

Cairn

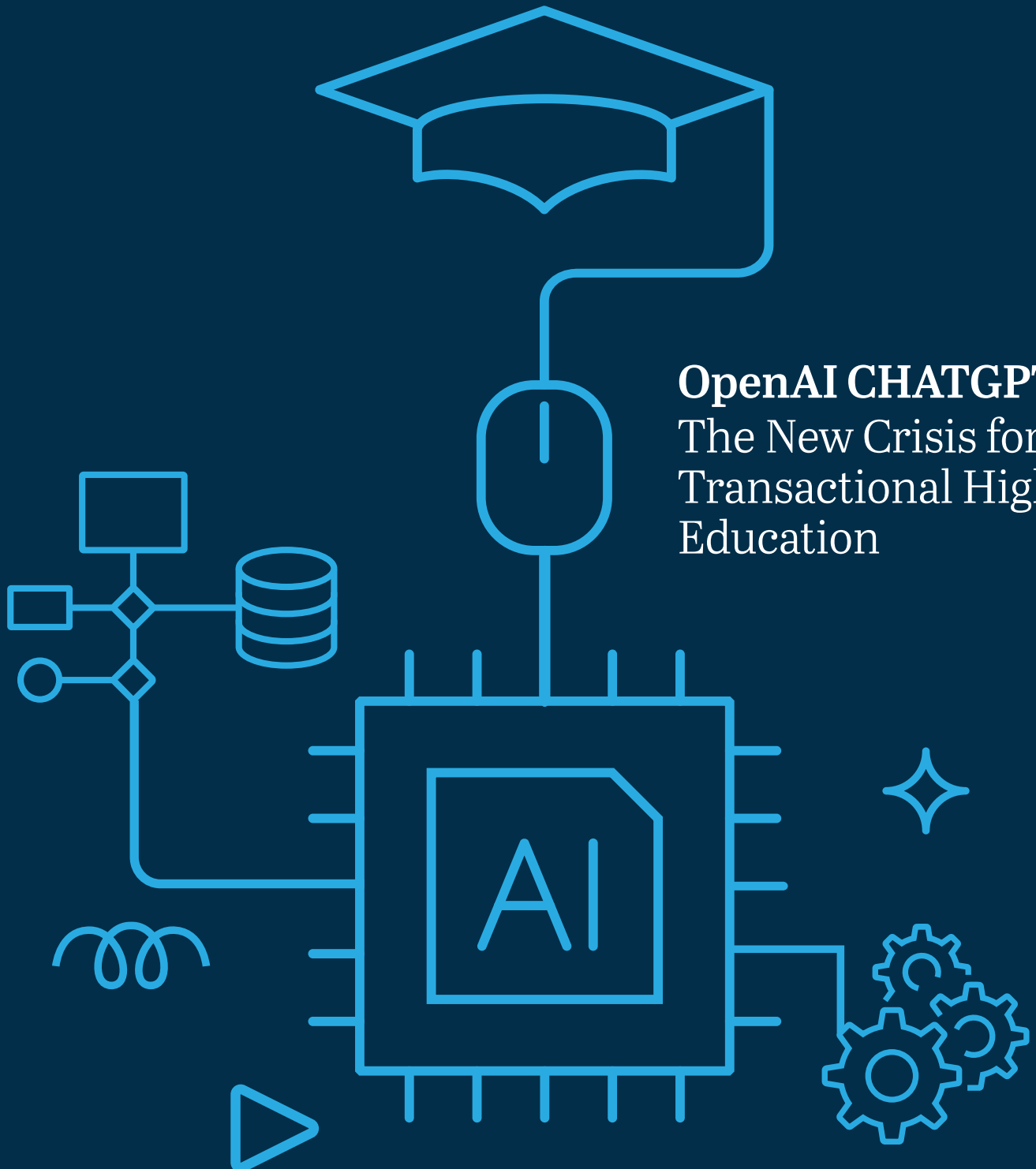
The magazine of Cairn University

SPRING 2023

PROVIDING A HEAD START: P.18
THE HISTORY AND FUTURE OF
DUAL ENROLLMENT AT CAIRN
UNIVERSITY

OPENAI CHATGPT: P.22
THE NEW CRISIS FOR TRANSAC-
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OpenAI CHATGPT:
The New Crisis for
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“Dual enrollment is not unique to the University, but the modalities offered and the distinct biblical worldview that is incorporated into every course prove the University to be an institution uniquely positioned to serve families who are looking for a truly biblical education.”

COLUMNS

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“As this academic year drew to a close, I found myself reflecting upon many things for which we have to be thankful. The Cairn faculty is strong and committed, the staff and administration are capable and unified, and the students are eager and engaged.”

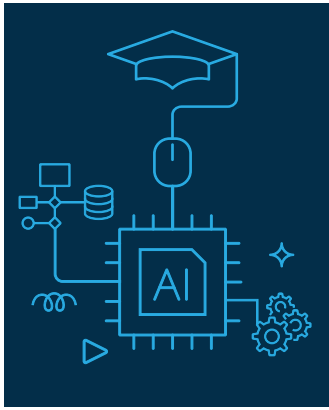


14 IN DEPTH

“Have you ever wondered how your prayers can be powerful and effective? Prayer is indeed an integral part of the Christian life, and our Lord Jesus Christ provides a most helpful model in his farewell discourse in John 14–17.”

16 ON MY MIND

“It has been a particular joy to see published works by Cairn professors coming forth with increased frequency in recent years. And yet, this literary extension of our vocation raises a question: Is literary production a legitimate piece—even if not an obligatory piece—of the university professor’s calling?”



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OpenAI CHATGPT: The New Crisis for Transactional Higher Education

“While ChatGPT-3 is the first AI chatbot to be released to the public, other tech companies like Google and Meta are developing their own AI language model tools. Needless to say, colleges and universities are scrambling to adapt to a world in which students can, with a few keystrokes, prompt an AI software application to write a college essay for them.”

FEATURES



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Blazing Hope

“In 2017, **Jolien** and her husband, **David Haggard '01**, opened Blazing Hope Ranch, a ministry that exists to ‘restore wholeness to female survivors of human trafficking and weaken the sex trade through the power of Christ.’”

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ON THE COVER

The existence of ChatGPT-3 has implications for every sector, but it will have profound effects on higher education. Learn more on page 22.

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MISSION

Cairn University exists to educate students to serve Christ in the church, society, and the world as biblically minded, well-educated, and professionally competent men and women of character.

As this academic year drew to a close, I found myself reflecting upon many things for which we have to be thankful. The Cairn faculty is strong and committed, the staff and administration are capable and unified, and the students are eager and engaged. The Lord provides for us financially, grants us safety, and blesses us with a vibrant community at Cairn. In addition to reflecting upon these things, I have also been reflecting on a number of conversations I have had this year that have encouraged me. I have been pleased with how much the direction and mission of the University is resonating with folks. I have been buoyed by seeing how the Lord is at work in this world and in the lives of his people. But in all honesty, I have also been struck by how wearied so many people are by the circumstances of life and the difficulties of the past several years; how easily discouraged people are by the state of this world given the social, cultural, and political upheavals and tensions that swirl around us; and how difficult it is for people to be hopeful in the face of the challenges of our day and our own weaknesses and liabilities. This is completely understandable. It all seems so overwhelming at times.

A couple of the more poignant conversations I had this year occurred during our annual Church Leaders Conference. In my opening comments, I shared a few thoughts drawn from the book of Nehemiah, where we find the record of the incredible and urgent work undertaken to rebuild the ruined walls of God's city under very difficult circumstances. It seemed an overwhelming task, even impossible. But the prophet tells how this daunting task got carried out. In Nehemiah 3:28 we read, "Above the Horse Gate the priests repaired each one opposite his own house." This speaks vividly to our wearying challenge in the days we face presently. The people of God set about their work by attending to the walls in front

of their own homes. Shoulder to shoulder, they stood and worked, no daylight between them, fixed upon the task at hand. This is our way as God's people. We carry out the work we have been given to do, not preoccupied with or distracted by the overwhelming scope and magnitude of the situation but diligent and focused, knowing that if we do our part, the walls will be built and the city of God will stand by God's grace. We raise families, teach our children, serve in churches, care for neighbors, hold forth God's Word, and proclaim the gospel in our own spheres, across from our homes. I had several wonderful and mutually encouraging conversations following those remarks that day. Several weeks later, a fellow alumnus reminded me of the words from a poem I had not thought about in years, T.S. Eliot's "Choruses From the Rock," which includes the following:

In the vacant places
We will build with new bricks
There are hands and machines
And clay for new brick
And lime for new mortar
Where the bricks are fallen
We will build with new stone
Where the beams are rotten
We will build with new timbers
Where the word is unspoken
We will build with new speech
There is work together
A Church for all
And a job for each
Every man to his work.

I trust this issue of our magazine is an encouragement to you in your life and work as you see some of what we are doing to attend to the walls in front of us.





"Thanks for sending *Cairn* magazine. It was great to see the renovations of the library. It looks amazing. I spent much time there doing homework and hanging out with my friends. If I was still there, I would spend more time there. It was also good to see the big picture of Dr. Luther and hear of his love for engineering and woodworking, as I had him as a professor for several classes."
—Dwayne Sommersell '14/G'16



"Because Faith and Truth Do Matter"
"I really appreciated this article and the promise from the faculty to teach and serve according to this principle. This should be the basis for both external and internal marketing. Every student and prospective student and parent should receive this article. It highlights the best reason to attend Cairn University and how it separates itself from other institutions of higher learning. Thank you, Dr Williams."
—Pat DeHart

"I especially enjoyed the article from Dr. Williams titled 'Because Faith and Truth Matter.' I give it a hearty 'Amen!' I somehow missed the referenced billboard campaign in the past, but I am very encouraged to hear the launch of the new campaign 'revisiting that and other key themes.' It is in my opinion THE most important thing in defining the University's future. I am proud my alma mater is staying the course I embarked on 50 years ago as a student. Stay steady and strong in the faith and in the truth!"
—John R. Bird '73



"Results of the Renovation"
"The last Masland Library number is the finest edition of *Cairn* magazine that I remember reading. The entire magazine expresses what Cairn University is and aspires to achieve; it succeeds in presenting the reader with the flavor, if you will, of the Cairn family.

As a graphic designer, I was so impressed by the cover story on the Masland Library renovation. Here the importance of a repository of learning and its ambience, of what is important to the University, is told in a way that creatively and comprehensively combines text, images, color, and design to show us 'every last detail.' All by itself, the article stands as a recruitment vehicle for prospective students, faculty, and donors. And that article joins a series of spreads that are also visually expressive and informative. The 'Field of Opportunities' article along with others has a wonderful way of showing how the student experience at Cairn prepares a person to step out of the evangelical bubble without losing his or her identity as a follower of Christ. Too often, the evangelical world doesn't appreciate

truth, goodness, and utility. Thank you for recognizing beauty's place in our world."

—Edwin Morris



GIVE FEEDBACK. GET FREE MERCH.

This Cairn-branded backpack, magnet, sticker, and phone wallet can all be yours! Just send us your thoughts on this issue, and we'll send you all this Cairn gear!

TELL US WHAT YOU THINK!

Opinions should be a maximum of 200 words and include full name, city and state, and class year (if applicable). They may be edited for length and clarity.

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WE'D LIKE TO HEAR FROM YOU, TOO!

Share your alumni news, change of address, or updated contact info via cairn.edu/update or by emailing the Alumni Office at alumni@cairn.edu.

In this issue, we highlight a Q&A with the new director of alumni engagement, new programs and scholarships, the academic achievements of our recent graduates, and an art student's opportunity to create a mural displayed in Center City Philadelphia.

Meet Melissa Moyer, Director of Alumni Engagement

What was the most valuable thing you learned as a student at Cairn?

The spiritual disciplines that were encouraged by my professors were what really stayed with me after I graduated. My daily rhythm of spending time with the Lord through prayer and the reading of Scripture was largely built during my years at Cairn. And learning to engage all things from a biblical worldview was vital to my post-college life and career as I spent the next two decades in secular nonprofits.

Where did your career take you after graduation?

Soon after graduating from the social work program, I got a job at Big Brothers Big Sisters and spent 17 years there, covering several different counties and holding various positions including match support manager and program director. In 2018, I moved into the fundraising side of nonprofit work and began working for National Philanthropic Trust in their donor relations department. I worked there until I returned to Cairn in February 2023 to lead the alumni office.

