-20 is an all-time favorite among Christians who speak 'higher education' with this accent.

This understanding of accents in higher education was extremely helpful while I served as president of The King's University in Edmonton, Canada. While a major shaping influence came from Reformed Christians, from the beginning The King's identified itself as an interdenominational institution, welcoming students and faculty from many backgrounds and traditions. This meant that The King's needed to develop sensitivity to, and appreciation of, the accents (patterns of emphasis) which people from a variety of traditions brought to the shared project of higher education that embodies Christian commitment with integrity – a difficult challenge, to be sure. A faculty member of Mennonite background enriched the community with an emphasis on

social justice and peacemaking. Others brought their tradition's emphases on personal integrity and character formation. Occasionally a faculty member's accent led to 'speaking in tongues' – the Ukrainian Catholic choral director taught the choir to sing in Church Slavonic, and blessed the whole community with the spiritual depth of that tradition. I learned to describe The King's as a Pentecost kind of place, where one could hear the gospel message for higher education in the accents and tones of many backgrounds and traditions. No doubt my own Reformed higher education accent was modified and enriched by this experience.

It strikes me that IAPCHE is, similarly, a Pentecost kind of organization. When it was founded forty years ago IAPCHE spoke with a Reformed accent so strong that others might have felt unwelcome. By God's grace that is no longer the case. In the past few decades we have witnessed a movement of the Spirit in Christian higher education; today Christians from a wide variety of cultures, traditions and nationalities share the passion of Reformed Christians for higher education that, deep down, recognizes Jesus Christ as the Lord of learning. IAPCHE has learned that Christian higher education is ultimately not a matter of subscribing to a particular tradition or philosophy. It is, at bottom, about an animating spirit; it is about a transformation of hearts and minds that enable people to discern God's purposes for higher education in their particular cultural context. Transformed hearts and minds will tell the good news for higher education in accents and tones that fit those contexts.

My limited experience in four of IAPCHE's global regions (I'm still waiting for a chance to visit Africa!) has shown that the IAPCHE community is very diverse, with widely differing challenges and opportunities, differing resources, levels of cultural acceptance, institutional strengths, etc. Yet we are united in our shared commitment to see Christ preeminent in all things (pardon my Reformed accent!), and this animating spirit will carry our organization forward in paths of service.

It is a privilege for me to serve this multi-accented organization as interim Executive Director. Hopefully my tenure in this role will be very brief; my hope and prayer (which I ask you to share) is that God will soon lead us to our next executive leader. I believe that God has great things in store for IAPCHE as the Spirit continues to stir things up in our world,

calling us to witness to the Good News in the accents with which God has entrusted us. It's hard to describe those accents; you just have to *hear* them. May God gives us all keen ears to pick up the accents of our global fellow followers of Christ.

Introducing New Member of IAPCHE: John Witherspoon College

GRAND RAPIDS, MICHIGAN, USA--IAPCHE is pleased to announce a new institutional member in our community, John Witherspoon College of Rapid City, South Dakota. This month, John Witherspoon College (JWC) will begin its fourth year as a non-denominational liberal-arts "classics-based" Christian College in the Black Hills of South Dakota, USA (20 miles from Mount Rushmore). The College currently has over 50 students enrolled and received "Candidacy Status" with its accrediting agency (TRACS) in Spring of 2015.



Jamin Hübner (*pictured below*), founding chair of Christian Studies, the Director of Institutional Effectiveness, and JWC's liaison to IAPCHE, shares his enthusiasm in the college's success thus far. He said that despite incredible challenges in starting the college, "the institution already appears to have an excellent local reputation, and with strong leadership and faculty, continues to grow." All of JWC's full-time faculty have their doctorates, and are active, publishing scholars in their respective fields. JWC was proud to host author of *The Case for Christ*, Lee Strobel, as a speaker at its annual ScholarShare Banquet in May 2015.



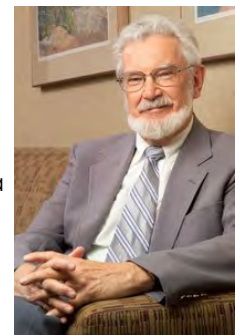
Please join us in welcoming JWC to our community! You may email Jamin Hübner at jhubner@johnwitherspooncollege.org.

Other New IAPCHE Members

- **Vision Bible College**, Saroti, Uganda
- **Christina Hwang**, University of Toronto, Ph.D. candidate, Toronto, Ontario, Canada
- **Rhonda Mc Ewen**, Asuza Pacific University, Asuza, California, USA
- **Derek Benthem**, LCC International University, Klaipėda, Lithuania

Edinburg Theological Seminary Appoints New Provost

EDINBURG, TEXAS, USA --Dr. John Van Dyk (*pictured below*), emeritus Dordt College professor and retired Senior Member of Seattle-based Alta Vista Educational Services, has been appointed Provost at Edinburg Theological Seminary (ETS). For the past six years Van Dyk served ETS as a visiting professor of philosophical theology and education, dissertation supervisor, and institutional consultant.



Located in the McAllen, Texas, area of the Lower Rio Grande Valley on the Mexican border, ETS is a dynamic, growing, primarily Latino-serving institution. Courses are offered in both English and Spanish. Currently some 40 students are enrolled in Master's and doctoral programs. Many of the students come from Mexico, some from as far away as Merida in Yucatan. A number of U.S. students attend as well.

The Seminary's overall perspective is grounded in the Reformational Kuyperian and Neo-Kuyperian traditions. Consequently the curriculum and programs are designed not only to prepare for ecclesiastical vocations, but also to enable students in various other professions to identify, analyze, and challenge the distorting "spirits of the age" -- in short, to serve as redemptive agents of the Lord wherever they find themselves in God's Kingdom.

Though small in size, ETS is keenly interested in establishing and promoting international networking. The Seminary is a member of AMECES (an association of institutions of Christian higher education in Mexico) as well as of IAPCHE. For more information, visit the ETS website (<http://www.edinburgseminary.org/>) or contact Dr. Van Dyk (drjohnvandyk@gmail.com).

AFRICA REGION

Uganda Christian University Hosts Association of Christian Schools International East Africa Summit

MUKONO, UGANDA--From August 9th – 12th, 2015 Uganda Christian University hosted the Association of Christian Schools International (ACSI) East African Summit. ACSI is an association which seeks to "advance excellence in Christian schools by enhancing the professional and personal development of Christian educators and providing support functions for Christian schools." ACSI and CPCHEA enjoy close relationship because of their aligned missions and because the ACSI African Director, Dr. Samson Makhaddo, was CPCHEA's founder member and Governing Council Member.

