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WILLIAM JESSUP UNIVERSITY

In partnership with the Church, the purpose of William Jessup University is to educate transformational leaders for the glory of God.

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PRESIDENT'S MESSAGE



THE CHRISTIAN LIBERAL ARTS UNIVERSITY



EXCEPTIONALLY
EMPLOYABLE:
HUMANITIES GRADUATES



SURPRISING VALUE OF THE LIBERAL ARTS IN THE MARKETPLACE



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Many people have correctly noted that we are in a "post-Christian" America. While it might be debatable whether America was ever truly "Christian," not likely to be disputed is the notion that we have increasingly abandoned the Judeo-Christian moral foundation of our early heritage. Today we have a culture that questions the value of Scripture, our Constitution and our heritage. In response, many within the Christian community use images of the exile as we think about how to be faithful in our current reality.

As Francis Schaeffer asked in light of cultural changes, "How should we then live?" I believe we live as those whom the presence of the Living God is within us who believe in Jesus, and we now live in this present hour as redemptive people in our world. That is why the liberal arts matter in this present age. The liberal arts, coupled with a strong biblical worldview as the foundation, is the core of a Jessup education that prepares transformative leaders to move in cultural streams and shift atmospheres for the glory of God.

In this issue, you will read of the discipline of our biblical foundation and our teaching of the liberal arts. You will also read of Jessup's new Institute for Biodiversity and the Environment (IBE) as well as stories about faculty and students living out their faith in families, churches, business, sciences, arts, education, and government.

People often ask me if Jessup still trains people for ministry? My answer is always YES!!! Having served as a pastor for almost 40 years, I can tell you with assurance that Jessup is training ministers and missionaries for service across the breadth and depth of our culture. Thank you for caring about our culture, about our communities and about the families that make up this great nation and world. Thank you also for praying for and supporting William Jessup University. Your prayers and gifts give us courage to educate young men and women to faithfully serve Jesus in our present hour. Thank you for the partnership we have in the Gospel.

John Jackson, Ph.D.

President



Portia Hopkins, Ph.D.

Professor of English

The Christian Liberal Arts University: Thinking Christianly

Be transformed by the renewing of your mind... (Romans. 12:2)

The Christian liberal arts university holds a special, perhaps even peculiar, place in the world of higher education. After all, even the combination of terms can sound like an oxymoron. What does "Christian" have to do with "liberal arts"? And how does either term connect with "university"? My favorite way of exploring the concept of the Christian liberal arts university is to dismantle the phrase temporarily, looking at each component, before we see how they all fit together. So let's begin with the idea of a "university."

What is a university? A large state or private university like U.C. Davis, Sacramento State, or Stanford is dedicated not just to the education of students, but to research that increases the store of human knowledge in ways that hopefully make the world a better place. Students are educated with rigor not just in the field of their major, but in other fields of learning through their general education courses. They will learn the vocabulary and ways of thinking in their discipline, be exposed to cutting-edge developments, and increase their skills in critical thinking and communication.

However, in our day, what we call a "university" might better be termed a "multiversity." In other words, there is nothing particularly "uni-fied" or "uni-ted" about the large research university. This is where the "liberal arts" aspect of higher education comes in. In a liberal arts institution, students are exposed to all of the ways of learning that the large university has to offer. They are also invited to participate in conversations not just in their academic discipline and general education, but also about what is important for humans to thrive in life.

The Association of American Colleges and Universities notes "Essential Learning Outcomes" in their initiative on Liberal Education and America's Promise (LEAP). One outcome is "personal and social responsibility," including "ethical reasoning and action" and "foundations and skills for lifelong learning" learned "through active involvement with diverse communities and real-world challenges." 1

Students are taught not just to think, but also to integrate their lives and purposes with their education in order to become responsible citizens of the world. Thus, the "liberal arts" adds on to the "university" without taking anything away.

For Christian believers, however, the conversation gets really exciting when we begin to conceptualize the implications of adding the modifier "Christian" to "liberal arts" and "university." Our faith teaches us that all true change comes from the inside out, not the outside in.

