



Messiah University  
**Mosaic**

---

State of the College/University Addresses

Office of the President

---

2012

## “MAKING THE CASE FOR A MESSIAH COLLEGE EDUCATION”

Kim S. Phipps

Follow this and additional works at: <https://mosaic.messiah.edu/state>



Part of the [Higher Education Commons](#)

Permanent URL: <https://mosaic.messiah.edu/state/10>

---

Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society. This content is freely provided to promote scholarship for personal study and not-for-profit educational use.

[www.Messiah.edu](http://www.Messiah.edu)

One University Ave. | Mechanicsburg PA 17055



KIM S. PHIPPS, PRESIDENT  
2012 STATE OF THE COLLEGE

***“MAKING THE CASE FOR A MESSIAH COLLEGE EDUCATION”***  
AUGUST 21, 2012

Introduction

*This summer I read a compelling nonfiction work by David Laskin. His book and other accounts are filled with vivid descriptions of the Dakota-Nebraska prairie in 1888.*

The morning of January 12, “was the most beautiful morning I had ever seen,” according to one Dakota settler. Residents of the prairie flocked outside into the sunny, balmy weather to release their animals into the fields, travel into town, and tend to other work they had neglected during the previous cold spell. Children enjoyed walking to school unencumbered by coats and boots.<sup>1</sup>

Later that morning, the sky darkened and roared its fury. Startled witnesses looked up to see ominous “cotton bale” clouds rolling toward them. The temperature dropped 18 degrees and violent winds shook buildings. As the storm began, some schoolteachers dismissed their classes, not realizing that one of the worst blizzards in history raged outside. Others tried to weather the storm with their students by staying inside schoolhouses.<sup>2</sup>

*“What made this storm especially deadly,” a Washington Post article recalls, “was the unusual warmth in the region before the storm struck.”<sup>3</sup> The storm tragically claimed many schoolchildren among its victims, leading to its name, “The Children’s Blizzard.”*

A local weather officer missed the tell-tale signs of an epic blizzard. I find Laskin’s later description of this officer’s vision to be particularly poignant— *“Even with a rooftop bristling with instruments and the all-important telegraph wires connecting him to the national grid, what Woodruff saw when he looked out from his office . . . was more a mirror of his own mind than a window on reality.”<sup>4</sup> Laskin concludes that Lieutenant Woodruff’s failure *“is that he lacked imagination.”<sup>5</sup>**

My friends, as we gather here this morning, we dare not miss the signs of the blizzard fast approaching higher education. We need to perceive a true “window on reality” and use our imagination to orchestrate an appropriate course of action.

In recent months, the tenor of discourse about American higher education’s future has altered considerably—both in the national media and among university leaders. In the past decade, we have observed disruptive innovation transform the computer, music, media, journalism, and travel industries, but many of us mistakenly presumed that higher education would be largely buffered from disruption because of the depth and breadth of our nation’s higher education system.

However, the sobering fact that student debt in the U.S. has topped \$1 trillion and the stream of innovations related to online education have unleashed a torrent of articles, interviews, op-eds, and dinner table conversations about the value, relevancy and future of American colleges and universities.

As we survey the higher education landscape, it is apparent that a blizzard of change has engulfed higher education and we, the Messiah College community, must respond imaginatively—or risk irrelevancy. Today, I want to identify the formidable challenges confronting Messiah College; affirm the strength and vitality of our identity and mission, which is essential to meeting these challenges; and suggest several tangible steps that we will take to proactively respond to changes in higher education.

As your president, I am issuing a **call to action** for each of us to work together to ensure that our College thrives well into its second century, as we confidently “Make the Case for a Messiah College education.”