The theme of the conference was: *Christian Education in the Era of Bureaucracy*. Stakeholders gathered to develop a strategy for effectively engaging with the growing demands of governmental oversight and compliance while staying true to the holistic commitment of Christian education. Over 150 delegates from 17 countries on 3 continents gathered at the event. Delegates from South Sudan, Burundi, Kenya, Rwanda, Tanzania, and Nigeria delivered national reports. Other countries represented at the Summit included Burkina Faso, Australia, Ethiopia, New Zealand,



Canada, Zambia, South Africa, the Democratic Republic of the Congo, and the United States.

The Commissioner General of the Uganda Roads Authority, Mrs. Allen Kagina (*pictured with quote*) launched the Summit by reading remarks by the First Lady of Uganda, Janet Museveni. The First Lady's remarks emphasised the importance of Christian education in East Africa. She declared:

"In the field of education, as in all other areas of life, the Christian should be guided by the Word of God. Therefore, young people



should be exposed to the teaching of the Christian faith so as to develop a firm foundation upon which all other knowledge should be built. The Word of God enjoins us, in Proverbs 22:6 to 'train up a child in the way he should go, and when he is old he will not depart from it.' In my view, this tenet, which encourages character formation, should be non-nego-

tiable in a Christian educational institution; it is the basic building block in ensuring that a young person will receive a holistic education including spiritual training. If we do not insist on developing spiritually vibrant individuals, then we risk producing brilliant but amoral rascals, or monsters without a conscience. The educator should be the custodian of society's conscience."

CPCHEA Director Isaac Mutua presented a paper on the sub-theme: *Educational Bureaucracy: Friend or Foe?* Isaac challenged the audience to interrogate the concept of free schools in the free society and the justification for educational bureaucracy.

The climax of the summit was the formal establishment of the ACSI East African office.

--Article written by Isaac Mutua (CPCHEA) with additional information provided by Brian Dennison (Uganda Christian University)

Christian Studies Program Launched at the University of the Gambia

SERE KUNDA, GAMBIA--A degree program in Christian Studies, launched at the University of the Gambia this year, attracted more than 40 applicants. Five years ago Dr.

Adrian and Dr. Wendy Helleman, IAPCHE members serving with Christian Studies International (now Global Scholars Canada), were asked to implement such a program, to balance the University's Islamic Studies program. Religious studies

is a requirement for all students at the University. Several years ago the University's Senate approved the curriculum and by 2012 the Christian Studies program was listed in the University Calendar. Yet the Hellemans and others were advised not to proceed without approval of the Gambia Christian Council of bishops. The Council withheld approval, citing concerns over the hiring of faculty.

This year Dr. Pierre Gomez, Acting Dean of the Faculty of Arts and Sciences, decided that it was "now or never" to launch the program. The Hellemans, meanwhile, had left



AFRICA REGION

Africa for semi-retirement in Canada. When Dr Layne Turner, a Fellow with Global Scholars (USA; *pictured below*), indicated an interest in heading up this initiative, the

Hellemans accompanied him to the Gambia in April 2015 to introduce him to University officials and the bishops. While the University and church community leaders responded with enthusiasm, some bishops remained hesitant.



Nevertheless, the program's backers decided to push ahead, and the University advertised it. Student interest was overwhelming, with application materials snatched up in short order. Layne Turner has now begun teaching the first two courses in the program. For some years the Christian Volunteer Movement (CVM), a Canadian mission focused on the Gambia, has been involved in a diploma program at the Gambia Theological Institute, in collaboration with Wycliffe College (University of Toronto). CVM helped develop the curriculum for the new University degree program and raised money in Canada for 10 substantial student scholarships. With over 40 applicants, CVM is now seeking to raise additional funds for worthy recipients who otherwise cannot afford to enroll in the program. This new Christian Studies program represents a significant Christian witness in a university and a country which is formally 90 percent Muslim.

--Article written and shared by Adrian and Wendy Helleman

IAPCHE Board Member Appointed Principal at Bishop Barham University College

KABALE, UGANDA-- IAPCHE Board Member, Medard Ruyendo (*pictured below*), has been appointed the Principal of Bishop Barham University College (BBUC) at Kabale, a city in southwestern Uganda. BBUC is a constituent college of Uganda Christian University and has been offering



interdenominational Christian education and training for church and civic leaders since 1924. Since its founding, BBUC has increased its offerings from certificate to diploma, bachelors, and postgraduate degree programs.

Previous to his appointment to Principal of BBUC, Rev. Dr. Ruyendo served five years at Uganda Christian University's main campus as Dean of the

Faculty of Education and Arts and as chairperson of the Institute of Faith, Learning and Service (IFLS). IAPCHE congratulates Rev. Dr. Ruyendo, and prays that God will bless him in his new position.

Calvin College Professor Participates in Mexico City Worship Symposium and TEA Conference in Uganda

GRAND RAPIDS, MICHIGAN, USA--In August 2015, the Calvin Institute of Christian Worship sponsored Calvin Education Professor Robert Keeley (*pictured bottom right*) to present at a Worship Symposium in Mexico City and the Theological Education in Africa (TEA) Conference in Uganda.

The Worship Symposium was themed, "Liturgy and Children: Early and Middle Childhood & Adolescence," and featured a plenary by Dr. Anna Grellert, M.D., Pediatrician and Regional Advisor for Development at World Vision Latin American & the Caribbean.



The TEA Conference was themed, "Church, Worship, & Theological Education in Africa" and was held at Africa Bible University in Kampala, Uganda. Christian Reformed World Missions (CRWM) hosted the conference in association with several other organiza-

tions, including IAPCHE's regional branch in Africa, the Center for Promotion of Christian Higher Education in Africa (CPCHEA). The TEA Conference chair was Dr. Mwaya Wa Kitavi, the director of Africa Ministries for the CRWM Eastern and Southern Africa regions. Plenary speakers at the conference included: Professor Flip Buys, ordained minister of the word in the Reformed Church in South Africa and founder of Mukhanyo Bible College, also in South Africa; Canon Dr. John Senyonyi, Vice Chancellor of Uganda Christian University; and Ron Man, Director of Worship Resources International.

About these conferences, Dr. Keeley wrote, "Both experiences were wonderful times for me to share what I have learned about worshiping with children while at the same time I had my view of the world, of worship styles and of the breadth of the family of God broadened. I am deeply grateful for all I learned and for what I was able to share."