What made you decide to come back to Cairn?

Over my career, I found that the parts of my job I loved the most were planning or participating in events and relationship-building. When I read the description of this position, it had a lot of both of those things in it. I'm already finding myself getting to build a lot of new relationships and plan or assist with various events, including Homecoming! I've also always wanted to work for a Christian organization, so it is exciting to be able to find all of these things at my alma mater.



What are you most excited to tackle in your new role?

I want to explore how the school can be a support to its alumni. Our alumni population is so diverse. Our office exists to build connections and support alumni who graduated 60 years ago as well as alumni who graduated just a few months ago. There are a lot of differences between those generations' experiences at the University, but there is also so much that is the same. Ultimately, I think that our University has a lot to offer regarding engaging with the current culture,

and I'm excited to see how we can assist alumni in continuing their walks with Christ.

What do you like to do in your free time?

I enjoy it when I have the time to go to the gym or run outside. I like trying new restaurants and new food, traveling, and curling up with a good book. I go out to eat a lot with friends; other friends I meet up with for walks at a local park. It's all about balance.

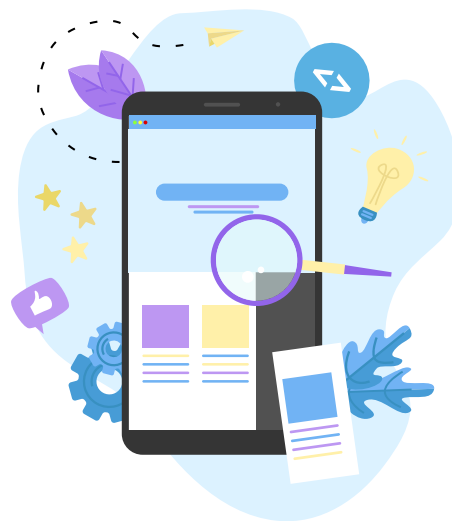
New Program: Digital Media and Communication (BA)

With the ever-increasing need for individuals who can effectively communicate in digital spaces, understanding the importance of effective writing and visual design is crucial. In light of this need, Cairn is excited to introduce a Digital Media and Communication (BA) program.

Through the incorporation of new courses including Writing for Social Media and the Web, Digital Storytelling, Communication and Culture, and many others, students will graduate with the skills and knowledge needed to prepare them for a wide range of careers and opportunities that are available in digital spaces. Throughout these courses, students will complete certifications in

and through industry-standard tools such as Hubspot or Google Digital Academy.

As part of their curriculum, students will also have the opportunity to complete internships with both Christian and secular organizations in the nonprofit and for-profit sectors, giving them hands-on learning opportunities and experience for their resumes. And with the U.S. Bureau of Labor Statistics projecting an increase in demand for this work resulting in about 68,000 new jobs, Cairn graduates will be entering a career field that is ready to hire. To learn more or apply for the upcoming semester, visit cairn.edu/programs/digital-media.



Cairn Chorale Invited to Perform at Museum of the Bible

Last year, the Cairn Chorale had the opportunity to perform at Washington D.C.'s Museum of the Bible after Dr. Benjamin Harding, dean of the School of Music, formed a connection with the museum's chief revenue officer, Garrett

Hinton. Dr. Harding advocated for the Cairn Chorale, particularly their Lessons & Carols program, and an invitation was soon extended for the Chorale to perform on December 3, 2022. The evening consisted of Scripture reading

and carols that the audience could participate in. Through the efforts of School of Music staff and the Museum of the Bible, the Cairn Chorale became the first university music ensemble to perform at the museum.



Artist Laura Sallade in Connie A. Eastburn Gallery

Laura Sallade is an artist living and working in Philadelphia, PA. Her displayed pieces focus on the relationship between light and material. Primarily using glass, silver nitrate, mylar, and

resin, she produces multi-layered reflective works. She seeks to have a conversation about the world through her work, highlighting people's flawed perceptions of light through its distortions.



Cairn Pre-Med Graduate Accepted into PCOM Physician Assistant Program

Cairn alumnus **Jesse Rivera '22**, who graduated from the pre-med program with a BS in Biology in August 2022, is the first Cairn graduate to be accepted into a physician assistant (PA) program.

Jesse was first introduced to the PA program during his freshman year, when a representative from Philadelphia College of Osteopathic Medicine (PCOM) visited his biology class. After four years of classroom instruction and lab experience that met the program's prerequisites, Jesse applied to PCOM after graduation and recently heard of his acceptance into his program of choice.

He will begin PCOM's 26-month program this summer. Upon comple-

tion of the program, Jesse will become a licensed physician assistant. He hopes to use his education "to work in underserved communities where I can bring the biblically integrated education I have from Cairn to the medical field."



Politics Major Receives National Scholarship



Josiah Hasbrouck '23 is one of only four undergraduate students in the nation to earn the 2022–2023 Initiative on Faith & Public Life Young Scholar Award. The award is a \$5,000 scholarship from the Young Scholar Awards Program of the American Enterprise Institute's Initiative on Faith and Public Life. The program seeks to award scholarships to students who "demonstrate significant promise in their

"Josiah is one of only four undergraduate students in the nation to earn the 2022–2023 Initiative on Faith & Public Life Young Scholar Award."

field of research," specifically "issues of economics, public policy, and society from a perspective of Christian faith, theology, and ethics."

Josiah's Honors Program thesis, which earned him the scholarship, explores the intersection of Christianity and politics and was well-suited for the scholarship parameters. More specifically, his topic is "The Applicability of Protestant Natural Law Theory in American Positive Law." Josiah traveled to Washington D.C., this spring to present and defend his paper. The final paper, as well as an op-ed summarizing the paper, will be published by American Enterprise Institute.

Dr. Keith Plummer Named as a Fellow for The Keller Center for Cultural Apologetics

Cairn University is pleased to announce that Dr. Keith Plummer, dean of the School of Divinity, has been named a fellow of the new Keller Center for Cultural Apologetics.

The Keller Center was launched on February 7 by The Gospel Coalition. Acknowledging that the Western church is found in a post-Christendom culture, the Center has a threefold mission to “open the front door” of the church to unbelievers, “close the back door” by strengthening the faith of those already in the church, and “send out the equipped” to take Christ into local communities.

Knowing the purpose and goals of the Center, Dr. Plummer is a perfect fit for their inaugural group of fellows. He has been serving the Cairn University community since 2010, challenging students to think critically about their faith and their engagement with the world. As a professor of theology, he has served as the primary faculty for the senior-level Apologetics course in addition to many other courses focused on applied theology. He also contributed to two recent books, *Before You Lose Your Faith: Deconstructing Doubt in the Church* and *The Digital Public Square*:



Christian Ethics in a Technological Society.

In his role as a fellow, Dr. Plummer will create tools and resources for the benefit of the evangelical church that combine “rigorous cultural analysis with theological depth.”

Featured Podcast: Empty Pews?

A 2022 Pew Research study suggests 18–35-year-olds are leaving the church at alarming rates. In this podcast, we dig into the data with several local pastors to find out what factors are in play and how the rise in secularism has accelerated so-called “de-conversion.” Yet there is great cause for hope: the Holy Spirit is at work, disciples are being made, and the gospel continues to advance the Kingdom of God.



Full Tuition Scholarships Available to Aspiring Musicians

Cairn University is offering full tuition scholarships to prospective students who apply and successfully audition for On the Way, the University’s traveling worship band. Only six scholarships are available. For more information, visit cairn.edu/OTW.



HEARD IN CHAPEL

“If you look at the news, you see oppression everywhere. . . . But the hope of our nation is only in Jesus Christ, because he is the only one who truly hears every cry of the oppressed *and* does something about it.”

—Dr. Bryan Murawski, Associate Professor, School of Divinity

Dr. Steele Brand Hired to Lead Cairn University's New Politics, Philosophy, and History Program

Cairn University is excited to announce the hiring of author and professor Dr. Steele Brand. He will formally join the faculty in Summer 2023, after he concludes his current responsibilities at The King's College in New York City and the James Madison Program at Princeton University.

In tandem with hiring Dr. Brand, Cairn is thrilled to introduce a new Politics, Philosophy, and History (BA) program designed by Dr. Brand. This academically rigorous program, when paired with the University's Bible and theology core curriculum, provides students with a robust, multidisciplinary understanding of the world and how Christians are to engage in the current culture. It will emphasize many of history's great texts, starting with Scripture. The history component will be one of the program's unique strengths, grounding the texts in their historical contexts with a rigorous tour through military, political, and cultural events. Students will come to know



decisive battles, the great works of art, social movements, and the constitutional orders out of which humanity's animating ideas have emerged.

You can learn more about the program or apply for the upcoming semester at cairn.edu/programs/pph.

2023 Church Leaders Conference Encourages Leaders to Embrace Human Limitation

On Thursday, March 9, the University hosted the annual Church Leaders Conference. Each year, this conference seeks to serve local church communities by offering a time of refreshment, encouragement, and growth to those in positions of leadership. This year's session focused on "Finitude Is Not Sin: Embracing Limits in Leadership," led by Dr. Kelly M. Kopic.

Dr. Kopic is a theology professor at Covenant College as well as the author of *You're Only Human: How Your Limits Reflect God's Design and Why That's*

Good News. In it, Dr. Kopic discusses the continual demand of everyday life and how it can feel frustratingly overwhelming. Our limitations, he argues, should not discourage us. Rather, our finitude and inabilities should point us to the Lord. Not only should they point us to the Lord, they should also increase our reliance and rest in him. Designed for leaders, the conference was able to encourage those attending to directly apply these concepts and gave leaders the necessary tools to better encourage those they shepherd.



Matching Gift Week 2023 Results

\$215,465.69

raised in gifts and pledges

151

total gifts and pledges

34

first-time donors

Pre-Med Major Becomes First Cairn Graduate to Pursue a PhD in Chemistry

Yisheng (Ethan) Sun '23, a senior pre-med student who graduated in May 2023, became the first University graduate to be accepted into a chemistry PhD program. Out of the seven schools he applied to, six offered him full-tuition scholarships. He has decided to enroll in the PhD program at the University of Pittsburgh, where he was also offered the Hurd Safford Graduate Teaching Fellowship.

Yisheng came to the University to study biology, but his love for chemistry blossomed while he completed the pre-med program. His interest in organic chemistry and biochemistry has given him the ultimate desire to pursue doctoral-level research in chemistry instead of biology.

Yisheng cites the support of his professors as role models and well-suited instructors for bringing him to this major milestone: "Throughout my four years at Cairn, I gained numerous

insights from how my professors approached biology and chemistry with a biblical worldview. Dr. Bell showed me the strongest supportive evidence for the design argument; Dr. Eshelman introduced his theology of the human body; Professor Jensen refreshed my understanding of what science is and its relationship with Christian discipleship; and Dr. Khushman shared various biblical references in relevance to medicine. All these meaningful discussions prepared me to walk a different path in the field of science."



“

HEARD IN CHAPEL

“It’s very difficult to read Scripture and not see that it exhorts us to be more consistent, to be more forgiving, to be more gracious, to be more loving. If that’s impositional, then you’re going to have a problem with the Christian life, because it’s all about being conformed to the image of Christ.”

—Dr. Todd J. Williams, President

Introducing a New Monthly Giving Initiative

Cairn University has a long history of amazing generosity. Alumni, friends, staff, faculty, foundations, and more have been giving to the institution for decades. It also has its fair share of givers who choose to do so monthly. This type of consistent giving enables the University to plan well and stewards its resources efficiently. It also makes choosing to support the University a simpler decision, as it

removes many potential obstacles. In light of these benefits to both givers and Cairn, we are looking to grow this group in order to continue our goal of faithful stewardship. More information will become available this summer, but if you are interested in becoming a monthly giver, please reach out to Melissa Moyer at alumni@cairn.edu.

“I give monthly because it is a small way for me to impact the lives of others. I am confident that God is using other people’s giving at Cairn to provide for the needs of so many.”

—Nathan Schaeffer '16

For the Love of Art

Chara Fitch '25's artistic aspirations began at an early age with paper dolls. She and her sister Aletheia would make paper dolls and create elaborate stories for them. Two thousand dolls later, Chara decided to direct her artistic endeavors toward a more business-savvy route by establishing a greeting card business. She even took part in an art project her hometown created by painting a goose. Without a doubt, Chara has always had a passion for and interest in art.