### **The Formidable Challenges Facing Higher Education**

Richard Guarasci, president of Wagner College, offers a cogent summary of the troublesome issues facing higher education, “*In the midst of the most significant global economic crisis in more than 80 years, higher education faces an acute crisis of resources, organization and legitimization. . . . Public tolerance is withering for increasing tuition as legislative appropriations shrink and student debt continues to grow.*”<sup>6</sup>

A recent Pew Research study highlights the finding that although most Americans believe higher education is valuable, they are very concerned about rising costs, —73%— agree that “*in order to get ahead in life these days, it is necessary to get a college education...*”<sup>7</sup> but, “*only one-in-five Americans now believe that college is affordable for most people.*”<sup>8</sup>

Against a dismal economic backdrop, many students and their families are re-assessing the value of attending college – including private Christian colleges. Uncertainty about the nation’s economic future and families’ declining incomes has prompted some students to choose lower-cost alternatives including public universities and community colleges.

From December 2007 to June 2011, the “*real median annual household income [in the U.S.] has declined by 9.8 percent,*” according to a Sentier Research report.<sup>9</sup> As a result, students and their families grapple with increasingly difficult decisions. In a 2010 study, 46 percent of students reported that “*the economic crisis had caused them to reconsider the schools to which they apply or attend.*”<sup>10</sup>

As families’ incomes have declined, the cost of American private higher education has continued to increase. Charges at private colleges and universities in *constant* dollars have risen to nearly \$39,000 in 2011—increasing 70 percent since 1990.<sup>11</sup> Messiah College’s 2011 average tuition, fee, room and board charges of \$36,700 are only slightly below the national average.

The rising cost of higher education contributes to U.S. graduates’ high rate of student debt. This past year at Messiah College, 74 percent of students graduated with debt that averaged \$35,300. Although other colleges are catching up, Messiah students are still about \$5,000 above the student debt median for our competitor groups.<sup>12</sup>

We have tried to aggressively address pricing and student debt trends. In the spring of 2009, we conducted a pricing study which indicated that the cost of a Messiah education is at the “high end” of “acceptable.” In response, we implemented conservative tuition increases for the past three years, and we will continue to do so in the future. But we need to do even more. Our Centennial Campaign has raised more than 9 million new dollars for endowed student scholarships and we will seek to raise additional funds on an annual basis. We have also increased our financial aid expenditures by \$8.5 million—a strategy which has helped us to enroll students, but reduced our net tuition revenue.

While these trends are troublesome, we also have solid reasons for optimism. Our enrollment management team and colleagues from departments across the campus have worked tenaciously to recruit and enroll more Messiah College students than last academic year. With 2804 undergraduates and more than 200 graduate students, we are on track to exceed fall headcount goals. Our retention rate is another cause for celebration. The retention rate of the Fall 2011 cohort is an encouraging 87.3 percent--the highest rate in the past 8 years! Each student who is recruited and retained represents a shared success story of countless hours of effort and care from our community. Thank you to the Retention Team and to all of you who are committed to the academic and personal success of our students!

We must continue our vigorous recruitment and retention efforts because demographic shifts pose significant challenges for reaching enrollment goals. The number of Pennsylvania high school graduates is projected to drop by more than 11 percent by 2020. Messiah's other top three feeder states are also projected to experience a double digit decline in the next ten years.<sup>13</sup>

Pennsylvania's shrinking pool of college students is particularly concerning because students are electing to enroll at colleges closer to their homes. At Messiah, the majority of our students hail from in-state, and this number has been trending upward during the past decade.

When we broaden our perspective to include national demographic trends, we find projected surges in underrepresented student populations. The number of White or Caucasian students will remain relatively stable, while, in contrast, under-represented populations of college students will rapidly increase by 2020. Pennsylvania is among the states with the lowest population of underrepresented students in higher education, which challenges us to commit even more fully to our mission-focused efforts to recruit students into a community of inclusive excellence.

Despite these challenges, I am confident in our ability to communicate the value and the distinctives of a Messiah education. But, now—more than ever—it will take the entire College community to recruit and retain our students. Thank you for enthusiastically welcoming prospective students and their families to our campus and for participating in newly instituted retention efforts. You are making a difference!