Contact • September 2015

ASIA-OCEANIA REGION

Successful Student Leadership Program in Bangaluru, India Serves as Model for Other Regions

BANGALURU, INDIA--A week long Student Leadership Program (SLP) was organized jointly by IAPCHE Asia

Oceania Region and the Student Christian Movement of India from (SCMI) July 13-18, 2015 at SCM Center, Bangaluru, India. The theme of the SLP was

Let us Rise up and

Build. The planning and leading responsibilities were shared by Dr. J. Dinakaral, Director, IAPCHE, Asia Oceania Region and Dr. AJ Anandan and Mr. Inbaraj Jeyakumar (pictured above) of SCMI. SCMI took care of all local arrangements and offered stay and conference facilities free of cost.



The program was well-attended, drawing 40 participants, 17 representing IAPCHE and 23 representing SCMI. All participants were College/University students, and five of the par-



ticipants were from four neighboring countries- Nepal, Bangladesh, Myanmar and Sri Lanka.

The conference was inaugurated by Bishop The Rt. Rev. Prasannakumar Samuel, Bishop of Karnataka Central Diocese of the Church of South India. The following speakers participated: Dr. J. Dinakaral (Topic: Christian Leadership), Dr. Aruna Gnanadason (Keynote: *Building a New Leadership for the Church & Society*), Mrs Brinda Adige (Topic: *A New Leadership to Counter Human Rights Violations*) Mr. Arun Gladwin (Topic: *Soft Skills for Leadership, Leadership Games*), Mrs. Geeta Menaon (Topic: *Leadership for Gender Justice*), Dr. A.J.Anandan (Topic: *Leadership for Social Transformation*).

The Most Rev. Dr. J.W. Gladstone, Former Moderator of Church of South India (pictured left) conducted two challenging Bible Studies on leadership, one based on the Old Testament and



the second one based on Jesus. The participants were given the opportunity to study the problems of women at the grass-roots level. They were given ample time to discuss various issues related to Christian leadership and were encouraged based on Old Testament and the aged to share their experience as members of the Church and as students.

During discussions participants freely shared their ideas on how their personal, social, Church and campus life should be firmly grounded on faith. They reiterated the need to have our campuses reflecting the love of Christ. The participants realized the need to translate our faith into action in multi-cultural, multi-religious contexts. Participants were encouraged to formulate plans to take back and implement in their Church, society and campus.



On the second day the participants learned about Islam by experiencing an Ifthar (a religious observance of Ramadan). They exchanged views with Islamic leaders learned the importance and inevitability of Dialogue. The fifth day was set apart for sightseeing when a conducted tour was organized to Mysore.

Evaluations done by the students revealed that they found the program was spiritually enriching and deepened their personal faith; was intellectually awakening as they recognized their own responsibility to society, Church, and campus; and was socially stimulating as they interacted with students from diverse cultural and national backgrounds. Finally, they expressed that they hoped that similar Student Leadership Programs would be carried out in other areas of the world by IAPCHE and SCMI.

--Report provided by J. Dinakaral, Director, IAPCHE, Asia-Oceania Region

LATIN AMERICA REGION

The National Evangelical University (UNEVEN) and The Centre for Information and Community Outreach (CIPROC) Sign Cooperation Agreement

SANTO DOMINGO, DOMINICAN REPUBLIC--In August, the National Evangelical University (UNEVEN) and the Centre for Information and Community Outreach (CIPROC) signed a cooperation agreement aimed at creating a social and economic environment that contributes to strengthening spaces of transformation, progress, public safety, peace and tranquility, basic elements of civilized coexistence and well-being of families.

The agreement was signed by the rector of UNEVEN, lawyer Salustiano Mojica Rijo, and the lawyer Alberto Cruz, president of CIPROC, an organization whose mission is to identify the needs in underserved communities and developing strategic partnership programs with social and community organizations (both pictured).



The agreement between the UNEVEN and CIPROC also seeks a permanent approach to respond to the needs of the poorest communities through the Department of Extension, ultimately contributing to development in education, health and environment.

--Article provided by Fernando Bullón

IAPCHE Member Runs Biblical Archaeology Seminar in Sao Paulo

SAO PAULO, BRAZIL --On August 1, 2015, Sidney Leite, PhD candidate in International Education (Northcentral University) and Lead Faculty and Campus Faculty Assessment Liaison for the University of Phoenix in the state of Oklahoma, taught a four-hour seminar on Biblical Archaeology in Brazil with 239 attendees from various religious and non-religious backgrounds. The seminar was organized by Centro de Estudos Teológicos (Center for

Theological Studies) in São Paulo, and served as an introduction to Archaeology as a discipline and to Biblical Archaeology as a tool for better understanding the Bible



and its context. The focus of the seminar was on the latest (last 10 years) relevant archaeological discoveries.

UPOLI Rector Lydia Ruth Zamora Receives Honor Medal of Merit from Army Medical Corps

MANAGUA, NICARAGUA--During the 36th anniversary celebration of the Army Medical Corps in August, the President of the Republic, Commander Daniel Ortega Saavedra and the Chief of the Army, General Julio César Avilés awarded the Honor Medal of Merit First Class to Dr. Lydia Ruth Zamora, Rector of the Universidad Politécnica de



Nicaragua (UPOLI). She received this award in recognition of her contribution to the education and training of nurses through the Nursing School of UPOLI, and also because she was the first Nicaraguan nurse to obtain a degree as a Doctor of Nursing. IAPCHE congratulates Dr. Zamorra on this honor.

European Regional Conference 2016

Challenging Vocation in Higher Education



QUICK FACTS

Dates: April 12-15, 2015

Location: The Beukenhof, Biezenmortel, the Netherlands
(pictured on right side of page)

Host Institutions: Christelijke Hogeschool Ede, Driestar Educatief, Protestant Theological University; VIAA Zwolle

Deadline to Submit Proposals: November 1, 2015

Contact: Use iapche2016.org/contact

THEME

The conference focuses on the notion of Christian vocation. While the notion of every believer being uniquely called to serve God in their daily work has gradually disappeared, this seems to have left a spiritual and ethical void in professional practices. In addition, while the identification of divine vocation with work itself has rightly been theologically contested, the notion of vocation is still an apt response to the urgent need for Christians who serve in our complex world to hear the voice of God and act with wisdom and discernment. Given the aim of Christian educators to foster character development, spiritual and moral formation, responsible citizenship and reflective practice, clarifying what is meant by the concept of 'vocation' and how this applies to practice remains an important task for research. This conference will reflect on this task and create a space for sharing good practices from our own institutions.