As Chara began considering colleges and majors, however, she felt she needed to take the "practical" route: she'd pursue communications or English. But when Chara visited Cairn and sat in on an art class, she was surprised and delighted to discover that Cairn could provide her with an education in art that was full of practical opportunities and job prospects. She promptly enrolled in Cairn's BFA program and was accepted, launching her academic art career.

Recently Chara, alongside five other art students, received an exciting opportunity to display their artistic talents publicly. The Faith and Liberty Discovery Center (FLDC), situated in Center City Philadelphia, reached out to the Cairn visual arts department to commission six artists to create a mural for each of the Center's six core values: Faith, Liberty, Justice, Unity, Hope, and Love. "Anything but Love" Chara contentedly decided. In her desire to allow her peers to have their first choice, however, Chara was the last one left to choose—and Love was the only remaining option. Uncertain but determined, she began to consider how she wanted to represent Love. Her piece was going to be displayed in the middle of the "City of Brotherly Love," so Chara carefully considered how to faithfully depict the biblical idea of love, not a secular and culturally acceptable one.

Much of the inspiration for Chara's mural comes from John 15:13: "Greater love has no one than this, that someone lay down his life for his friends." Upon first glance, Chara's mural has two simple figures on it. Looking more closely, the viewer notices that one figure holds an umbrella made up of pieces of the figure's heart. The other individual is shielded by that umbrella, while at the same time is taking blocks out of himself to build up the other person. "A big part of the mural is that they're looking away from each other. So each of them is giving up themselves without knowing what the other one is doing for them," Chara commented.

Chara's mural is a simple, colorful piece, accessible to the everyday audience. She reasoned, "I wanted to do something that would make people stop and think 'Why did she do that?' or 'Why does that look like that?'" Her intentionality in creating a piece that displays the gospel—particularly the sacrificial love of Christ—made a lasting impact through the universal language of art.

CHARA'S FAVORITES

Favorite Art Medium to Use: Acrylic Paint

Favorite Artists: Vermeer and Degas—I love their dramatic lighting and unique composition

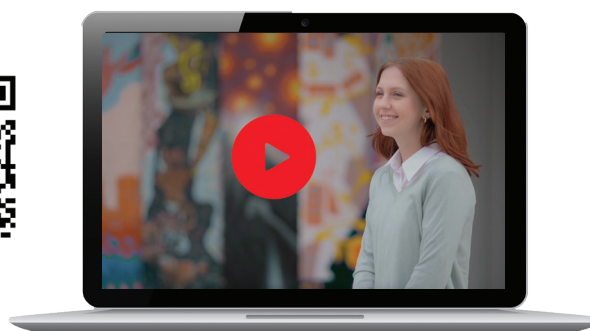
Favorite Food: My mom's homemade gyros on fresh pita

Favorite Spot on Campus: The library in the mornings—it's so sunny and peaceful

Favorite Verse: I've recently been enjoying Psalm 116:7

The Faith and Liberty Discovery Center

Watch Chara explain more about this opportunity she had with her classmates:





ACADEMICALLY SPEAKING

In addition to teaching and serving at the University, Cairn's faculty and staff are committed to growing professionally, participating in ministry, and pursuing their academic interests. This issue also includes a collection of recently published books from our faculty and alumni.

UNIVERSITY ADMINISTRATION

Stephanie Kaceli, dean of educational resources, was one of three librarians to discuss her work on EBSCO FOLIO, a new library service platform (LSP). Over 1,400 registered to hear from and ask questions of Cairn University, Cornell University, and Washington College's experiences with this open-source library system.



Caring Food Drive" to benefit Bristol-area food pantries. He also spoke at a winter retreat at Crossing Community Church (Newtown, PA).

SCHOOL OF EDUCATION

Dr. Stacey Bose, dean, wrote a paper titled "Challenges in Learning Phonics and Phonemic Awareness: Case Studies of Pre-service Elementary Teachers" for *Pennsylvania Teacher Educator*, 21(2). She shared about this article in a roundtable discussion at the PAC-TE (The Pennsylvania Association of Colleges and Teacher Educators) Conference in Harrisburg. She also wrote "Professional Development for the Science of Reading" for *Phi Delta Kappan*, 104(5).

Dr. John Furrow presented a seminar titled "The Living Curriculum" at the Distinctive Teaching and Learning Conference held at Gaston Christian School in Gastonia, NC. The session was based on Luke 6:40 and the impact teachers can have on their students through their life and words.

SCHOOL OF BUSINESS

Brandon Petcaugh, chair of computer science programs, graduated from Georgia Tech with an MS in Computer Science in December 2022.

SCHOOL OF DIVINITY

Dr. Keith Plummer, dean, was recently interviewed on *The Disciple-Making Parent* about his chapter on scientism in the book *Before You Lose Your Faith: Deconstructing Doubt in the Church*. It can be accessed at thedisciplemakingparent.com/keith-plummer.

Dr. Gary Schnittjer, distinguished professor of Old Testament, presented two papers at the ETS National Meeting in November 2022: "(Re)location, (Re)location, (Re)location: Deuteronomy 12-shaped David and Solomon in Chronicles" and "Old Testament Use of Old Testament and Progressive Revelation." Also in November, he did a presentation on "Bequeathing Wrath: Exegetical Use of Scripture in Exodus 34" at the Institute for Biblical Research. This article will be published in a volume of essays by Sheffield Phoenix. His new article in the *Journal for the Study of the Old Testament* is titled, "Going Vertical with Love Thy Neighbor: Exegetical Use of Scripture in Leviticus 19:18b."

Dr. Kevin McFadden, professor of New Testament, presented two papers at the National Meeting of the Evangelical Theological Society in November 2022: "The Nature of Saving Faith in James" and "The Use of the First Person Plural in Paul." He also gave the annual Rice Lectures at Detroit Baptist Theological Seminary in March 2023 on the theme "The *Pistis Christou* Debate and Pauline Theology."

Dr. Bryan Murawski was interviewed on *The Bob Dutko Show*, *Afternoons with Bill Arnold*, and Dr. Michael Brown's radio show, *The Line of Fire*. He was interviewed about his book, *Preaching Difficult Texts of the Old Testament*. He also presented an informational webinar through the University: "Preaching PG-13 Texts." He presented two papers at the ETS National Meeting in November 2022: "From There I Will Gather Them": The Use of Deuteronomy 30 in Nehemiah 1:9" and "The LORD is with Him": Textual Connections in 1 Samuel 16:14-23."

Dr. Gregory Parker Jr. presented "Re-Imagining Heidelberg: The Munus Triplex in Bavinck's Ecclesiology" at the ETS National Meeting in November 2022.

Dr. Matthew McAlack helped organize and lead two community events in Bristol Borough, PA, "Christmas Caroling at the Wharf" and the "SouperBowl of

SCHOOL OF LIBERAL ARTS & SCIENCES

Greg Jensen, chair of natural sciences, contributed to *Fittingness and Environmental Ethics: Philosophical, Theological and Applied Perspectives*, edited by Michael S. Northcott and Steven C. van den Heuvel (Milton Park, England: Routledge, February 2023). His chapter contribution is titled "Representation as Isolation: The Unfittingness of Waste."

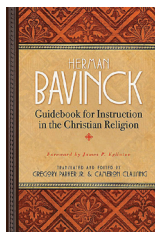
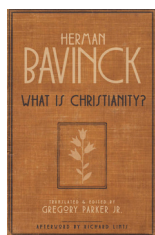


Fresh Ink

Books by Cairn faculty and alumni

What is Christianity?

and *Guidebook for Instruction in the Christian Religion* by Herman Bavinck, edited and translated by **Dr. Gregory Parker Jr.**, assistant professor, School of Divinity (Peabody, MA: Hendrickson Academic, Spring 2022)

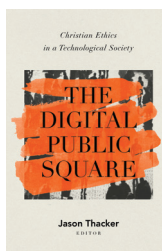


In What Is Christianity?

Dutch theologian Herman Bavinck (1854–1921) provides a historical sketch on the nature of Christianity and the unifying power of Christ. It is apologetic and evangelistic, ecumenical and Reformed, and historical and theological in scope. *Guidebook for Instruction in the Christian Religion* is an introductory systematic theology. While Bavinck's lengthy *Reformed Dogmatics* is an academic work, *Guidebook for Instruction* is a theological guide for the everyday person in the pew.

The Digital Public Square: Christian Ethics in a Technological Society

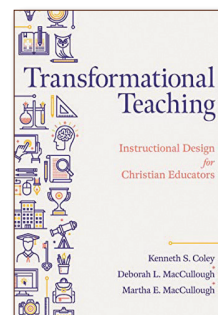
edited by Jason Thacker, contributed to by **Dr. Keith Plummer**, dean of the School of Divinity (Nashville, TN: B&H Academic, February 2023)



With issues ranging from conspiracy theories, sexual ethics, religious freedom, privacy, hate speech, and more, *The Digital Public Square* is designed to help theologians, ethicists, pastors, and lay leaders cast a distinctly Christian vision for digital engagement and promote the common good throughout our society.

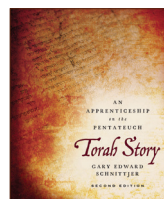
Torah Story second edition and *Torah Story Workbook* by **Dr. Gary Schnittjer**, distinguished professor of Old Testament (Grand Rapids, MI: Zondervan, March 2022)

Transformational Teaching: Instructional Design for Christian Educators by Dr. Kenneth S. Cole; **Dr. Martha E. MacCullough '62**, professor emeritus; and **Dr. Deborah L. MacCullough '87** (Nashville, TN: B&H Academic, February 2023)

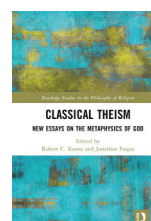


Transformational Teaching provides a survey of instructional design and effective pedagogy that incorporates a biblical worldview throughout, making it especially useful for education courses at Christian colleges, Christian teachers who desire further training, and homeschooling parents using a faith-based curriculum. The book explores philosophical and psychological foundations underlying teaching approaches, interprets the latest findings in neurological and educational research, and weaves InTASC standards throughout select chapters. Cairn faculty Charlotte Gleason and Dr. Debbie Lynn Wolf are contributors.

A refreshingly new approach to the Torah—neither an introduction nor a commentary—*Torah Story* provides an apprenticeship on the Old Testament's first five books. It also provides a model of how to read Scripture intertextually with an eye to the New Testament Gospels. The second edition is streamlined and simplified throughout, with updated examples and new sidebars and imagery. The new workbook offers chapter-by-chapter guided exercises designed to support the students' learning experience and enhance their comprehension of the Pentateuch.



Classical Theism: New Essays on the Metaphysics of God, edited by Jonathan Fuqua and Robert C. Koons, contributed to by **Dr. James Dolezal**, professor of theology (Oxfordshire, England: Routledge, February 2023)

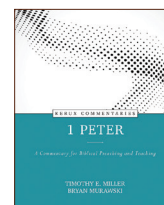


This volume provides a contemporary account of classical theism. It features 17 original essays from leading scholars that advance the discussion of classical theism in new and interesting direc-

tions. *Classical Theism* will appeal to scholars and advanced students in the philosophy of religion who are interested in the nature of God.

1 Peter: A Commentary for Biblical Preaching and Teaching

by Dr. Timothy E. Miller and **Dr. Bryan Murawski**, associate professor, School of Divinity (Grand Rapids, MI: Kregel Publications, January 2023)



In *1 Peter*, Timothy Miller and Bryan Murawski demonstrate how the activity of the triune God provides both encouragement and exhortation to the first-century readers of 1 Peter. They infuse textual, canonical, historical, and rhetorical insight to support the preaching preparation of expositors eager to share the relevance of 1 Peter with their congregations.

SUBMIT YOUR BOOK!

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A Theology of Prayer

Have you ever wondered how your prayers can be powerful and effective? Prayer is indeed an integral part of the Christian life, and our Lord Jesus Christ provides a most helpful model in his farewell discourse in John 14–17. In this section, Jesus offers a prayer to God that demonstrates God’s purpose, pattern, and power in prayer.

There is power in our prayers when we pray as God exhorts us to pray. Jesus’ farewell discourse provides keen insight into the persons of the Trinity and the nature of prayer. Where else can one learn an extended lesson on the theology of prayer from the Son of God? Because Jesus is the second person of the Trinity and plays an essential role in Christian prayers, his instruction to his readers on prayer should be heard and implemented. Let’s briefly walk through these four chapters of John’s Gospel and highlight what can be utilized in our prayers to God.