Another difficult dynamic confronting higher education is the pace and influence of technological innovation and online learning. Harvard business professor Clayton Christensen identifies online learning as a potential disruptive innovation for traditional higher education. He and Michael Horn contend that *"Today, the Internet is democratizing people's access to knowledge and enabling learning to take place far more conveniently in a variety of contexts, locations, and times."*<sup>14</sup>

We see this process at work in the rise of Massive Open Online Courses, which are stimulating national conversations. These so-called "MOOCs" are free or low-cost online courses that an increasing number of prestigious universities offer to students throughout the world. This spring, Harvard and MIT invested \$60 million to launch a non-profit partnership "Edx," which will offer free Harvard and MIT classes online with the intention of awarding credits for course completion.

Because these efforts are in their fledgling stages, we do not know exactly how they will shape higher education in the future. But in their book, The Innovative University, Christensen and his colleague Henry Eyring identify online education as a disruptive innovation that will tap into a new market of students, continue to improve and advance, and one day will likely alter traditional higher education.<sup>15</sup> Christensen strongly advises residential colleges to focus on mission, maximize efficiency, embrace change, and manage costs to remain viable. Christensen also suggests that a growing number of students will arrive at our institutions with a collection of previous learning experiences, credits and certificates in hand.<sup>16</sup> Therefore, private colleges and universities will need to become more flexible in evaluating and transferring credits, and in meeting the needs of undergraduates who will increasingly enroll at a campus for fewer than eight semesters. This trend has significant implications for Messiah's historic four-year approach to general education and the personal development and spiritual formation of our students. I am requesting that the campus strategic planning steering committee develop a new planning goal to explore these ramifications and design an effective response.

### **Making the Case for a Messiah College Education**

In the midst of formidable challenges and potentially disruptive innovations, Messiah College cannot react by merely tweaking existing approaches or by simply sustaining the status quo; we must come to understand and respond to changes in the broader educational and societal environment. Our efforts will require the mobilization of our entire community's resources, dedication and ingenuity. I remain hopeful

about Messiah College's future vitality and significance, first and foremost, because of the strength of our mission and identity as an intentionally Christian college committed to educational excellence. Our mission enables us to confront challenges and embrace changes as we "Make the Case for a Messiah College Education."

### **The Value of an Education that Pairs strong Christian Conviction with Serious Academic Inquiry**

At the core of our mission and identity is a shared commitment to combine strong Christian conviction with serious academic inquiry. Mark Noll in his book, *Jesus Christ and the Life of the Mind* affirms the unique strengths of "*scholarship that is keyed expressly to the person and work of Christ.*"

He describes a scholarly approach that welcomes paradox and mystery; a scholarship that "succeeds at seeing." Noll describes a scholarship that celebrates both particularity and universality as incarnated in the life of Christ; and a scholarship that is characterized by humility and recognition of human limitations.<sup>17</sup>

Many Messiah College faculty embody this scholarship ideal—colleagues like Robin Collins, professor of philosophy, who was recently awarded a Senior Fellowship from the Center for Christian Thought at Biola University. Dr. Collins' faith frees him to make "A Scientific Case for the Soul" in a way that he argues has "*the potential of fitting the fundamental values of science much better than its contenders.*"<sup>18</sup>

Faith imbues the scholarship and teaching of Anita Voelker, associate professor of education. As a student teacher in a rural Appalachian mountain school, she encountered Will, a brown-eyed first-grader who was excluded from some classroom activities because of his lice. Her uncle told her that the "Wills" of the world were why she needed to teach, not just from her mind and heart, but from her soul. Anita writes, "*To see children through my soul's eyes would be the work God called me to do.*" Today, Dr. Voelker's faith-filled vision motivates her to excel in research, teaching and mentoring. Robin and Anita are just two examples of the many inspiring colleagues who enrich our educational community.