The previous IAPCHE Europe conference in 2009 (also held in Biezenmortel) explored the similar theme of 'Bridging the gap. Connecting Christian Faith and Professional Practice'. It soon became clear that there was still much that remained unexplored. This time, the conference will centre on the identity of Christian professionals and the formation processes that foster their future vocations. Discussions will

therefore draw upon theologies of work and the distinguishing features of the Christian worker. This will include the relationship between professional practices and the Christian message of love and how such practices are introduced in universities. Economics and politics also have a pronounced impact on work and study and so their effects on how we inspire students to grow in their vocations will also be discussed.

TRACKS

The program will be split into three tracks, each covering a different aspect of the theme described previously:



- **Academic reflection on the concept of vocation.** This track will reflect on theologies of work and profession, on the nature of vocation and on Christian professional identity. This track will have two main foci. The first will draw upon the work of established theologians of the nature of a Christian vocation. The second will take account of the contextual nature of vocation to clarify how societal trends affect professionalism in Christian Higher Education, most notably the tension between control and accountability and the place of professional values.
- **The Development of Christian professionals** within the university and within their professional environment. This track will seek to understand the meaning of identity and character development for Christian professionals. What attitudes and character traits should students and alumni develop? This track will therefore pay attention to psychological processes and how they can be informed by biblical standards.
- **Revitalising vocation-centred education practices in Europe.** This track will look to sketch the ideal environment for the development of Christian professionals. It will provide space to discuss principals for creating a Christian pedagogical environment by presenting well-documented, theoretically underpinned good practices. A further aspect of this track will be to reflect on the conditions necessary for lifelong learning among Christian professionals. What can universities do for professionals? How can educators foster a sense of Christian vocation?

European Regional Conference cont'd

CALL FOR PAPERS & SUBMISSION DETAILS

- For details on the Call for Papers, visit this site: <http://iapche2016.org/call-for-papers-guidelines/>
- Submissions can be sent to the office of the conference IAPCHE-EU2016, info@iapche2016.org, before **November 1, 2015**
- Acceptance messages will be sent by **December 1, 2015**



Liverpool Hope and Chestnut Hill College Take First Steps in New Partnership

LIVERPOOL, UNITED KINGDOM--IAPCHE member, Liverpool Hope University, and Chestnut Hill College in Philadelphia have signed an agreement to explore the ways in which the two institutions can collaborate and support each other's work. Specifically they will explore joint research and teaching projects, exchanging academic information and publications, fostering internationalism through student and staff mobility, and other activities which will advance their mutual goals and mission.

Chestnut Hill College President Dr. Carol Jean Vale and Chancellor & Rector of Liverpool



Hope, Professor Gerald Pillay (both pictured above) signed a memorandum of understanding at Liverpool Hope University's Hope Park Campus in July 2015. About this agreement, Dr. Vale said, "Liverpool Hope will be a place where we can send our students with confidence that the mission that we are trying to inculcate in them will be fostered here as well. Dr. Pillay shared his perspective as well, "The signing of this memorandum is recognition of the com-

mon mission of two Christian foundations committed to making a difference in our societies."

The signing was witnessed by (left to right in photo): Chair of Liverpool Hope University's



Council, Monsignor John Devine, OBE; Chancellor of Liverpool Hope University, Lord Charles Guthrie; Vice Chancellor & Rector of Liverpool Hope University, Professor Gerald Pillay; President of Chestnut Hill College, Dr. Carol Jean Vale, SSJ; and Vice President for Academic Affairs and Dean of Faculty at Chestnut Hill College, Dr. Wolfgang Natter.

LCC International University Will Offer Degree in International Relations and Development

KLAIPĖDA, LITHUANIA--The Centre for Quality Assessment in Higher Education, under the Lithuanian Ministry of Education, has approved LCC's B.A. level program in International Relations and Development. This program aims at training globally minded international relations and development professionals who are broadly informed, socially and culturally sensitive, ethically and civically responsible and engaged.

"It will include the essential element of general International Relations programs but will also focus on the increasing dynamic environment of international, regional, and local



non-government agencies, and the opportunities they represent in the modern global context," says Dr. Kirk Kauffeldt (pictured left), LCC's Academic Vice President. The program will pre-

pare graduates who are able to understand, explain, critically analyze, and evaluate both local and international events, ideas, issues, and interests. Graduates will also be able to evaluate how those topics shape international relations and policies especially those related to the process of development.

Redeemer University College Opens Centre for Christian Scholarship

ANCASTER, ONTARIO, CANADA--The Redeemer Centre for Christian Scholarship has been established to give scholars a place and a vehicle to explore important



REDEEMER
Centre for Christian Scholarship

issues, foster the work of Christian scholarship in Canada, and participate effectively in the public forum. "Now, more than ever, our culture needs strong Christian thinkers to participate in the public forum, to shape and influence it for God's kingdom," said Robert Joustra, the Centre's director. The Centre, supported by a grant from Stronger Together, a collective of Christian granting partners, opened in February 2015. About this project, President of Redeemer University College, Hubert Krygsman said, "The centre is one of several exciting new initiatives Redeemer is investing in, projects that aim to expand Redeemer's impact and provide an informed, Christian voice in the public sphere." For example, the Centre provides awards to professors whose scholarship has notable public impact. These awards are named for Bernard Zylstra (1934-1986), a professor of politics at the Institute for Christian Studies who had significant influence on the development of Christian perspectives and practice of politics.

At the conference, Dr. Toly (pictured below), Assistant Professor of Politics & International Relations and the Director



of the Center for Urban Engagement at Wheaton College, will be named as the winner of the 2015 Emerging Public Intellectual Award. The \$5,000 award is sponsored by the Acton Institute, Cardus, the Center for Public Justice, Stronger Together, and Redeemer University College. "The goal of the Centre is to bring together faculty at Redeemer and

elsewhere and the evangelization of culture," notes Director Joustra. "It will be exciting to see the public impact that the Centre will have in the public sphere."

For more information, visit the Centre's website at www.redeemer.ca/ccs.

Professor from University of Northwestern Participates in International Oxford Program

ST. PAUL, MINNESOTA, USA--Collaborating with 24 other



Christian scholars from the North, Central and South American, and African continents, University of Northwestern Assistant Professor of Philosophy Bradley Sickler, Ph.D. (pictured below), began a new project over the summer: Bridging the Two Cultures of Science and the Humanities

2015-16, hosted by Scholarship & Christianity In Oxford (SCIO), the U.K. subsidiary of the Council for Christian Colleges & Universities (CCCU) and funded by the Templeton Religion Trust. Sickler and other selected scholars spent four weeks this year and will spend four weeks next summer in Oxford for lectures with experts in their field, mentoring with senior scholars and one-to-one Oxford style tutorials and workshops on faith-based Science and Religion issues to bolster their research. They will also explore historical sites in Europe and actively address the 'two cultures' challenge—a cultural divide between literary scholars and scientists. Sickler's research will culminate in a paper for publication in 2016.