It is apparent in Jesus’ theological discourse that he presents a pattern of prayer with respect to the persons of the Trinity and how those persons play a role in Christian prayers. Jesus prays to the Father exclusively. But, we learn that just as the Father is the rightful recipient of our prayers, Jesus plays a role as well. Jesus tells us that no one comes to the Father except through himself (John 14:6). Jesus is referring to a relationship with God that is his, that Jesus is the mediator, and that these truths can also be applied to prayer, since Jesus tells us that he is the mediator between humanity and God (1 Tim 2:5). Jesus is training his disciples to pray to the Father in the name of Jesus (John 14:13). To pray in Jesus’ name is to come to God the Father through Jesus and to make our requests known to God for the sake of the Son—for his purposes. Jesus has a unique relationship with the Father in that he asks the Father to send the Spirit of God to help us and to be with us (John 14:15–17). In doing so, Jesus illuminates his disciples by providing them with the encouraging news that they will be indwelt with the Spirit of God; thus,

as believers we pray to God in the name of Jesus, all the while having the Spirit—and the Spirit’s power—in us and with us while we pray. This is the very Spirit whom the Father sends to us through Jesus Christ to help us and to be our advocate (John 14:26).

Our prayers should be in harmony and union with God’s plan. Our asking and God’s answering of our supplications are for the glory of the Father (John 15:8). Part of God’s plan is that we approach God according to the pattern that Jesus sets out for us. This means that we come to God through Jesus and by the power of the Spirit in us. Jesus sends the Holy Spirit to us from the Father; thus, not only do we pray to God through the Son, but the Spirit is sent to us from the Father through the Son (John 15:26). Accessing God in prayer comes through the authority of Jesus who brings us to the Father with the purposes, intentions, and desires of Jesus. Ensuring our hearts are in union with God’s heart is part of the exercise of prayer; finding our role in the plan of God and confidently standing alongside it is our obedient demonstration of praying according to the will of God.

Addressing God in prayer in the name of Jesus is a primary command for faithful Christians to follow. Praying in Jesus’ name means to believe that we come to God the Father through Jesus and that our hearts are in accord with God’s. Anything else would be contrary to God’s purpose. Thus, when we pray to the Father in Jesus’ name, we will receive from God and our joy will be complete (John 16:23–24). Even after Jesus’ resurrection, his disciples prayed to God in the name of the Son, and they prayed directly to the Father (John 16:26)

as before, though Jesus reminded them that prayer is not about Jesus asking the Father on their behalf. Rather, Jesus is the mediator who allows them to come to God.

When Jesus prays, he prays to the Father (John 17:1). What does that teach us? What does that mean? We learn that the Son of God prays, and when he does, he prays to his Father. It also teaches us that we ought to pray in this same way. This is also the way that Jesus models prayer in the Lord’s Prayer. The prayer in this discourse is unique because it may not be meant to teach his disciples—we don’t know if they could hear. Maybe they could, in which case there would be a didactic element to the prayer. If not, then we are directly witnessing the Son of God praying in private to God the Father on the brink of his arrest and imminent crucifixion. The rest of the chapter includes Jesus’ prayer and highlights Jesus’ disposition toward God. He addresses God as Father (17:1), holy Father (17:11), and righteous Father (17:25). One could argue that Jesus only prays to his Father because he cannot pray to himself; thus, we should direct our prayers to Jesus. This argument does not match the biblical imperatives or patterns set by the other apostles, especially the apostle Paul and his numerous prayers offered to God the Father (e.g., Rom 1:8; 1 Cor 1:4; 2 Cor 1:3; Eph 1:17; Phil 1:3; Col 1:3; 1 Thess 1:2; 2 Thess 1:3; 1 Tim 1:17; 2 Tim 1:3; Philem 4).

To pray in the name of Jesus is to pray in agreement with the triune God of the Bible. Praying in Jesus’ name means praying to the Father through Christ. We also pray by the power of the Spirit and “by the Spirit of God.” The apostle Paul expands this for us,



but it should be synthesized with this understanding about the Father and the Son. We pray by the power of the Spirit because, as Jesus instructs us in this discourse, the Spirit is now with us and in us. The conclusion of any corporate prayer with “in your name” may lack a degree of clarity because the “your” may not be immediately apparent to the

hearer. Unless Jesus was immediately mentioned, it implies the Father, since prayers in the New Testament are overwhelmingly addressed to the Father. But Jesus implores his hearers to pray to the Father in Jesus’ name and implies (and, elsewhere the New Testament, enlightens) that we pray to God by the Spirit of God (Rom 8:26; Eph 6:18; Jude 20). There

is authority in our prayers when we so align our hearts with God’s heart that we follow the purpose of God, the pattern of Jesus, and the power of the Spirit.

Dr. Jared Bryant is an associate professor and the associate dean of the School of Divinity at Cairn University. He can be reached at jbryant@cairn.edu.

Diffusion of Knowledge Through Publishing

Educating students to serve Christ is at the heart of Cairn University's mission. As professors, we aim to see the truth of God, his Word, and his world formed in the hearts and minds of our students. The chief way in which we carry out this vocation of teaching is by speaking. Yet every professor also knows the value of sound scholarly literature as a crucial aid in communicating truth to his or her students.

In some cases, such as the study of Scripture or general literature, the written text is not merely an aid but the immediate subject of investigation. Even in such cases, secondary literature is frequently employed to help in understanding the primary. It is a natural development of the professor's work to add his or her own writing—perhaps in the form of handouts or slides, at first—to the body of literature on the topic being considered. Sometimes, writing begun in the service of classroom teaching or a lecture series forms the basis for what will become a literary contribution to the field more widely. It has been a particular joy to see published works by Cairn professors coming forth with increased frequency in recent years. And yet, this literary extension of our vocation raises a question: Is literary production a legitimate piece—even if not an obligatory piece—of the university professor's calling?

In his classic book *The Idea of the University*, John Henry Newman describes the purpose of the university as the “diffusion and extension of knowledge,” though he distinguishes this task from the “advancement” of knowledge through research. Jaroslav Pelikan, writing many years after Newman, notes that while Newman does not mention publishing as an explicit element of the university's teaching responsibility, it is a natural part of the teacher's vocation and plays a vital role in securing the university's intellectual contribution and heritage. Pelikan asserts that publishing is “a fundamental psychological, indeed almost physiological, imperative that is rooted in the metabolism of scholarship as a sacred vocation.” His rationale for this claim is that publishing exposes the teacher's ideas to the criticism and correction of other scholars who may even carry the results to greater lengths “by more careful and imaginative research.” Pelikan does not agree with Newman that all new research should be left to institutes and think-tanks existing independently of the university. Etienne Gilson, likewise, decries the alienation of research and teaching in which “scholars seek but do not teach, while university professors teach but do not seek.”

The medieval theologian Thomas Aquinas asked whether teaching is

an activity of the contemplative life or active life. That is, is it a speculative or practical undertaking? His answer is that teaching (and by implication, writing) belongs to the active life—it is an art—but it can only be carried out from a foundation in the contemplative life. Considered in the abstract, the contemplative life, Thomas argues, is a higher form of life than the active. This is because *knowledge* uniquely marks eternal life (see John 17:3) and because all humans by nature desire to know. Intellectual knowledge is what distinguishes us from lower animals and is most perfective of our natures. The end of the contemplative life is the consideration of truth and the possession of it. The end of the teacher is the practical communication of truth to others. In view of this, one might imagine that the great Dominican friar would believe the life of the ivory tower intellectual was a more noble life than that of the teacher. And yet he does not draw this conclusion. Rather, he states, “Even as it is better to enlighten than merely to shine, so it is better to give to others the fruits of one's contemplation than merely to contemplate.”

It was once a philosophical commonplace to say that the good is diffusive of itself. Perhaps something similar can be said about the truth acquired by contemplation; it is possessed best when shared with others. Aquinas is instructive on this point: “Yet that form of active life in which a man, by preaching and teaching, delivers others the fruits of his contemplation, is more perfect than the life that stops at contemplation, because such a life is built on an abundance of contemplation, and consequently such a life was chosen by Christ.”

Thomas even argues that teaching is a form of Christian charity by which, out of love for the souls of others, we work to see the good of truth formed in them. This is what good education does; it educes the forms of reality in the minds of others in order to enrich their souls. Every teacher is concerned with two subjects: the one about which he or she teaches and those *to whom* he or she teaches. The first subject, according to Thomas, pertains to the contemplative life, and the second is concerned with the practical.

For all this, we might still marvel at

how truth is communicated from one mind to another. The *forms* of truth we seek to convey are immaterial. And the minds we seek to inform are not entirely passive. We cannot simply insert what we have gained by contemplation into the minds of our students in some mechanical fashion. The light of reason by which the truth is seen in the mind of man or woman is not a light even the best human teacher is able to kindle. And yet without this light, listeners and readers learn nothing, and no communication of truth occurs.

It might be tempting to despair that teaching is even realistically possible for us. It is vital, in this connection, that we understand what the human teacher does and does not do in leading others to the truth. Aquinas observes that “God alone teaches interiorly and principally.” The professor, by speaking or writing, provides external help to human reason, as a midwife facilitating the conception of truth in the minds of others. But the internal work of reason, while stimulated by the teacher's language, is caused primarily by God, who teaches all men knowledge (see Ps 94:10). He furnishes the first principles by which all learners are enabled to see the truth for themselves.

Teachers are fellow workers together with God in bringing the minds of others into conformity with reality. Our job is to arrange the medium of words for the best possible reception in the minds of those we instruct. That arrangement of words we call teaching is not merely meant to deliver true conclusions. It is also meant to reproduce the reasoning process by which those conclusions are achieved so that those who hear or read our words can see the truth for themselves and our thinking can be evaluated and enriched by our peers. Oral and written teaching are two sides of the same coin, both using the common means of language to stimulate the senses so as to gain access for the truth to the mind and soul of our fellow man. In this regard, publishing in the form of essays, reviews, articles, or even entire books is a natural extension of the university professor's vocation.

Dr. James Dolezal is a professor of theology at Cairn University. He can be reached at jdolezal@cairn.edu.

Providing a Head Start: The History and Future of Dual Enrollment at Cairn University

The 2022–23 academic year marks 10 years of the University offering dual enrollment—and doing it well.



Dual enrollment was originally pioneered by the University of Connecticut in 1955 and has become an increasingly popular option for motivated high school students in recent decades. A

growing number of students are graduating high school with a college transcript, allowing them to save time and money on the remainder of their undergraduate degree.

While dual enrollment is not unique to the University, the modalities offered and the distinct biblical worldview that is incorporated into every course—all at an industry-leading \$75 per credit rate—prove the University to be an institution uniquely positioned to serve families who are looking for a truly biblical education.

Where We Started: High School Classrooms

The University ventured into the dual enrollment space in 2012. President Williams created a partnership between Cairn University and Veritas Press Scholars Academy, an online homeschool resource for Christian families.

This modality involves the University offering college credit to eligible students who are taking courses in their high school classroom. Unlike an AP course, which requires students to earn a high enough score on an exam to receive college credit, a dual enrollment course grants Cairn University credit to all students who successfully complete the course.

In order to ensure the quality of a course, all facets are evaluated. The faculty members must have a master's degree in the subject matter they are teaching, qualifying

them to be adjunct faculty at the University level. The course curriculum and objectives are assessed and adjusted as necessary to meet Cairn's equivalent course objectives. And Cairn University's hallmark of biblical integration throughout the curriculum remains a distinguishing characteristic of all approved dual enrollment courses. This vetting process is repeated every two years to ensure the continuing quality of the course offerings.

Since the initial partnership with Veritas, the University has grown its partnerships to offer dual enrollment programs in 21 other schools. These schools are found both across the country and abroad in countries such as the Dominican Republic and The Philippines. This growth in partnerships has also led to a dramatic growth in enrollment, with 546 students participating in the 2022–2023 academic year.

Dual Enrollment by the Numbers:

571
students currently enrolled

3
methods of offering credit

On Campus

Online

In High School Classrooms

79%
higher high school graduation
rate in students who participate
in dual enrollment

2012
year we started high school-
based dual enrollment

21%
of University-based dual enrollment
students enroll full-time
at Cairn after graduation

22,701
course credits earned by
students since 2012

\$75
per credit rate

2020
year we started University-based
online dual enrollment

36
available University-based
courses (and counting!)