### **The Value of an Education Infused with the Liberal Arts**

At Messiah College, we pair our faith convictions with an abiding commitment to the liberal and applied arts and sciences and to a residential model of learning that focuses on educating the whole person. Many employers recognize that the 21<sup>st</sup> Century requires liberal and applied arts and sciences because of the volume and complexity of the information our brains are asked to process. This spring, Peter Powers, dean of the School of Humanities, and a campus team participated in a national conference entitled "Rethinking Success: From the Liberal Arts to Careers in the 21<sup>st</sup> Century." Dean Powers reports that "*More than one of the CEO's present mentioned 'the value of accepting and engaging ambiguity' as a skill that a liberal arts education especially instills. This is useful in making your way in the workplace: a flexibility of mind and imagination that enables more creative problem solving, more openness to understanding various audiences and co-workers, and more willingness not to be frustrated by the intractability of a problem.*"

Likewise, a Millennial branding study of 225 organizations reports that 30 percent of employers are hiring liberal arts graduates (second only to 34 percent who are hiring computer science and engineering majors). Nearly all employers list communication skills as the top ability they seek in applicants.<sup>19</sup> We need to champion Messiah's educational approach as the one that is best suited to preparing students for every aspect of life, including employment.

Despite the current economic malaise, a survey of last year's Messiah graduates indicated that 95 percent of our respondents (49%) were employed or enrolled in graduate or professional programs.<sup>20</sup> An education steeped in the liberal arts develops lifelong learners who demonstrate more employment resilience than students who have solely mastered a specific, narrowly focused body of information. In

fact, “by age 50, on average, individuals completing a general education are more likely to be employed than individuals completing a vocational education.”<sup>21</sup>

The spirit of the liberal arts, which permeates Messiah College’s curriculum, has led to some of history’s most significant inventions. Apple co-founder Steve Jobs had a unique ability to fuse together the liberal arts and applied sciences - a skill that set him apart as a visionary leader. His biographer Walter Isaacson describes the result: “There were greater technologists . . . and certainly better designers and artists. But no one else in our era could better firewire together poetry and processors in a way that jolted innovation.”<sup>22</sup> By providing inventive interdisciplinary majors and challenging experiential learning opportunities, Messiah College has the potential to educate and encourage the next generation of innovators who will find inspiration in the rich connections between technical expertise and creative imagination.

### **The Value of an Education for the Common Good**

Through the important fusion of faith and academic rigor, of the liberal and applied arts and sciences, Messiah College provides a powerful education for the common good. Andrew Delblanco argues for the comprehensive value of a higher education for both graduates and society in his acclaimed book entitled, “*College: What it was, is, and should be.*” He writes, “At its core, a college should be a place where young people find help for navigating the territory between adolescence and adulthood. It should provide guidance, but not coercion, for students trying to cross that treacherous terrain on their way toward self-knowledge. It should help them develop certain qualities of mind and heart requisite for reflective citizenship.”<sup>23</sup>

In a similar way, this spring, Martin Kaplan, delivered the keynote lecture at the Boyer Center Symposium. Kaplan encouraged our community with these words: “*Educating for the common good...is about more than the formal curriculum, more than taking or teaching courses...It’s about how those values are lived. The common good requires community...it’s a way of life. Community demands engagement. Taking responsibility. Being of service.*”<sup>24</sup>

At Messiah, we educate students – both graduate and undergraduate to lead and serve by being a faithful presence in our world. Our society needs informed citizens who hold to their Christian convictions with a spirit of hospitality that enables them to transcend the limitations of partisan discourse as they seek to boldly address complicated social problems. This is the value of a Messiah College education!

### **The Value of a Global Perspective and Worldwide Opportunities**

As a vital aspect of education for the common good, Messiah College students have the opportunity to participate in a globally engaged community. Each year, we weave our dedication to inclusive excellence more completely into the fabric of our College through the Diversity Plan’s implementation and our ongoing commitment to global engagement. This summer, we launched a newly centralized Intercultural Office, to bring together the collective strength and synergies of four, previously separate offices: Education Abroad, International Student Programs, Multicultural Programs, and International Programs (such as cross-cultural courses). With cross-training and a newly implemented team approach, all of the intercultural educators will be able to provide timely assistance to students and colleagues.

We have also made steady progress on the Diversity Plan goals, including redesigning the Martin Scholars and Amigo Program. The newly created Amigo Program offers peer mentorship opportunities for underrepresented students. The pilot program received an enthusiastic response with the retention of 86.7 percent of Amigo participants and 100 percent of mentors and mentees reported that the program was valuable in their college experience. Additionally, we are reaching out to international partners like Methodist College in Kuala Lumpur, Malaysia, and world-wide networks including the Association of Christian Schools International.