The Nagel Institute Launches Program, The Prophets' Chamber

GRAND RAPIDS, MICHIGAN, USA--The Nagel Institute, in partnership with Langham Partnership International, opened

its doors in June to the "Prophets' Chamber," a visiting scholars program that offers the opportunity



for Christian scholars to spend one to four months at Calvin College to continue work on their research.

The program provides the visiting scholar with a furnished apartment near other visiting scholars in theology from Africa, Asia, Latin America and Eastern Europe, as well a stipend for living expenses and an office within the Nagel Institute. Scholars also have access to Hekman Library for one to three months as well as opportunities to engage with other outstanding Christian scholars and ministry leaders for their research and writing.

Current and future guests include: Leonid Mikhovich, Minsk Theological Seminary, Republic of Belarus and William Mbuluku, Bangui Evangelical School of Theology (BEST), Central African Republic (now evacuated to Yaounde, Cameroon).

NORTH AMERICA REGION

Identity, Belonging, and Vocation Concentration Now Offered at the Institute for Christian Studies

TORONTO, ONTARIO, CANADA--The Institute for Christian Studies (ICS) is pleased to introduce a new concentration in the Master of Worldview Studies (MWS) program: Identity, Belonging, and Vocation. This new venture is based on a proposal from Dr. Gideon Strauss, who will take up the position of Associate Professor of Worldview Studies in September 2015. Strauss (pictured right) has been an Adjunct Faculty member at ICS, acting as instructor and an examiner in the Master of Arts.



ICS has created a program primarily delivered online, but also including four one-week residential seminars split between Toronto and New York City. ICS believes this will allow students to benefit from close interactions with instructors and fellow students without requiring them to suspend their careers. About this goal, Strauss said, "...this low residency MWS will explicitly pursue the ICS mission as it enables students to make sense of their lives and find their way in today's world, with attention to the contributions of the Reformation tradition, current scholarship informed by phenomenal and ethnological method, and contemporary faith perspectives."

Publication of Abraham Kuyper Collected Works in Public Theology Will Begin Fall 2015

GRAND RAPIDS, MICHIGAN, USA--Abraham Kuyper (1837-1920) was one of the most extraordinary individuals of his time. Despite many accomplishments, his importance and contribution have not been well understood in North America outside of Reformed theological circles. Yet a resurgence of interest in Kuyper, his life and his writings, is taking hold as Christians search for ways to faithfully engage culture. Yet a resurgence of interest in Kuyper, his life and his writings, is taking hold as Christians search for ways to faithfully engage culture.



In 2011 a group of scholars interested in Kuyper's life and

work met to form an association that has come to be known as the Abraham Kuyper Translation Society. Acton Institute and Kuyper College, along with other Abraham Kuyper scholars, have taken a special interest in facilitating the translation of Abraham Kuyper's writings into English. The shared conviction of the society is that Kuyper's works hold great potential to build intellectual capacity within the church, in North America and Europe, as well as globally, particularly with respect to public theology. It is their hope that translation of his works into English will make his insights accessible to those seeking to grow and revitalize communities in the developed world as well as to those in the global south and east who are facing unique challenges and opportunities.



The Kuyper Translation Society and the Acton Institute have partnered to create the Abraham Kuyper Collected Works in Public Theology. Comprised of 8 essential works spread over 12 volumes, the Collected Works in Public Theology will bring Kuyper's thoughts on a broad range of topics to an entirely new audience. Publication will begin in the fall of 2015 and is projected to be completed within two years.

For more information, visit www.acton.org/kuyper or email Mel Flikkema at melflikkema@gmail.com

--Article provided by Mel Flikkema, Kuyper Translation Society Secretariat

Wilberforce Academy will host Conference for Students on Economic Development

ST. PAUL, MINNESOTA, USA--The Wilberforce Academy announces its October 16-17, 2015 Agents for



Redemptive Change:

International Students Conference on Economic Development in St Paul, Minnesota. Designed to challenge international and American students to develop a Christian perspective on economic development as a tool to promote human flourishing, the weekend conference will feature, along with plenary sessions, student labs on seven topics (including technology transfers, health and food initiatives, student-led entrepreneurial projects, and agri-business). Poverty Cure's Michael Miller heads the list of speakers. Learn more at www.arcconf.org.

Contact • September 2015

Reflection by Dr. John C. VanderStelt,
an IAPCHE Founder

Faith Life and Theology: Orientation, Reform(ulation), Accommodation, and Reorientation

In 1967 I was appointed to promote the Institute for Christian Studies (ICS) in Eastern Canada and the USA. One year later I was asked by Dordt College to teach theology and philosophy. Leaving Toronto, a large metropolis, and a job I loved to move to Sioux Center, a small town, surrounded by cornfields, in Iowa, a large State in Midwest USA, was a major challenge. I had not applied to Dordt, but was asked to come, to teach perhaps for only a few years...



What enabled me to stay at Dordt for thirty-one years were the following: (a) being a member of two departments, viz., philosophy and theology, (b) highly motivated students from Canada and the USA, (c) the privilege of being a guest preacher and speaker, and (d) last, but not least, my surprising thirty-five-year involvement in IAPCHE, which deepened my passion to explore Christ-centered insights in local and global education, including political thinking, and to become more aware of basic and complex issues in our restless, searching, and groaning world.

In 1974, Rev. B. J. Haan, the founder and first president of Dordt, asked me to consider representing the College at the first International Conference of Christian (chiefly Reformed) colleges, seminaries and universities to be held in 1975 at the University of Christian Higher Education in Potchefstroom, South Africa. My initial reaction was negative for three reasons: (i) my heavy teaching load in theology and philosophy, (ii) the need to write my doctoral dissertation for the Free University in Amsterdam on "Philosophy and Scripture: a Study of Old Princeton and Westminster Theology," and (iii) my wish to return to Canada someday.

One week later, Rev. Haan informed me he wanted me to represent Dordt at this first International Educational Conference in Potchefstroom, and that my teaching load at

DC would be adjusted for that year. And so my journey with IAPCHE began.

I am particularly grateful for the support of Dr. John B. Hulst, who after he retired from Dordt as its second president, devoted much time to reflect on IAPCHE's potential in regional and global Christian higher education. In 1998 Dr Hulst began two years of preparation for a "celebrate or terminate" IAPCHE Conference held at Dordt in 2000. This event breathed new life into the organization. From 1980 until his death in 2012 Hulst and his family (especially his wife, Louise) made a huge contribution to the well-being of IAPCHE.