22
partnership schools

Where We've Been (and Where We're Going): On-Campus and Online Courses

Shortly after the successful launch of high school-based dual enrollment courses, the University began to invite high school students to study on the University's campus in Fall 2014. The process here is a bit simpler: High school students apply to the University as dual enrollment students, they are accepted, and they enroll in any one of the 30+ traditional undergraduate courses approved for dual enrollment learning. The University extended this direct learning environment into the online space when Cairn Online undergraduate programs launched in Fall 2020.

The benefit of both the on-campus and online dual enrollment modalities is that motivated high school students are directly integrated into the college environment. They meet the same standards and requirements expected of our full-time undergraduates, preparing them for full-time study both emotionally and academically. And

whether the student elects to study in an on-campus course or an online one, they benefit from extensive faculty engagement throughout the semester. A growing number of homeschool families are turning to the University as a trustworthy source of high-quality and academically rigorous courses that uphold the authority of Scripture regardless of the discipline being studied.

The University's impact in virtual education will continue to expand this fall. Campus EDU is a virtual learning education platform that serves faith-based institutions. They have partnered

with the Association of Christian Schools International (ACSI) and will be offering dual enrollment to ACSI-accredited schools beginning Fall 2023. Cairn University's courses will be offered as part of this online consortium, equipping Christian high schools across the country with the resources to offer dual enrollment education in a virtual classroom.

With 10 years of dual enrollment behind us, the University looks forward to continuing to offer a distinctly biblical education to students in high school and beyond.



Interested in Learning More?

Partner With Us

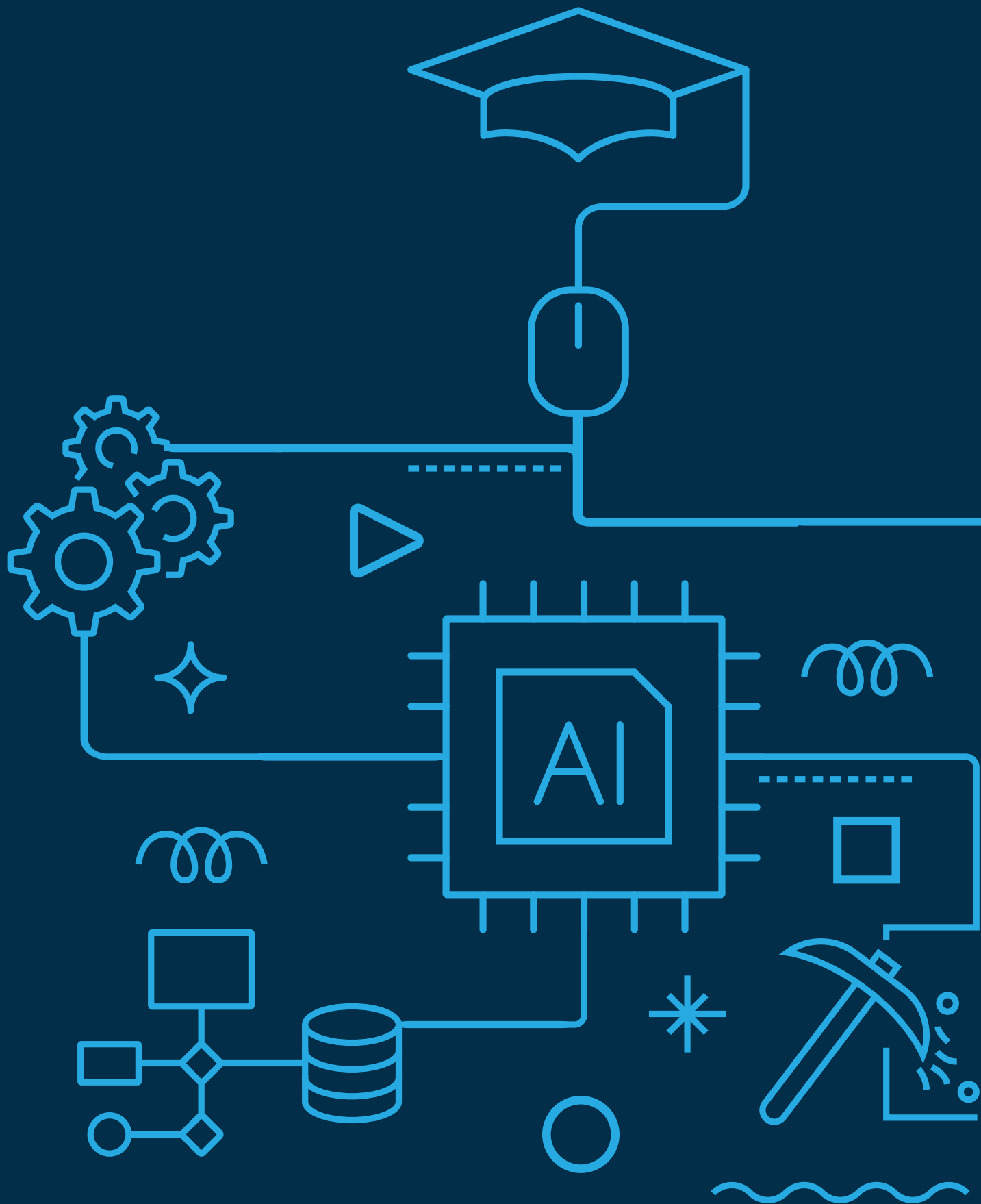
1 Cairn University is always looking for like-minded institutions to join us as dual enrollment partner schools. Accredited ACSI schools can reach out to provost@cairn.edu to start the conversation.

Refer a Student

2 Do you know students who would benefit from starting dual enrollment courses at Cairn? Refer them today by submitting their information at cairn.edu/refer.

Enroll Your Son or Daughter

3 Students who are in high school are eligible to enroll in dual enrollment courses at Cairn. You can learn more about our program and the courses offered at cairn.edu/dual-enrollment. Students can apply at cairn.edu/apply.



OpenAI CHATGPT:

The New Crisis for Transactional Higher Education



The world was introduced to ChatGPT-3, an artificial intelligence (AI)-backed chat bot, in November 2022. It is based on the GPT (Generative Pre-trained Transformer) architecture, a type of transformer neural network.

The model is trained on a large dataset of text, including books, articles, and websites, and learns to predict the next word in a sentence based on the context of the words that came before it. When given a prompt, the model generates text by sampling from the distribution of words it learned during training. The generated text is not a transcription of any specific text but rather a new text that draws on the dataset it has access to.

There is little doubt that ChatGPT-3, and similar AI language model chat bots, are game-changers for a number of industries, including higher education. ChatGPT-3 is a state-of-the-art model in the field of natural language processing and has received significant attention in the tech community. It is a powerful tool for generating human-like text and is already being widely used in multiple industries, such as customer service, content creation, counseling, and research. ChatGPT-3 has been described as the most powerful and technologically disruptive language model tool to date.

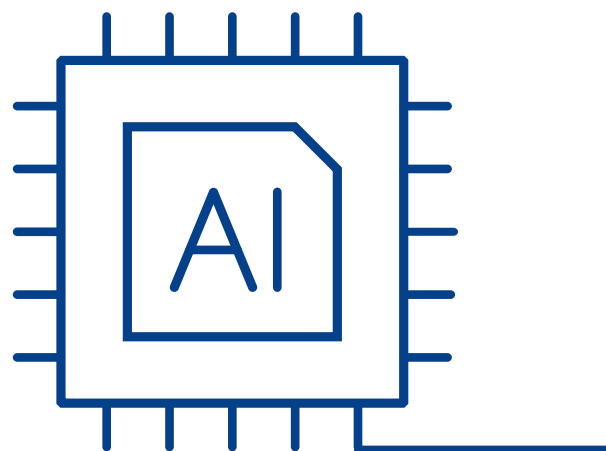
ChatGPT-3 can access a vast amount of vocabulary and data, and it does a remarkable job of interpreting words by their context. This helps ChatGPT-3 mimic speech patterns while conveying a seemingly ency-

clopedic knowledge. ChatGPT-3 can explain particle physics, write complex computer code, compose poems, or suggest a joke on command. Millions of people have accessed and used ChatGPT-3 since its November release. And while ChatGPT-3 is the first AI chatbot to be released to the public, other tech companies like Google and Meta are developing their own AI language model tools. Needless to say, colleges and universities are scrambling to adapt to a world in which students can, with a few keystrokes, prompt an AI software application to write a college essay for them.

Of course, academic dishonesty is nothing new to academia. Student cheating has been a challenge for educators since the beginning of formalized education, and cheating in the academic setting in the US has a long history, dating back to the nine colonial colleges chartered before the American Revolution. In the 20th century, cheating became more prevalent as students felt increasing pressure to succeed in the competitive academic environment. These tendencies were only compounded by the rise of standardized testing. In the 21st century, the internet and easy access to information have further enabled student cheating. These temptations were exacerbated when students pivoted to remote learning during the COVID-19 pandemic.

Efforts to address academic cheating have included the use of plagiarism detection software and the implementation of honor codes. Universities have also invested significant resources into writing centers and library infrastructure aimed at teaching students information literacy and writing skills. Despite these efforts, cheating remains a persistent problem in academic

“The higher education landscape is increasingly crowded with institutions that are selling degrees rather than education, trading assignments for grades and papers for diplomas. . . . Such institutions have reason to be concerned about ChatGPT-3 and similar AI technologies.”



institutions in the United States. Many educators are concerned that AI chat technology will make it more difficult, if not impossible, for professors to catch plagiarism, and they have reason for concern. ChatGPT-3 can generate text that is difficult to distinguish from text written by humans, and, as of this writing, not even sophisticated plagiarism detection software can consistently recognize AI-generated scripts. In response to these concerns, several of the US' largest secondary education school districts have banned ChatGPT-3 on their networks and devices. Likewise, many post-secondary educators are calling for institutions of higher education to ban ChatGPT-3.

Small nonprofit baccalaureate and master's colleges and universities may be better equipped to navigate this technological frontier than larger institutions, especially those that approach education as a transaction or those that have developed competency-based models that allow students to complete courses with minimal interaction with their instructors. A transactional model of higher education views students merely as customers who pay for a service (education) provided by the institution. In this model, the focus is on providing students with a credential that will, theoretically, help them secure employ-

ment in the workforce rather than on broader intellectual development or the pursuit of knowledge for its own sake. The institution is responsible for delivering the educational product to the student, and the student is responsible for paying for the service and meeting certain academic standards. For the sake of cost-savings and convenience, many institutions of higher education have developed models of instruction that place the burden of learning completely on the learner, limiting professors to facilitating the delivery of course materials. What happens to this model, though, when the proof is no longer in the proverbial pudding? What kind of education has taken place when students submit AI-generated deliverables that mask the reality that students have no understanding or exposure to the course material?

In a TED Talk entitled, “The Agony of Trying to Unsubscribe,” comedian James Veitch describes his efforts to unsubscribe from an automated marketing email. When hitting the “unsubscribe” button proves ineffective in stemming the steady tide of emails from a certain solicitor, Veitch sets up an auto-replier designed to ping back a response to the unwanted emails. The solicitor's auto-response to his auto-reply, of course, then sets in motion a series of auto-generated emails pinging each other in perpetuity. “It gives me immense satisfaction,” Veitch reflects, “to know that these computer programs are going to be pinging each other for eternity.” One might see in this

comedic example a disturbing vision for the future of education—an endless interchange between scripted course content deliverables and AI-generated responses, both devoid of human investment and both working to devalue any credential that might be conferred upon students. The author of Ecclesiastes calls this “vanity”: the meaningless expenditure of energy.

The higher education landscape is increasingly crowded with institutions that are selling degrees rather than education, trading assignments for grades and papers for diplomas. These institutions rely on grading software, teaching assistants, and remote instructors to credential students. Such institutions have reason to be concerned about ChatGPT-3 and similar AI technologies. Society, as a whole, may have a greater concern. What will be the effect if institutions of higher learning credential hundreds of thousands of students who are severely lacking in competency?

Many institutions of higher education are currently in a panic because ChatGPT-3 is undermining the transactional model of education. Credentials from such institutions will, necessarily, become increasingly meaningless as they lose their ability to evidence learning. The future of higher education is not in automation or AI. These tools serve only to make clearer the differences between transactional and formational models of education.