At Messiah College, we believe that global engagement is an invitation to “fullness of life” as students and educators immerse themselves in learning other cultures. One example, is our recent curricular addition of Chinese language and culture studies through the Chinese and Chinese Business majors facilitated by Lijuan (Stella) Ye, assistant professor and Chinese Program advisor. Officials at a major accounting firm with a Harrisburg presence recently reported to Dr. Ye that they never refuse Messiah accounting graduates, but it's even better if our graduates know Chinese or are familiar with Chinese culture because the firm has recently opened eight offices in China.

### **The Value of an Education that Promotes Service, Leadership and Reconciliation**

Our institutional commitment to global engagement supports our brand promise statement that “*Messiah College graduates direct their talents toward meaningful careers and redemptive lives, carrying a well-practiced spirit of reconciliation into our fractured world, building bridges of understanding and peace.*”

#### **a. Service, Leadership and Reconciliation**

- i. Alumni are the best ambassadors of the value of a Messiah College education as they embody our institutional mission in their spheres of influence. Alumni such as:
  1. Jenny Gallagher-Blom, a 2002 alumna designed an interdisciplinary major and served as an AmeriCorps Vista volunteer immediately upon graduation. Today, she serves as Director of Operations for the Salvation Army in Greater Harrisburg -providing programs and services to more than 20,000 people. Jenny exemplifies the daily service our alumni provide to countless individuals throughout the world.
  2. Dennis Hoover – a Politics major and 1990 graduate earned a doctorate in political science at Oxford University. Currently, he is a scholar -practitioner at the Institute for Global Education. His responsibilities include editing the highly regarded journal, The Review of Faith and International Affairs. Dennis is one exemplar of the way Messiah alumni are practicing leadership throughout the world.
  3. Justin Foster, a 2012 alumnus of our masters in counseling program, credits his Messiah education with helping him attain a leadership position at Devereux Pennsylvania Children’s Behavioral Health Services. Justin embodies Messiah’s commitment to reconciliation as he actively cares for his juvenile clients by helping them build bridges to their families and communities.

### **CALL TO ACTION**

To continue to send remarkable graduates into the world, we must prudently plan for the future. At the outset of this speech, I indicated that, as your president, I am issuing a call to action. We must effectively communicate our unique mission and identity, and strategically formulate a response to the approaching storm of mounting forces and impending changes. What does this mean in practical terms?

During the past academic year, our community has been working together to create the “Second Century” strategic plan to guide our immediate future. This plan will allow us to successfully provide an excellent Christ-centered education for our students even in the midst of heightened external pressures. Together, we will fulfill our shared vision that “*By 2020, Messiah College will be the first choice among undergraduate and graduate students from the eastern United States who desire a Christian higher education characterized by educational excellence and a commitment to gracious Christianity.*”

Strategic communication is the centerpiece of our proposed institutional plan. Theme One calls for every employee to champion the relevance, utility and lasting value of a Messiah College education, beginning in our personal spheres of influence and radiating outward.

One of the most important ways we communicate the value of a Christ-centered education is by sharing alumni outcomes. As a result, we are launching a major initiative to more effectively engage alumni over the next five years. Jim Langley, a former administrator at Georgetown University will be leading a discussion on alumni engagement during tomorrow's Community of Educators retreat. Messiah's new initiative will mobilize students, employees, staff and trustees to effectively proclaim the many positive stories of our alumni. In addition, we will intentionally engage alumni by directly soliciting their counsel, involvement and support.

Of course, we can only proclaim these positive outcomes because of our steadfast commitment to providing a quality educational experience. Theme Two calls us to strengthen educational excellence by establishing new initiatives to enhance undergraduate and graduate teaching and learning and to facilitate collaborative faculty-student research. Messiah College's most recent results from the National Survey of Student Engagement (administered to first-year and senior students) clearly indicate the positive assessment our students assign to their education. We will support the continued educational excellence by focusing attention and resources toward the goal of increasing the levels of academic challenge and faculty/student interaction along with implementing an experiential learning requirement for all students. Experiential learning is one of Messiah's key distinctives and an essential element of a relevant 21<sup>st</sup> Century education. We will also maintain a healthy level of faculty scholarship support because we know that educational excellence can only be attained if educators are able to nurture their own intellectual gifts.