When I eventually retired from Dordt, a stipend from a supporting Foundation of the Vrije Universiteit in Amsterdam, where I studied from 1958-1964, helped me to explore the focus of my "retirement project." If you are interested in the content and scope of my study since 2002, I will email you, upon request, a five-page outline (pdf) of my extensive study. It centers on crucial features in Western thought-patterns of notably the two prominent disciplines of "theology" and "philosophy." It proposes a simpler, biblically more practical and radical, way of thinking and teaching of these two much used, and abused, studies about "God" and "reality" by thinking in terms of "pisteology" (study of human faith life) and a covenant-centered "worldview." I plan to publish my project a year from now.

(Dr.VanderStelt was the recipient of IAPCHE lifetime contribution award at this year's *Internationalizing Christian Higher Education* conference at Calvin College.)

PROGRAM SPOTLIGHT

Program Spotlight: Latin American Studies Program (LASP) San José, Costa Rica

The Latin American Studies Program (LASP), based in San José, Costa Rica is a program of the Council for Christian Colleges and Universities (CCCU) based in Washington, DC. CCCU provides study abroad options around the world to students from its more than 100 partner universities. .

LASP's mission is: "To cultivate a Christ-centered community of critical thinking learner-scholars from multiple disciplines, that seeks to expand global awareness and integrate Kingdom values via experiential learning in the Latin American context, challenging students to respectfully engage our host cultures and strive for academic excellence". LASP aims to prepare students to live a life based on Christian values in a complex and changing world with special first-hand knowledge of and skills related to Latin America.

LASP receives an average of 35 students per semester who complete a four-month curriculum with a strong academic and experiential focus. Program participants live with a Costa Rican family during their stay in the country and with



additional host families while on study trips to countries such as Nicaragua, Panama, Guatemala and Cuba. Course work, field studies and classroom exchanges expose students to the many

realities of Latin America.

Unlike other programs of shorter duration, LASP's immersion process highlights in-depth exposure to aspects related to the socio-political and cultural context in which the students are living. In addition to intensive Spanish language study, LASP's interdisciplinary seminars, involve discussions from the perspective of Latin Americans, including such topics as Colonialism, responses to poverty, environmental crises, USA-Latin America relations, women's issues, regional theologies, the relationship between economics and human rights, sustainable development, and cultural identity issues. LASP offers four distinct study tracks, or "concentrations": Environmental/Biological Studies, International Business, Advanced Language & Literature and the Latin American Studies Concentration.

A primary objective at LASP is the promotion of intercultural communication and competency. Central to this end is providing opportunities for dialogue between the cultures of North and South America. Travel to Costa Rica's Caribbean Coast, as part of LASP's Core Seminar, opens an excellent window into the country's diversity both culturally and environmentally. Yet it is the one month rural community immersion that often proves most impactful in the lives of these students.

In this practicum, while living with a new host family in separate communities, all students engage tasks with organizations or institutions, public or private. Here they can dive into the reality of their host community, and thus have an experience of living with

people with whom they work, in the context of the communities where they are located. This immersion, combined with reflective exercises, assists students in moving



beyond "tourism" and aids in their learning process, where at LASP learning is defined as "changed behavior." Our prayer is that this semester-long process will mean individual transformation that will contribute to preparing servants for God's work in a world in need of renewal.

Three local contributors to the LASP semester who have interacted with a number of LASP groups, had this to say about the goals outlined above and their personal experience with the program:

"Over several decades, LASP has contributed significantly to greater understanding between English-speaking Americans and Spanish-speaking Americans, and their respective faith communities. It has been a pleasure and a very special privilege to be a part of this inspiring project since it began"

— Juan Stam, pastor and theologian, has for 65 years shared his life within Latin America.

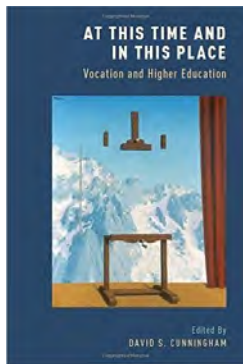
"When people are interested in what another person says, thinks and feels... we begin to knock down one of the most abominable injustices: indifference; this is what, in summary, happens at LASP."

— Elmer Rodríguez Campos, Salvadorian refugee, painter/poet, and survivor of extreme poverty and war.

"It has been a great joy to witness the impact of LASP in the formation of "whole" human beings."

— Rhoderich Sell Antillón, specialist in sustainable agriculture.

--Article written by Anthony Chamberlain, Director of LASP



At This Time and In This Place: Vocation and Higher Education

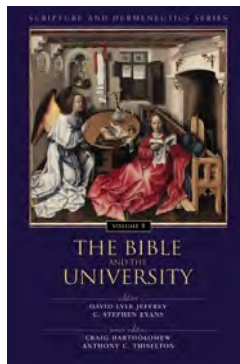
By David S. Cunningham
Oxford University Press, October 2015

Seeking to deepen current scholarly engagement with vocational exploration in both theory and practice, *At This Time and In This Place* champions the themes of calling and vocation as key elements of effective undergraduate education.

ive undergraduate education.

Growing out of a year-long seminar sponsored by the Council of Independent Colleges and its Network for Vocation in Undergraduate Education (NetVUE), this book brings together a nationwide group of scholars from a variety of disciplines in order to produce new scholarly writing on this topic. It offers a historical and theoretical account of vocational reflection and discernment and also suggests how these endeavors can be carried out through specific educational practices. Attending both to the current state of higher education and to broader cultural trends, the contributors examine the contours of vocation from historical, theological, and philosophical perspectives. They consider the relationship between vocation and virtue, both of which encourage the cultivation of habits that lead to a life marked by flourishing and fulfillment—for oneself and for others. The authors also discuss how to engage students in actively reflecting on questions of meaning and purpose through classroom conversations, co-curricular activities, programs for community engagement, and attention to a campus's physical features. *At This Time and In This Place* offers a compelling argument for vocational reflection and discernment in undergraduate education and represents a significant contribution to the emerging scholarly literature in this field.

Note: This project was overseen by Dr. Shirley Roels, who is a member of IAPCHE as well as the CIC Senior Advisor and Director of NetVUE.