Formational education focuses on the development of the whole person, including the spiritual and moral

aspects of an individual. It aims to shape students into responsible, mature, and well-rounded individuals who can contribute positively to society. One can see this formational commitment in Cairn University's mission to "educate students to serve Christ in the church, society, and the world as biblically minded, well-educated, and professionally competent men and women of character." This approach to education emphasizes personal growth and character development, often through experiences and student-faculty interactions that challenge students to think critically, reflect on their beliefs, and build a sense of higher purpose. Formational education seeks to prepare individuals for a meaningful life, not just for careers or jobs. This approach to education is, by necessity, highly personal and relational. As such, schools that take this formational approach have far less reason to be concerned about ChatGPT-3. A professor who knows the author of an assignment as a person—whose mind is developing as part of an educational relationship—is not likely to be tricked by the superficial (and impersonal) essays that are manufactured by AI.

Still, it is important to recognize that even in schools where student formation is a valuable element of the education process, the new AI tools present challenges. Faculty and staff will need to brainstorm and initiate changes to the student evaluation process. In-class learning and testing will necessarily become more important. Perhaps

there will be more review and testing of works prepared outside of classrooms. What is clear is that educational integrity calls for a recommitment to the task of imparting knowledge to students. Students, likewise, will need to understand this new reality while recommitting to the importance of genuine education. They must acknowledge upfront that, however important a diploma may be to their future, their growth in knowledge, skills, and preparation is even more important.

Students need to direct their own learning, but they also need the guidance of invested and knowledgeable faculty. For institutions staffed by faculty who know and invest in their students, AI chatbots are not a threat. Rather, they present a new opportunity for faculty to encourage wisdom, discernment, critical thinking, and creativity in their students. Like anything created by human beings, technology is not morally neutral, and neither are the algorithms and data sets the chatbot relies on. The use of and interaction with AI necessitates wisdom, care, and a moral foundation on which to evaluate the AI's output.

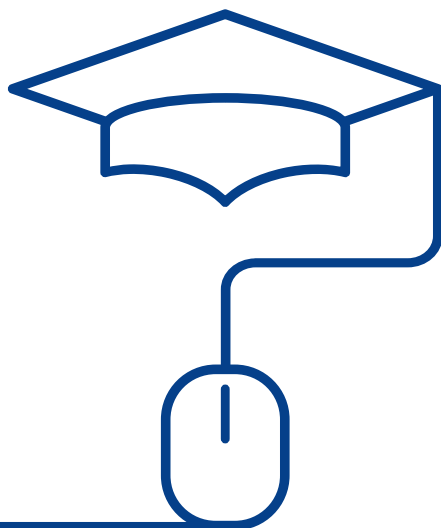
Furthermore, AI presents an opportunity for faculty, with renewed vigor, to explore with students what it means to be human. AI is not, nor should it ever be, a substitute for

human wisdom, care, or relationship. The Word of God makes it very clear that humans are uniquely created in the image of God (*Imago Dei*) and distinct from machines. God took special care in the creation (formation) of man. God breathed in man's body the breath of life and man became a living being, and only humans (male and female) are made in God's image as spiritual, self-conscious, and self-determined beings capable of reason, emotion, ethical decision-making, and aesthetic judgment. Faculty committed to genuine education will teach with this dynamic understanding of the nature of the *Imago Dei*. This biblically informed ontological understanding of human learning has little to fear from an AI tool that, at best, can only mimic human language.

New tools have, throughout history, meant that human tasks can be accomplished more easily. This has often been for the good of people, opening doors for a generation of better products while freeing workers to focus on other tasks. AI is a new tool. We must see to it that it is used to enhance learning at our institutions rather than allow it to undermine educational integrity. Educators and students must be committed to working toward that end, clear of its necessity and confident in its possibility.

Dr. Adam Porcella is senior vice president and provost at Cairn University. He can be reached at provost@cairn.edu.

“Students need to direct their own learning, but they also need the guidance of invested and knowledgeable faculty. For institutions staffed by faculty who know and invest in their students, AI chatbots are not a threat.”







Blazing Hope

O

ver 20 years ago, Dr. Matthew McAlack gave **Jolien (Bruso) Haggard '01/G'04** an assignment. As the final project for his Philosophy of Youth Ministry course, she needed to make a PowerPoint presentation on an idea for a youth ministry program. She admittedly had no idea how to make a PowerPoint, and her final product definitely had too many scanned images from her *Horses 2001* calendar. Despite the presentation's lack of aesthetics, her idea was clear: own a ranch and use horses as a

ministry tool to work with troubled youth in a residential setting. Given the expenses that come with such a ministry, Jolien saw her vision as a pipe dream more than a reality. But Dr. McAlack's response after class continued to stick with her in the years after graduation: "I really could see this being something that the Lord uses you for."

Dr. McAlack ended up being right. In 2017, Jolien and her husband, **David Haggard '01**, opened Blazing Hope Ranch, a ministry that exists to "restore wholeness to female survivors of human trafficking and weaken the sex trade through the power of Christ."

The time between Jolien's Power-Point pitch and the opening of the ranch was a period of deep refinement for the Haggards. After graduating from the youth and family ministry program, Jolien continued to study at the University and earned an MS in Christian Counseling. In 2008, the Haggards moved to Oregon, where Jolien worked in a residential treatment center. She interacted with young women who were abused by the sex trafficking industry, often coming from the I-5 corridor that runs from Mexico to Canada up the West Coast of the United States. Living so close to the "West Coast track" for trafficking opened both David and Jolien's eyes to the horrors of sex trafficking and burdened their hearts for the women who suffer at the industry's expense. They knew that the hope of the gospel and the healing that comes from having a relationship with Jesus was what these women desperately needed. It was around this same time that they discovered Crystal Peaks Youth Ranch, a ranch ministry that offers youth programs—a similar vision to Jolien's PowerPoint. In addition to running Crystal Peaks, the leadership of the ranch trains other individuals on how to start their own nonprofit ranches. Jolien was able to attend the training before they moved to Tennessee in 2011.

They arrived in Tennessee holding two dreams: running a nonprofit residential ranch program and bringing the gospel to women affected by sex trafficking. David said he saw these two dreams coming together before Jolien did, "mostly out of naivety." Jolien had the first-hand experience of working with these women in residential treatment centers. She knew the need existed, but she also knew how difficult filling that need would be on her, David, and their young family. A residential program does not allow you to put in eight hours a day and go home. If they were committed to such a mission, they needed to be all in: committed to the work, committed to the women, committed to living and raising their family on the ranch property, and most of all,

committed to God in full-fledged trust to supply their every need—because ranches are *expensive*.

Over the next few years, God continued to burden their hearts for this cause and build their faith in him to provide everything they would need to open the ranch. In 2015, they sat down with their pastor and his wife to confirm their calling to this ministry. "I was secretly hoping that they would say it was a crazy idea and to not do it," remarked Jolien, "but that's not what they said."

As David recalled, those next two years were full of "confirmation after confirmation" that this ranch was indeed God's will for the Haggards. One of the most significant confirmations came in the provision of the ranch property. The Haggards did not have the means to purchase any land, and the doors closed on every opportunity to lease a property from a larger organiza-

"Living so close to the 'West Coast track' for trafficking opened both David and Jolien's eyes to the horrors of sex trafficking and burdened their hearts for the women who suffer at the industry's expense"

tion. The circumstances were discouraging, but David continued to write support letters for the budding ministry, asking individuals to pray for God to provide the land. Eventually, he got a letter back: A woman responded and introduced the Haggards to her dad, who is the pastor of a local church. This church owns a 120-acre property that had been sitting unused for several years. After hearing about the Haggards' vision for the ranch, the church leadership extended an offer: a 25-year lease of the property at a rate of one dollar per year.

God continued to provide everything needed to start their ministry in equally miraculous ways. The doors of Blazing Hope Ranch officially opened in 2017.

Their mission, "to restore wholeness to female survivors of human trafficking and weaken the sex trade through the power of Christ," is carried out through three initiatives: Restoration, Resistance, and Reduction.

Restoration

Blazing Hope plays an important role in restoring sex trafficking survivors through their residential program, HOPE Haven (healing, opportunity, protection, and education). Women who have left the sex trafficking industry and already completed an initial treatment program are invited to the ranch for 18–24 months of additional therapy. The ranch offers a place for women to continue to heal, to be still, and to pursue a relationship with Christ.

The two residential homes are designed to allow each woman to have her own room, providing the opportunity for personal expression in paint color, artwork, and design. Each day starts with breakfast and devotions, and each night ends with dinner and a group session. Between breakfast and dinner, the activities change from day to day. Trauma impacts eight areas of a person's life, and Jolien intentionally builds activities and experiences that help address each of those areas. In addition, they have individual trauma therapy on Tuesdays, Bible study on Wednesday nights, and church Sunday mornings.

Of course, a large part of the ministry is the time women spend with horses. Jolien has known since she was nine years old, when she met her first horse, Sugarfoot, how horses can play an important role in a person's life and character-building. Horses make great therapy animals. They are experts at reading nonverbal communication, thus providing immediate feedback. For example, one of the ranch's horses, Cocoa, requires that people interact with "calm assertiveness." Through interacting with Cocoa, the women have to learn to set boundaries and display confidence without being too aggressive. When it's warm enough, the women get intentional time with the horses twice a week in addition to interacting with them as they complete daily barn chores. The Haggards hope to build an indoor arena on the ranch in the future to make the time spent with horses a year-round experience.

Resistance

The average age of sex-trafficked youth in the United States is just 13 years old. In order to protect children and give them the tools to resist the tactics of human traffickers, Blazing Hope runs Camp Run Free, a no-cost, five-day horse camp for kids ages 8–13. These camp weeks are hosted at local fairgrounds and offer equestrian experience, a Bible lesson, an additional activity or project, and a lesson on trafficking prevention from an age-appropriate curriculum. The camp aims to help children understand their “God-given identity and value” and is as much of an evangelistic opportunity as it is a chance to offer prevention education before children reach the age of being the most susceptible to trafficking.

Every year, the weeks of camp offered are full with a waiting list. Since the camp runs independently of their property, the Haggards know that this program has the potential to be much bigger than what they can offer while simultaneously running HOPE Haven. They are working to put training materials together for groups across the country to run Camp Run Free in their own hometowns. They hope to see all children in the United States equipped with the prevention tools to resist human trafficking and be able to see their value as a son or daughter of God.

Reduction

The ranch's efforts in “restoration” and “resistance” lend themselves to the overall reduction of sex trafficking in the United States. But part of the reduction efforts must be directed at the source of the problem. The consumption of pornography, engagement in sexual exploitation and violence, and seeking of sex outside the bounds of God's design encourage and drive the desire for human traffickers to find victims to meet the demand. But if that demand could be reduced, the ranch's efforts in “restoration” and “resistance” would be less and less needed. As David said, “There would be no need for efforts of resistance or restoration if there existed no demand for sex or sexual gratification apart from healthy, God-honoring relationships.”

The ranch aims to raise awareness of the contributions men make to fuel the exploitation of women through trafficking. Through the ranch's Guardians



Watch a tour of the ranch at blazinghoperanch.org

“In 2015, they sat down with their pastor and his wife to confirm their calling to this ministry. ‘I was secretly hoping that they would say it was a crazy idea and to not do it,’ remarked Jolien, ‘but that’s not what they said.’”

of Hope ministry, David works with men to (1) recognize the suffering that is inflicted on women to satisfy sexually immoral desires and (2) build up leaders who will create accountability systems and protect the value and honor of the women in their communities. This is the newest arm of their ministry, but it is one that they consider to have incredible importance and the potential for the greatest impact.

In addition to David and Jolien, who intentionally receive no income from the ministry, six staff members and dozens of volunteers work to further the mission of Blazing Hope Ranch. David is the nonprofit's executive director, and Jolien serves as the clinical director. Jolien's role in the organization is a natural fit for her education and work

experience, but David's role doesn't use his education in quite the same way. Nevertheless, he continues to see the value of his Cairn education in his daily life and work:

“I was a biblical studies major, so I had no formal training whatsoever for what I'm doing now. But my education at Cairn gave me a foundation of knowledge and the ability to think critically and problem-solve. It also gave me the foundation to truly know and trust God. So now being the executive director of a nonprofit, connecting with people on a personal level about our mission, writing a mission statement, completing HR-type duties—all of these roles benefit from the education I received.”

The ranch has been open now for six years, but one can see how God began writing this story long before the Haggards developed the program, acquired the property, or even accepted the difficult but important mission that God has given them. It started with Sugarfoot, a biblical education, and a bad PowerPoint presentation—all because a lifelong horse girl and her husband decided to use their talents and abilities in a way that would uniquely glorify God and point the world toward the healing only he can offer.