In addition, we will expand graduate programs and explore online initiatives that will serve societal needs and strengthen our institution's financial profile. A recent achievement that affirms the academic quality of our graduate programs is the CACREP accreditation awarded to the master's in counseling program. Receiving this recognition in a timeframe of less than three years is a stellar accomplishment. Congratulations to the administrators, faculty and staff that developed and implemented this outstanding program. During the upcoming academic year, we will be assessing our educational and administrative structure to ensure the effective oversight and continued development of graduate and certificate programs, summer school and online learning. The growth of these programs is essential to providing necessary funding to sustain and enhance our traditional residential undergraduate programs.

Yet, even as we make the case for a Messiah College education, we need to consider the changing racial, ethnic and economic demographics of our primary recruitment audiences. Therefore, our efforts to become a more culturally sensitive and hospitable community will continue in earnest. Theme Three of our "Second Century" plan calls for the continued implementation of the College's Diversity Plan and the maximization of the partnerships at the heart of our newly configured Intercultural Office. As we successfully recruit and retain students and employees from diverse backgrounds—while simultaneously facilitating global educational, research and service opportunities—we will ensure the significance and vitality of a Messiah College education.

Of course, none of these worthy goals will be realized if we fail to effectively address issues of access and affordability. Theme Four of the Second Century plan speaks to the multipronged approaches we will employ to enhance the financial vitality of our institution.

The recent 'A' bond rating assigned to our College by Standard & Poor's is a testimony to the commitment of our board and campus community to exercise sound fiscal stewardship. The bond rating is also a tribute to the perceived value of a Messiah College education. As a community, we have faced difficult decisions in recent years—increasing the financial aid discount rate, limiting operational and capital spending and reducing the number of employee positions—decisions which have allowed us to maintain strong enrollment and avoid budget shortfalls. However, our high dependence on student sources of revenue continues to place the College in a vulnerable position. Currently, 85 percent of our annual revenue comes from student sources, including tuition, fees, room and board. For Messiah



College to remain financially vibrant, our future strategies must include effective cost control and the development of alternative revenue sources.

Toward that goal, we plan to:

1. Increase endowment income: Through aggressive but careful investing and solicitation of new funds, we seek to increase our endowment value from \$124 million to \$150 million.
2. Increase total giving by 20 percent—with the board of trustees assistance, we have added resources to our development efforts to ensure even greater fundraising success. We are very grateful for the generosity of our benefactors and the hard work of our development colleagues. The goal of the current Centennial Campaign was \$40 million and we will conclude the Campaign in December 2012 having raised over \$43 million! Remaining financially strong will require aggressive and visionary fundraising.
3. Increase tuition-related revenue – demographic challenges and decreasing family income make this goal particularly problematic but we will increase tuition-related revenue through a careful strategy of reducing the financial aid discount while simultaneously increasing graduate, summer school and certificate program revenue.
4. Increase non-tuition related revenue
  - a. We will explore ways of increasing the revenue we receive from auxiliary services and other established College programs, as well as initiate a plan for the development of the Rider property to result in new revenue streams for the College.

Of course, this outline is not comprehensive, but I trust you are encouraged by the intentional planning we are doing to secure the necessary funding to support our educational goals and our desire to appropriately compensate our employees.

In addition, we need to design a protocol and process for the prioritization of programs and resources. Next spring, our provost and vice president for finance and planning will initiate employee conversations toward a goal of developing fair and judicious procedures to result in the reduction and redistribution of expenses. We simply cannot sustain budgets that are additive. I have invited our provost and vice president to lead these discussions with a sense of optimism and creativity. We frequently think of cutting programs or resources as the only means of reducing costs, but this proposed prioritization initiative will also embrace reconfiguration and planning for more efficient utilization of existing resources.