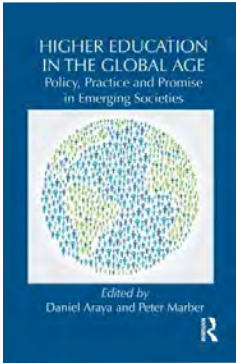
The Bible and the University

By Craig Bartholomew Zondervan
Academic, March 2015

It is well known that the Western university gradually evolved from the monastic stadium via the cathedral schools of the twelfth century to become the remarkably vigorous and interdisciplinary European institutions of higher learning that trans-

formed Christian intellectual culture in the thirteenth and fourteenth centuries. It is equally well known that subsequent disciplinary developments in higher education, including the founding and flourishing of many of the most prestigious of North American universities, owe equally to the Protestant and perhaps particularly Calvinist influence. But that the secularized modern university that descended from these developments is now in something of an identity crisis is becoming widely – and often awkwardly – apparent. The reason most often given for the crisis is our general failure to produce a morally or spiritually persuasive substitute for the authority that

undergirded the intellectual culture of our predecessors. This is frequently also a reason for the discomfort many experience in trying to address the problem, for it requires an acknowledgement, at least, that the secularization hypothesis has proven inadequate as a basis for the sustaining of coherence and general intelligibility in the university curriculum. Nowhere is this more apparent than in the disciplines of biblical studies and theology, which once were the anchor or common point of reference for theological thought, but which are now both marginalized in the curriculum and internally divided as to meaning and purpose, even where the Church itself is concerned. In this final volume of the Scripture and Hermeneutic Series, a group of distinguished scholars have sought to understand the role of the Bible in relation to the disciplines in a fresh way. Offered in a spirit of humility and experimentally, the essays here consider the historic role of the Bible in the university, the status of theological reflection regarding Scripture among the disciplines today, the special role of Scripture in the development of law, the humanities and social sciences, and finally, the way the Bible speaks to issues of academic freedom, intellectual tolerance, and religious liberty. Contributors Include: Dallas Willard William Abraham Al Wolters Scott Hahn Glenn Olsen Robert C. Roberts Byron Johnson Robert Cochran, Jr. David I. Smith John Sullivan Robert Lundin C. Stephen Evans David Lyle Jeffrey



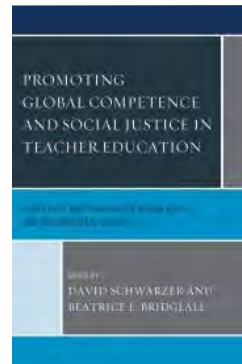
Higher Education in the Global Age: Policy, Practice, and Promise in Emerging Societies

By Daniel Araya & Peter Marber
Routledge, September 2015

Discussions on globalization now routinely focus on the economic impact of developing countries in Asia, Africa, the Middle East, the former Soviet Union and Latin America.

Only twenty-five years ago, many developing countries were largely closed societies. Today, the growing power of "emerging markets" is reordering the geopolitical landscape. On a purchasing power parity basis, emerging economies now constitute half of the world's economic activity. Financial markets too are seeing growing integration: Asia now accounts for 1/3 of world stock markets, more than double that of just 15 years ago. Given current trajectories, most economists predict that China and India alone will account for half of global output by 2050 (almost a complete return to their positions prior to the Industrial Revolution). How is higher education shaping and being shaped by these massive tectonic shifts? As education rises as a geopolitical priority, it has converged with discussions on economic policy and a global labor market. As part of the Routledge *Studies in Emerging Societies* series, this edited collection focuses on the globalization of higher education, particularly the increasing symbiosis between advanced and developing countries. Bringing together senior scholars, journalists, and practitioners from around the world, this collection explores the relatively new and changing higher education landscape.

study. With the help of many, God's plan for education in Ganta, Liberia, is coming to fruition. Follow the journey as one and then another building takes shape. Rejoice as approval comes for associate degrees in all four areas. Continue through the challenges of a growing college and the victories as students reap the benefits of their education. Walk with the staff through a valley called Ebola and learn how God is leading them on the road to becoming a four-year college.

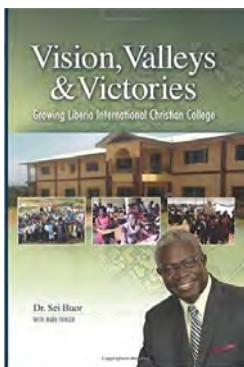


Promoting Global Competence and Social Justice in Teacher Education

By David Schwarzer and Beatrice L. Bridglall
Rowman & Littlefield Publishers, March 2015

Promoting Global Competence and Social Justice in Teacher Education reconceptualizes the purpose of

education to include the attainment of global or cosmopolitan perspectives. This goal has important implications for how we not only educate today's students, but also how we prepare teachers to teach in a diverse and complex world in which habits of perspective, inquiry, imagination, empathy, communication, commitment, humility, integrity, and judgment increasingly resonate in importance. This book advocates for preparing teacher candidates to acquire a nuanced, global perspective of their subject areas and be prepared to handle the demands of educating students for our changing global context. To this end, *Promoting Global Competence and Social Justice in Teacher Education* encourages the development of pedagogical strategies that will enable students to consider multiple perspectives and cultivate respect for diverse peoples and cultures.

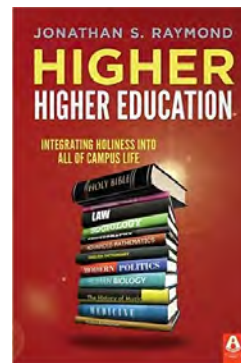


Vision, Valleys, and Victories: Growing Liberia International Christian College

By Dr. Sei Buor with Mark Oehler
Self-Published, June 2015

In Dr. Buor's second book, *Vision, Valleys & Victories: Growing Liberian International Christian College*, learn how God provided the vision, the ways the means that led to the

establishment of the United Liberia Inland Associates and Friends (ULICAF) and Liberia International Christian College. With faith and determination, Dr. Sei and Mrs. Yah Buor have overcome many obstacles, and have provided the leadership necessary to purchase 20 acres of land for the campus, construct several campus buildings, and develop curricula for Associate Degree programs in four areas of

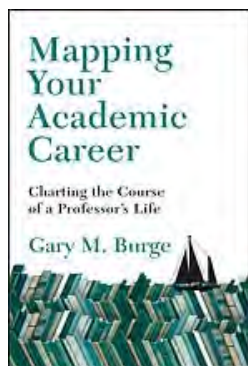


Higher Higher Education: Integrating Holiness into all of Campus Life

By Jonathan S. Raymond
Aldersgate Press, July 2015

Is there a pinnacle of higher education not yet reached, and what does it look like? Christian higher education has been through three cycles of ascendancy and decline. We now are in a fourth cycle that calls us to a fuller understanding of

the holiness of God in shaping a higher vision. Those involved in higher education who are leaning forward will see beyond intellectual development and job preparation. You are invited to the integrative vision of Higher, higher education.