Lydia Garrison '18/G'22 is the managing editor of Cairn magazine. She can be reached at lgarrison@cairn.edu.

ALUMNI ARENA

Stay up to date on alumni news! From weddings, new arrivals, and anniversaries to career changes and ministry opportunities, find out what Cairn alumni are up to all around the world.



A group of alumni got together in Canandaigua, NY, for a reunion in Summer 2022. Pictured here are (L to R): **Jonathan Yoder '74** and his wife, **Susan (Painter) '75**; **Glenn Kantner '74** and his wife, Robbie; **Douglas Allen '74** and his wife, Donna; **Dennis Danylak '74** and his wife, **Barbara (Clark) '75**; and **John Ashmen '74** and his wife, Judi. The group shares a combined 693 years of life and 237 years of marriage.

60s

Dr. Carlyle Melleby '60 retired after 58 years of faithful service as the pastor of Erial Community Church in April 2022. He and his wife, Jodi, have been married for 50 years. They were married by Rev. **David Unger '60**, who was his football

coach when **Paul Lingle II '57** nominated him to be the captain.

Allan Maitha '66 recently wrote *The Coming: Our Only Hope for a Better World*. From the book's description: "From the dawn of human history, God has promised the coming of a Messiah who would rescue us and our world from the consequences of sin. That Messiah is Jesus, who came once to make atonement for sin and who will come again to establish an everlasting kingdom of righteousness. Jesus has given us clues that indicate when his coming is near. What matters is being ready when he comes. This book will help equip you to do that."

Joyce Canary Rose '68 published a book, *Meditation Moments to Melt the Heart*. In each of the 52 meditations, a candid photo illustrates a heartfelt story, which transitions into a message from God's

Word. She writes, "Can faithfulness be seen on the frosting-covered face of a toddler? Can harvesting blueberries teach me how to overcome fear? Yes! Everyday moments melt our hearts, and eternal truths are solidified within our souls."

70s

Robert Anderson '71 is married to Susan and serving as pastor of Covenant-First Presbyterian Church in Cincinnati, OH, and living in Mt. Pleasant Retirement Community in Monroe, OH.

Bob Hampton '75 is retired from the pastorate but not from pastoring. He recently relocated until he goes to "our forever home."

Dean McFadden '76 retired from Genesis Health System in Silvis, IL, on November

30, 2022. Dean served as a chaplain. His family will be relocating to South Central Pennsylvania in Summer 2023.

80s

Janice (Baker) Dunkerton '84 is retired from AIM and living at their retirement center. She is on disability due to an autoimmune disease called CIDP.

1. Barbara A. (Shaw Neidlein) Prasch '84 began attending Cairn's evening school program in 1977 and, for the most part, has been attending as an auditor and/or women's Bible study student ever since. She has used and continues to use what she has learned to teach the Bible to adults at various churches, in homes, and at Juniper on and off for the most part of these 40 years. Her biggest accomplishment was when she completed teaching the entire New Testament. She is pictured with her husband, David, (who also audits) and three children: Mae, Joy, and Kirk.

2. Scott Hatfield '86 moved back to New England Fellowship in Rumney, NH. He and his wife are building a small cottage in anticipation of visiting grandkids and volunteer hours at NEF.

Keith Missel '87 wrote *Living Clay: Experiencing a Beautiful Life in the Master's Hands*. *Living Clay* is a robust and fulfilling journey into the Potter-clay relationship we have with our Creator. After being tutored by six different potters in four states, Missel infused that training into the Potter-clay metaphor scattered all throughout the Bible. This Bible study powerfully illuminates the process of sanctification and transformation in the life of a believer.

Steve Haines '88 became the chief operations officer for Global Connections Foundation in 2021. This NPO seeks to impact the underserved and under-resourced villagers in Nyanchori, Kenya, and seeks to empower, mentor, train, and guide locals to self-reliance through entrepreneurship and educational programs. Steve was able to also travel into Uganda where he volunteered his teacher training services for the Tororo Youth Initiative Project. Steve trained more than 20 eager Ugandan teachers in the art of facilitation. To date, Steve has trained over 5,000 teachers throughout China and Africa.

Also in 2021, Steve published his second book, *Lessons in Leadership: An Art in the Making*. It is a series of lessons and anecdotes to inspire and empower leaders. It is written for teachers but helpful to anyone who leads others.

90s

3. Martha Ellen Smith '91 is celebrating 25 years of conducting her church choir. Next year will mark the 20th annual concert series for the celebration choir, a community chorus composed mostly of singers who don't regularly sing with a church choir.

4. Joie (Ninfo) Horner '92 taught elementary school for several years after graduation from Cairn. She married a wonderful elementary music teacher and had the opportunity to stay home and homeschool their two children. One is soon ready to graduate and wants to pursue her education as a student at Cairn!

Scott Mautte '93 was promoted to the role of assistant training manager/instructional designer in the Risk and Safety Training & Education Center of Excellence, University of California Office of the President in June 2022. In this role, he participates as a training, education, and instructional design professional in system-wide programs and projects. He produces educational materials in a variety of blended learning formats for the 10 campuses and five medical centers of the University of California.

5. Stephanie (Steele) Atwater '95 and her husband, **Steve '96**, got to know each other on the cross country team, became best friends, have been married for 28 years, and have one dog, Dakota. Steve is the director of student ministries with Impact Campus Fellowship and owns and runs Atwater Contracting. Stephanie teaches kindergarten at Chautauqua Christian Academy in Jamestown, NY. Outside of what they do full-time, they also work with a business team on projects, creating long-term assets through developing networks.

Michael Woods '96 is currently serving as the chaplain for the Pines of Whiting Senior Living Community after serving seven years as the state risk reduction coordinator for the NJ Army National Guard.

00s

6. Scott Leary '02 and his dad, **James Leary '76**, played music at Scott's home church (Mercy Hill PCA) in Glassboro, NJ, on Christmas Day 2022. Scott serves at the University as an adjunct faculty member, and James is working for Marketplace Chaplains in the Philadelphia area as of last year.

ALUMNI IN ACTION



Bringing the Gospel to Dark Places

Yana Osipenko '20 has had a heart for evangelism since she was 16 years old. Growing up in a multicultural family uniquely prepared her to share the gospel in international contexts. She also has a knack for languages and can fluently speak Polish, Ukrainian, and Russian in addition to English.

Her missionary service began when she said "yes" to the opportunity to serve in Hungary for seven years. During that time, she became familiar with the people and culture of Poland through short-term trips. Poland is only 0.2% reached with the gospel, presenting a huge need for individuals who can bring the message of salvation to those who have never heard it. In order to better equip herself to teach the Bible, she decided to pursue a Bible degree at Cairn. Her sights were set on returning to Poland full-time, but the pandemic hit right before graduation and kept her stateside for several years.

Just recently, she was able to return to Poland, a transition she described as "moving right next door to the war." In Poland, she is able to serve both Polish people and Ukrainian refugees who are fleeing the war. Ukrainian herself, Yana is uniquely positioned to bring the gospel to those who share her family heritage and culture while also serving in the country that she has felt God calling her to since 2016.

While the three-year delay on returning to Poland was not a part of her plan, Yana says she can "look back and see the hand of God just orchestrating my steps as I waited."



7. Alex Caldwell '04 is enjoying life with his family (wife Julie, daughters India and Ireland) in Tilton, NH, where he teaches English and creative writing at Southern New Hampshire University and works with the church he helped plant (ONE Church Concord) the year he graduated. He and his family enjoy bookstores, roller coasters, concerts, and coffee.

8. Rebekah (Danylak) Berger '04 reunited with roommate **Jennifer Cannon '04** at Homecoming 2022. They took a photo together outside of the residence hall where they first met.

9. Jeff Jones '06 has been the nextgen pastor at Westfield Evangelical Free Church in Westfield, MA, for the last nine years. He recently became the New England district youth director for the Evangelical Free Church of America.

Jason Coache '07 recently wrote a book *A Recipe for Biblical Success: A Guide to Honor God in the Pursuit of a Successful Life*. Dr. Matt McAlack wrote a personal endorsement for the book: "In a culture that highly values success, we can mistakenly adopt worldly perspectives and measures for success. When this happens, we may lose our true sense of purpose, misplace our values, and even lose ourselves and our families. Jason reminds us of the importance of returning to a biblical definition and measure of success, namely, 'Biblical success is when God's heart and God's ways become my heart and my way.' In this practical and helpful guide, Jason draws upon his own experience and demonstrates how the truth of the Word of God helps us to return to God's perspective on success and allows us to regain our true purpose. This inspiring and helpful book is much needed in our post-Covid ministry world."

10. Jason Boyda '08 and his wife, Bethany, welcomed their first son, Rhys Todd, on August 6, 2022. They also have a 5-year-old daughter, Raegan.

Tom Valletto '08 is currently teaching middle school Bible and history at Holmesburg Christian Academy. He is also the youth pastor at Calvary Memorial Church. Both are in Northeast Philadelphia.

10s

Cory Ermold '10 is the creative and worship arts pastor at Morning Star Fellowship.

11. Katie (Burt) Conner '10 and her husband, Todd, welcomed Bennet Marc Conner to the family on November 29, 2022. They continue to reside in New Haven, CT, where Todd works as a multispecialty pharmacist at Yale New Haven Health. Katie is able to be home



14



16



19



17



20



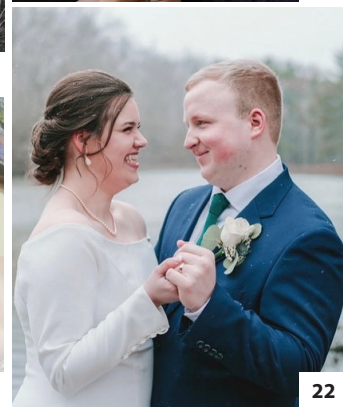
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18



21



22

caring for Elizabeth and Bennet. They are active members of Church of the Apostles, a congregation of the Anglican Church in North America that meets in Bridgeport, CT.

12. Andrew Gerber '13 is entering his seventh year of owning and operating AAG Auto Detailing. In 2022, he started his second business as an independent dealer for Amsoil Synthetic Lubricants, selling 100% synthetic lubricants to retail, commercial, and individual customers. He and his wife, Alycia, will celebrate seven years of marriage in June 2023. She is a 3rd grade teacher in the Tamaqua Area School District and just finished her master's degree in instructional media in December 2022. They attend the Bridge Church in Hamburg, PA, where Andrew serves as an usher and Alycia serves in the children's ministry.

13. Tonya (Lipscomb) Bryan '13 was ordained in July 2023 and is an adjunct professor at Pillar College, Newark Campus teaching community

development and service. She earned a Master of Divinity from New York Theological Seminary in 2017, a Master of Sacred Theology from the Theological School at Drew University in 2019, and is currently enrolled in the Doctor of Ministry program at the Theological School at Drew University.

14. Lauren (Smith) Bittner '15 owns a private practice for mental health with offices located in Skippack and Chestnut Hill. She teaches at Immaculata University and Delaware Valley University.

Emily (Imbimbo) Merunka '16 got married in July 2022.

15. John Lasher '16 is the director of music and worship arts at St Mark's Lutheran Church in Wilmington, DE. He has a new album in progress, for which he is planning to tour next summer.

Lindsay (Wooler) Loch '16 and her husband, **Dan '15**, had their first child, Lily Claire, in July 2021. Lindsay just finished her master's in music education

from the University of Florida in August 2022. She is currently teaching at MaST Community Charter School III.

Nick Castillo '18/G'18 and Kelsey (Bonner) '18/G'18 married on October 16, 2021.

16. Dan McGuigan '17 married Britta (Nelson). He is the athletic director at Calvary Christian Academy and coaches the varsity basketball team.

Lincoln Shook '17 is the young adults pastor at The Grace Place in Fort Ashby, WV.

17. Allison (Beckett) Even '17 and her husband have been married for almost six years and have three young children. She is currently working in social work doing behavioral counseling with children.

18. Becky (Dillingham) Landis '17 got married to Tyler in July 2020 and is teaching kindergarten.

Matt Trotman '18 married in April 2022 and has been at his new job at Merkle, working as an SEO analyst.

Monica Cerezo '19 has remained a co-pastor with her husband, was hired as a first grade elementary teacher, and is currently enrolled in grad school. One of her children is also now attending Cairn!

19. Nathaniel Byers '19 is teaching piano lessons and leading music at his church. He married **Emily (DeCrotie '22)** on New Year's Eve 2022!