I encourage each of you to actively participate in these discussions as we corporately seek to identify new options and opportunities.

### **Conclusion**

This morning I am asking for your help as we respond to the storm of challenges confronting higher education. We need only look to some of our peer institutions to witness the devastating effects, including significant decreases in enrollment and revenue that resulted in immediate, long-term reductions that have touched every facet of those college communities. Cognizant of this precarious educational climate, we continue to strive to navigate a path forward that positively responds to trends with bold vision, prudent planning, and strategic innovation.

As we face these challenges together, we can gain valuable insight from the prairie settlers' response to the 1888 blizzard. The fierce storm solidified the commitment of the settlers, and those who remained in the region "began to think in terms of permanence." They deepened their roots and invested in their homes and communities.<sup>25</sup>

In this current educational climate, we also need to deepen our commitment to the promise of our Christ-centered mission and identity. During difficult times, people respond either with an individualistic, survivalist approach or they rally together in unity. My sincere hope is that the challenges we encounter

will only deepen our commitment to one another, to our community, and to Messiah College. In this way, we'll advance into the uncertain winds of the future, not with a spirit of timidity and fear, but with a spirit of hope and confidence.

Unlike the prairie settlers who were taken by surprise, we know this storm is coming, and we are able to anticipate it. At Messiah College, we are mobilizing the full resources of our combined knowledge; skill and imagination to interpret future trends address the challenges. The years ahead will test our resolve, but I firmly believe that we will emerge stronger than even before and more ardently committed to our institutional mission and shared vision.

Thank you for your leadership and service to Messiah College. Because of you, our God is being honored creatively and redemptively through the work and witness of Messiah students and alumni throughout the world.