Mapping Your Academic Career: Charting the Course of a Professor's Life

By Gary M. Burge
IVP Academic, July 2015

You're finishing your first year of teaching. It's been exciting and gratifying, but there've been some wobbly episodes too. How will you

carve out a space to flourish? You're feeling secure in mid-career, with some accomplishments to be proud of. But what should success really look like? You're nearing the end of your career, and sometimes apprehensive about the blank slate of retirement. What might it look like to finish well? In *Mapping Your Academic Career* Gary Burge speaks from decades of teaching, writing and mentoring. Along the way he has experienced and observed the challenges and tensions, the successes and failures of the academic pilgrimage. Now, with discerning wisdom and apt examples, he hosts the conversation he wishes he'd had when he started out as a college professor, identifying three cohorts or stages in the academic career and exploring the challenges, pitfalls and triumphs of each. Wherever you are in your teaching life, this is a book that will reward reading, reflection and discussion.

higher education in India and how this has impacted upon gender equality – especially for women – and argues that we need to review the entire structure of education and focus on the realization of people's potentials through their literacy, educational achievements, skill sets and performance in the labour markets as well as larger contributions to human development and societal progress. The analysis reveals key areas of reform and action that should be taken by policy-makers and educational institutions to promote further development and equality.



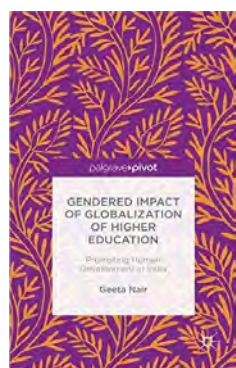
Leading for Change: Race, intimacy and leadership on divided university campuses

By Jonathan Jansen
Routledge, September 2015

This book offers new theoretical ground for thinking about, and transforming, leadership and higher education worldwide. Through an examination of the construct of intimacy and 'nearness', including emotional, spiritual, psychic, intellectual, and physical closeness, Jonathan Jansen demonstrates its power to influence positive leadership in young people. He argues that sensory leadership, which includes but extends beyond the power of touch, represents a fresh and effective approach to progressive transformation of long divided institutions.

Considering richly textured narratives, chapters explore complex intimacies among Black and White university students in South Africa, post-apartheid and in the aftermath of a major racial atrocity. The stories reveal the students' transformation in the process of 'leadership for change', inteturn expanding the knowledge base of social and institutional improvement. This book explores how, when different kinds of nearness come together in leadership change, young people respond in ways that would not be possible through conventional instruments such as policy, legislation and the appeal to moral sensibilities alone.

Leading for Change will be critical reading for academics, researchers and postgraduate students in the fields of education, educational justice, higher education, educational leadership and change, social and/or racial justice. This book will also be of interest to those working in the fields of anthropology, social psychology, and South African contemporary concepts of racism, human relationships and intimacy, and in porary politics, policy and institutional practices.



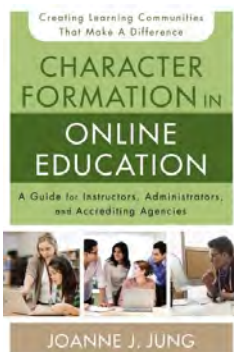
Gendered Impact of Globalization of Higher Education: Promoting Human Development in India

By Geeta Nair
Palgrave Pivot, September 2015

Drawing on a major research-project and in-depth field surveys of educational institutions, this book explores the significant role educa-

tion plays in the promotion of human development and gender equality in India, situating this progression in relation to developed nations, the other BRIC countries and the ongoing attainment of the Millennium Development Goals. The book analyses the growth and expansion of

BOOKS*



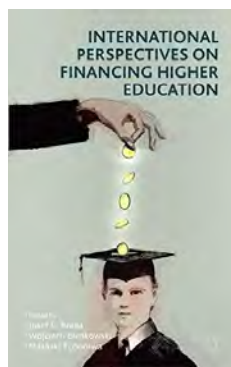
Character Formation in Online Education: A Guide for Instructors, Administrators, and Accrediting Agencies

Author: Joanne J. Jung
Zondervan Academic, October 2015

The unfortunate reputation of online education today is one of little or no effort on the professor's part and little or no learning on the student's part. A missing element in much online education is the kind of mutual engagement between student and instructor that provides not only a higher level of learning but also lasting character formation within the student.

Character Formation in Online Education stems from author Joanne Jung's years of experience teaching online courses with the aim of improving the teaching environment for professors and the learning environment for students. By replicating, customizing, and incorporating the best and most effective practices of what a great professor does in on-campus classes, reimagined for an online delivery system, Jung shows how a higher level of learning and transformation can be achieved through online learning communities.

Handy and practical, this user-friendly book provides guidance, helpful tools, and effective suggestions for growing learning communities in online courses that are marked by character growth in students—the kind of growth that is central to the mission of Christian higher education.



International Perspectives on Financing Higher Education

By Josef C. Brada, Masaaki Kuboniwa, & Wojciech Bienkowski
Palgrave Macmillan, September 2015

The funding of higher education is under stress. On the one hand, the benefits of universities for economic prosperity and growth are increasing as universities graduate more students; undertake a greater share of scientific research; and, through cooperation with business, stimulate the technological advance of the private sector. At the same time, government funding of higher education is stagnating or even falling in many countries. The book brings together the views of an international group of experts on the financing of higher education. They examine funding trends in Asia, Europe and the United States and present practical proposals for reform of university funding and operations and examples of successful ways of building links between industry and universities that can be mutually beneficial and supplement government funding of higher education.

**Please note that the information shared here on books is taken from publishers' promotional materials and should not be considered a review of the books by IAPCHE.*

CONTACT

Contact is the official newsletter of the International Association for the Promotion of Christian Higher Education (IAPCHE). It is published quarterly as a way of informing its members about news from across the many world regions in which IAPCHE operates. If you have any news items you would like to share with IAPCHE's members worldwide, please contact IAPCHE at

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ABOUT IAPCHE

IAPCHE is a network of institutions and individuals worldwide committed to advancing Christian education through training, capacity building, scholarship, and networking in ways that reflect both the universal (shared view of Christ's centrality in our identity and work) and the local (attending to the specific realities and practices of where and who we serve).

IAPCHE's Mission is to develop a network that facilitates contact and mutual assistance, acts as a catalyst for research and training, and encourages biblical and contextual responses to the critical issues in contemporary society, so as to help people serve the Lord Jesus Christ in an integral way.



Have news you would like to share with other IAPCHE members?

Members may email articles to iapche@calvin.edu.

We suggest articles contain 400 words or less.

Thank you for your membership!