Clara (Omoregha) Imohe G'19 is currently working as a school administrator in Nigeria. She has a daughter who is in her final year in the university. She hopes to enroll at Cairn for her master's degree. Clara is also pastor with Redeemed Christian Church of God.

20s

20. Rachael (Maughan) Godwin '21 and her husband, **Sean '20/G'20**, welcomed their little girl to the world in July 2022. Sean continues to work in a small accounting firm, while Rachael has transitioned from full-time teaching in Philly to full-time stay-at-home mom.

21. Sierra (Speigle) '21 and **Nelson Anderton '19** got married at Crossing Community Church in Newtown, PA, on November 11, 2022. Sierra is working as the marketing director for Life Change Ministries, International in Denver, PA.

Nelson is quickly climbing the ladder at M.H. Eby Trailers doing welding and assembly.

22. Ashley (Krause) Heidengren '21 married **Samuel Heidengren '22/G'22** in March 2022. After graduating from Cairn, Ashley began her teaching career at International Christian High School in Northeast Philadelphia. She teaches 9th, 11th, and 12th grade English. The Lord has not only allowed her to pursue her dream of teaching, but he has also allowed her to pursue her passion for ministry.

Mark and Dana Jalovick Retire After 35 Years of Service

In August 1988, Dr. Sherill Babb reached out to Mark Jalovick with an offer to be the academic and student life coordinator of the University's new Wisconsin campus. Three weeks later, the Jalovicks moved to Northern Wisconsin with their 16-month-old and four-week-old. The academic year started just four days later.

They didn't know it quite then, but Wisconsin Wilderness Campus (WWC) would become a hallmark experience for hundreds of University students over the next 25 years. From 1988 to the campus' closure in 2013, the Jalovicks served the first-year students who chose to begin their University education in Northern Wisconsin. Mark, who was later named the director of the campus, designed the

nine-month experience to be intentional and spiritually edifying for every student. Together, the Jalovicks created a culture on campus that was vibrant and discipleship-focused, making a significant impact and influence on the local community in addition to the students who studied there.

Dana supported Mark's efforts in numerous ways but officially joined the University staff in 1992 as the campus' part-time bookkeeper and later office manager. When the campus closed and the Jalovicks returned to Langhorne in 2013, Mark directed the University's First Year Programs for several years, and Dana ran the Campus Store for a brief period before moving to a position in the Office of Development and Phi-

lanthropy. Most recently, Mark taught in the School of Divinity.

"Mark and Dana Jalovick will be greatly missed at Cairn University," said President Williams. "Not only have they been dear friends and colleagues to so many of us, but they have had a significant and lasting impact at Cairn University and on the students they have taught, mentored, and served so faithfully for so long. We thank the Lord for them and look forward to what he will do in and through them in the years to come."

The Jalovicks' last day at the University will be May 6. Alumni are encouraged to reach out to them and share the impact they made in their lives by emailing Mark at mjalovick@cairn.edu.



IN MEMORIAM

Mr. Jesse S. Lewis '98
September 9, 2022
Rev. Wessie L. Spearman '74
September 16, 2022
Miss Emma M. Pogue '50
September 22, 2022
Mrs. Alice W. Bullard '75
September 30, 2022
Mr. John B. Vermilyea '76
September 30, 2022
Mrs. Jeannette M. Brady '51
October 18, 2022
Rev. Kenneth I. Cosgrove '63
October 20, 2022
Sgt. Michael F. Goth '85
October 23, 2022
Mrs. Dinah S. Walusimbi '99
October 29, 2022
Mrs. Elizabeth McKnight '48
November 7, 2022
Rev. Hayden L. Sparks '52
November 11, 2022
Mr. Paul C. Wolfe '54
November 12, 2022
Rev. Russell W. Clarke '46
November 28, 2022
Mrs. Virginia L. Kulp '48
November 28, 2022
Mrs. Lenora A. Granberg '49
December 11, 2022
Mr. Edward W. Westman '55
December 27, 2022
Mrs. Joanna A. Scheide '61
December 28, 2022
Miss Nancy Jo Smiles '60
December 30, 2022
Miss Barbara L. Patterson '96
December 31, 2022
Dr. William K. Shade '55
January 1, 2023

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Gloria H. Lockett Scholarship
Rev. & Mrs. Clarence E. Lockett

Lillian & Herbert Oehlers Memorial Scholarship Fund

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Frank W. Shisler III Scholarship
Mr. Franklin W. Shisler III
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Mrs. Julia A. Tan
Katrina Rebekah Weston Memorial Scholarship
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Andrew Wittekind Memorial Scholarship
Mr. & Mrs. Steven W. Wittekind
Carrie L. Wolfe Memorial Endowment
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Mrs. Margaret Lou Henry (deceased)
Mrs. Betty Jane Hess
Mr. & Mrs. Carey Hewitt
Mr. & Mrs. Lee Himmelmann
Dr. & Mrs. Timothy Hui
Mr. & Mrs. Keith W. Johnson
Dr. Mildred S. Keays (deceased)
Mr. James N. Kirkner
Mr. & Mrs. Melvyn Longtin
Mrs. Mary Mayko
Dr. & Mrs. Larry McKinney
Mr. Richard B. Millham
Mrs. Sally J. Mittelstadt
Mr. Melvin C. Nace
Mr. & Mrs. Robert Straton
Dr. Brian G. Toews

2019
Mr. & Mrs. David Givens
Mr. Gerald W. Heinicke
Mr. Andrew Hui
Mrs. Joan E. Ice
Mr. William L. Kleifoth, Sr. (deceased)
Mr. & Mrs. Wayne Lynch
Mrs. Marti MacCullough
Mr. Seth Mangum
Dr. Brenda Mellon
Mr. & Mrs. Joe Neustadter
Mr. Jack R. O'Roark (deceased)
Mrs. Ethel M. Renninger (deceased)
Miss Marissa A. Rumpf
Mr. & Mrs. Lewis Weaver
Mr. James Weeks (deceased)
Mr. Robert A. Zinn (deceased)

2020
Mrs. Doris E. Carr
Mrs. Eleanor Mammino
Dr. & Mrs. William Shade

2021
Mr. & Mrs. Brian Consoli

These lists include gifts received from September 1, 2022, to February 28, 2023.



This mystery highlander is both an alumna from the class of 1965 and a former employee. She worked as the vice president for admissions for 13 years until her retirement in May 2001. Need another clue? She's married to a certain professor emeritus in the School of Divinity who retired in 2016 after 31 years of teaching.

Please share your favorite memories of this mystery highlander by emailing magazine@cairn.edu or by writing to:
Cairn Magazine
200 Manor Ave
Langhorne, PA 19047

Last Issue's Mystery Highlander



Dr. Robert Wenger
Professor Emeritus

"I loved watching him pick up his wife (who was an assistant to the president) and walk her out hand in hand. He also had a great dry sense of humor."
—**Beth (Ansay) Wilson '92**

"He always had such detailed transparencies that you would struggle to write all the notes for class without a hand cramp."
—**Lauren (Lieberman) Thatcher '10**

"Dr. Wenger's classes were one of the main reasons I pursued a PhD in history and ultimately became a history professor. I think I took every history class he taught. His brilliance at bringing order to a vast amount of historical material was invaluable as I started developing my own lectures. It was only after I graduated that I learned

about his work on the history of American fundamentalism, which I referenced in my master's thesis. We stayed in touch after graduation, and in the early years of my career we corresponded about the historical profession and his commitment to integrating faith and history in the classroom. Dr. Wenger was a model Christian scholar—committed to worshipping God with his mind."
—**John Fea '88**

"The Mystery Highlander is Dr. Wenger. Having just concluded a section of AP Government with my students (I am currently teaching in the Mariana Islands), my favorite memory is a quote. Dr. Wenger would often say, 'Better a bad government than no government.' While this may be less of a theological statement and more of a practical one, the larger lesson for me that sticks from his classes is the care that Dr. Wenger showed for his students. I appreciated his dedication to teaching history well, and I miss sitting under his instruction. I learned much from him and remain grateful."
—**Patrick Nelson '10**

"Dr. Wenger! One of my favorite professors. I loved listening to him teach because his love of history was palpable and made me love history even more."
—**Mollie (Dilcher) Rizzo '11**

"Dr Wenger was such a knowledgeable teacher. He had a dry sense of humor,

so if you were paying attention (and soaking up every word, as I was), he was quite funny as well."
—**Erin Millar '98**

"He was a dear colleague who had a dry sense of humor and a wonderful PA Dutch accent that he could turn on and off. He wrote great poems for the faculty as well. I loved working with him at Cairn."
—**Marti (Kilgore) MacCullough '62**

"Dr. Bob Wenger! He always placed a Snoopy sticker on my 'A' tests and papers. It made me happy, though I was in my late thirties when I took his classes."
—**Debbie Schrader '07**

"Dr. Wenger was an incredible history professor. I would do anything to take more of his classes. He taught me countless themes, details, and facts about history, but I also learned one of the most important lessons regarding honesty and integrity in my work. I am currently in my 14th year of teaching history, and I can only hope to have a fraction of Dr. Wenger's insight and wisdom. So very thankful for his influence."
—**Katie Trego '07**

"Dr. Wenger was a kind, wise, and challenging history professor. My notes for his class filled every space of the page as he shared his immense history knowledge. It was a blessing to have been his student!"
—**Jillian (Weir) Pultro '12**



PRAYER



PRAISE

Prayer & Praise is a weekly calendar of prayer topics for Cairn University and our events, students, faculty, staff, and administration. Join us as we pray for God's provision and praise him for his faithfulness.

Note: For your convenience, we have perforated the following pages.

May

MAY 1-6

Pray students will be given endurance and clear minds as they prepare for final exams.

MAY 7-13

Praise God for the graduating class of 2023!

MAY 14-20

Praise God for the mothers and mother-figures who serve behind the scenes.

MAY 21-27

Pray for students who have or are preparing for their jobs, whether post-graduation or in between academic years.

MAY 28-31

Praise God for those who have sacrificed their lives to serve our country in the military.

June

JUNE 1-3

Pray for our faculty as they continue to prepare for the next year, that they will be given rest and refreshment.

JUNE 4-10

Pray for the graduates who may be continuing their job search, that God would place them somewhere where they will clearly display the gospel.

JUNE 11-17

Pray for the students who are continuing to pursue their education as they take summer courses.

JUNE 18-24

Praise God for our fathers and father-figures who reflect God's love and sacrifice.

JUNE 25-30

Pray for the University staff members who continue to work diligently over the summer.

July

JULY 1-8

Praise God for his steadfast love!

JULY 9-15

Pray for the hardworking faculty who work to ensure that students can attend the University.

JULY 16-22

Praise God for the moments when he gives us rest and relief in him.

JULY 23-31

Pray that the University's Christ-centered orientation will be a testimony to both those in and outside the University.



August

AUGUST 1-5

Pray for any students who may be experiencing anxieties and fears as they leave home to attend college for the first time.

AUGUST 6-12

Pray that we would be encouraged to pursue God's Word daily.

AUGUST 13-19

Pray for students, faculty, and staff who are preparing to adjust their lives again back to the academic routine.

AUGUST 20-26

Praise God, for he has given the University resources and blessings to continue to give students a solid Christ-centered education.

AUGUST 27-31

Pray for students both new and returning, that they will feel welcomed and supported.

September

SEPTEMBER 1-9

Pray that the chapel speakers for this semester will make an impact on the students.

SEPTEMBER 10-16

Praise God for his continual protection over the University.

SEPTEMBER 17-23

Pray that students will be a steady encouragement to one another.

SEPTEMBER 24-30

Praise God for our maintenance workers as they continue to work behind the scenes for our campus.

October

OCTOBER 1-7

Praise God that he remains close to us, even in suffering.

OCTOBER 8-14

Pray for students as midterms approach.

OCTOBER 15-21

Pray that students enjoy a safe and restful fall break as they travel or remain on campus.

OCTOBER 22-31

Pray that students and faculty will be given strength and support as they approach the second half of the semester.



Cairn University exists to educate students to serve Christ in the church, society, and the world as biblically minded, well-educated, and professionally competent men and women of character.



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Langhorne PA 19047-2990
cairn.edu

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September 29–30

- > Alumni Athletic Events
- > Discussions with the Deans
- > Campus Tours
- > Reunions
- > Fishing at the Pond
- > Rides, Games, & Activities
- > Food Trucks

Visit **cairn.edu/homecoming**
for the latest updates.