## Endnotes

- 
- <sup>1</sup> Details and settler quotations for the opening paragraph from: David Laskin, The children's blizzard (New York: HarperCollins, 2004) 65 [quotations], 2 & 67 [chores]. And O. W. Coursey, "The Blizzard of 1888," In All Its Fury: A History of the Blizzard of January 12, 1888, comp. W. H. O'Gara, ed. Ora A. Clement (Lincoln, NE: J & L Lee Books, 1988) 38 [shirt sleeves].
- <sup>2</sup> Details for this paragraph are from: O. W. Coursey, "The Blizzard of 1888," In All Its Fury: A History of the Blizzard of January 12, 1888, comp. W. H. O'Gara, ed. Ora A. Clement (Lincoln, NE: J & L Lee Books, 1988) 38 ["cotton bales"]. Ray A. Dyke, "Weather Conditions in Connection with the Blizzard of January, 1888," In All Its Fury: A History of the Blizzard of January 12, 1888, comp. W. H. O'Gara, ed. Ora A. Clement (Lincoln, NE: J & L Lee Books, 1988) 22 [temperature dropped 18 degrees]. Laskin 7, 129-130, 133 [school teachers, visibility, force, roaring sound, fineness of snow].
- <sup>3</sup> Steve Tracton, "Freak, deadly storm: Children's Blizzard of 1888," Capital Weather Gang, 14 Jan. 2011, Washington Post, 10 Aug. 2012.
- <sup>4</sup> Laskin 112.
- <sup>5</sup> Laskin 85-86.
- <sup>6</sup> Richard Guarasci, "The Crisis in Higher Education: How Civic Engagement Can Save Higher Education (Part I)," TheHuffingtonPost.com, 27 June 2012, The Huffington Post, 10 Aug. 2012.
- <sup>7</sup> Paul Taylor and Rakesh Kochhar, "America's Changing Workforce: Recession Turns a Graying Office Grayer," Pewsocialtrends.org, ed. Rick Morin, 3 Sept. 2009, Pew Research Center, 19 June 2012.
- <sup>8</sup> Wendy Wang and Kim Parker, Women See Value and Benefits of College; Men Lag on Both Fronts, Survey Finds, Rep., 17 Aug. 2011, Pew Research Center, 10 Aug. 2012.
- <sup>9</sup> Sentier Research, "Household Income Trends During the Recession and Economic Recovery," press release, Sentierresearch.com, 10 Oct. 2011, 25 July 2012.
- <sup>10</sup> Noel-Levitz et al. (2010). *Focusing Your E-Recruitment Efforts to Meet the Expectations of College-Bound Students*. Coralville, Iowa: Noel-Levitz.
- <sup>11</sup> "Trends in College Pricing 2011," Trends.collegeboard.org, 2011, College Board Advocacy and Policy Center, 20 July 2012.
- <sup>12</sup> Messiah College Office of Institutional Research.
- <sup>13</sup> Data in this paragraph from: William J. Hussar and Tabitha M. Bailey, Projections of Education Statistics to 2020, Rep., Sept. 2011, National Center for Education Statistics, 10 Aug. 2012.
- <sup>14</sup> Clayton M. Christensen and Michael B. Horn, "Colleges in Crisis," Clayton Christensen and Michael Horn discuss the crisis in U.S. higher education, July-Aug. 2012, Harvard Magazine, 19 July 2012.
- <sup>15</sup> Jeffrey R. Young, "College 2.0: How an Upstart Company Might Profit From Free Courses," Chronicle.com, 19 July 2012, Chronicle of Higher Education, 20 July 2012.
- <sup>16</sup> Clayton M. Christensen and Henry J. Eyring, The innovative university: Changing the DNA of higher education from the inside out (San Francisco: Jossey-Bass, 2011) 294.
- <sup>17</sup> Quotation and scholarship attributes in this paragraph from: Mark A. Noll, Jesus Christ and the life of the mind (Grand Rapids, MI: William B. Eerdmans Pub., 2011) 45 – 64 [quotation, 64]. Adolf Schlatter quotation from Noll, page 54, as qtd from Werner Neuer, "Adolf Schlatter on Atheistic Methods in Theology" trans. David R. Bauer, in Appendix to Adolf Schlatter: A biography of Germany's premier biblical theologian, trans. Robert W. Yarbrough (Grand Rapids, Mich: Baker Books, 1996) 218-220.
- <sup>18</sup> Robin Collins, "A Scientific Case for the Soul," The soul hypothesis: Investigations into the existence of the soul, by Mark C. Baker and Stewart Goetz (New York: Continuum, 2011) 222.
- <sup>19</sup> Millennial Branding information from: "Millennial Branding and Experience Inc. Study Reveals an Employment Gap Between Employers and Students," press release, Millennialbranding.com, 12 May 2012, 10 Aug. 2012.
- <sup>20</sup> NACE 2011-12 Career Services Benchmark Survey for Four-Year Colleges and Universities, Rep. (Bethlehem, PA: National Association of Colleges and Employers, March 2012) 45.
- <sup>21</sup> Eric A. Hanushek, Ludger Woessmann, and Lei Zhang, "General Education, Vocational Education, and Labor-Market Outcomes over the Life-Cycle," NBER, Oct. 2011, National Bureau of Economic Research, 13 July 2012.

<sup>22</sup> Walter Isaacson, "The Real Leadership Lessons of Steve Jobs," Harvard Business Review Apr. 2012: HBR.org, Apr. 2012, 10 Aug. 2012.

<sup>23</sup> Andrew Delbanco, College: What it was, is, and should be (Princeton, NJ: Princeton UP, 2012) 3.

<sup>24</sup> Kaplan, Martin. "Educating for the Common Good." Learcenter.org. Proc. of Educating for the Common Good: Perspectives for Higher Education in the 21st Century, Grantham, PA. 13 Apr. 2012. The Norman Lear Center - USC Annenberg. 13 Aug. 2012 <[learcenter.org/pdf/boyersymposium.pdf](http://learcenter.org/pdf/boyersymposium.pdf)>.

<sup>25</sup> Quotation and details from Ora A. Clement, "Why Preserve the Story of the Blizzard?" In All Its Fury: A History of the Blizzard of January 12, 1888, comp. W. H. O'Gara, ed. Ora A. Clement (Lincoln, NE: J & L Lee Books, 1988) 73.