Deep lasting change starts in our hearts and is carried outward in order to transform the world. In the world of higher education, the "Christian" aspect of the "Christian liberal arts university" is what offers an institution such as Jessup a unique way to influence God's good world. A "Christian" liberal arts university begins with the understanding that the transformation of the human heart and mind is at the center of education, and thus the deepest learning in any academic discipline, general education outcome, or personal and social responsibility proceeds from the changed human person. The Christian liberal arts university education does not just add knowledge and skills to the student; it offers the opportunity for a renewed heart and mind from which such learning can take place.

Sometimes the outside perception of a Christian liberal arts university is that it limits what and how students can learn, that it reduces the academic endeavor to the level of children's Sunday school. Nothing could be further from the truth! In fact, a Christian liberal arts education does exactly the opposite. It engages in everything that the large university does, in addition to everything that the liberal arts college does, AND it does both of those things through the understanding that, as Augustine said, "All truth is God's truth." There is no such thing as "secular" truth and "Christian" truth; truth is truth. God's ways of working in the world and the Holy Spirit's ways of transforming individuals can be found in any field of knowledge, whether science, philosophy, psychology, literature, history, or other. Education in this context is not designed to teach students what to think, but to teach them how to think. Thus, Christian liberal arts education offers more, and not less.

The late Arthur Holmes, longtime professor of philosophy at Wheaton College, wrote a book about Christian liberal arts education called *The Idea of a Christian College*. It has become a classic in its field. Holmes believes that the great question one should ask about education is not "What can I do with all this stuff, anyway?" Instead, the great question is "What will all this stuff do to me?" He adds: "I would think it worthwhile if a student, when asked what he learned in college, could reply, 'I learned what it is to see and think and act like the human person God made me to be."

In infinite wisdom, God gave us minds to think and hearts to feel and spirits to respond. The Christian liberal arts university engages all aspects of the human person in the great endeavor that we call education. At Jessup, our hope, and expectation, is that our current and former students, and through them their families, friends, and acquaintances, will all be inspired to live lives of purpose and meaning and beauty and joy because of what "all this stuff"—the stuff of a Christian liberal arts education—has done, and continues to do in them.

^{1.} AAC&U. Liberal Education and America's Promise. 2, [2] Arthur F. Holmes, The Idea of a Christian College. Grand Rapids: Eerdmans Publishing, 1987, p. 24, 3, Holmes p. 36.





Phil Escamilla, EdM,JD

Dean, Faculty of Humanities and Social Sciences Chair and Associate Professor, Public Policy

Exceptionally Employable

Humanities Graduates

In the midst of increased costs, higher education in 2018 is under more scrutiny than perhaps ever before to demonstrate a rate of return on investment made by government, parents, and students. Particularly in the liberal arts, students want to know the tangible benefit of choosing a liberal arts degree over a degree that is perceived as being more pragmatic and directly connected to a specific industry with high earning potential. While the question is an important one, research suggests that there might be a better question to ask: which degree provides the critical skills most valued by today's employers?

According to a 2018 study of the American Academy of Arts and Sciences, despite disparities in median earnings and smaller differences in unemployment rates, when college graduates were asked about their satisfaction with particular aspects of their job, humanities majors' responses were generally the same as their peers who had studied in different disciplines. In other words, unlike the valedictorian at my English department college graduation many years ago, who forebodingly proclaimed in a stadium full of relieved parents clicking disposable cameras that he and his fellow graduates had

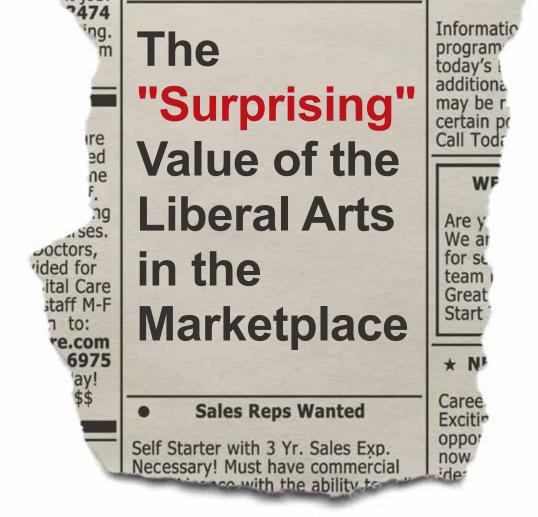
achieved nothing more than to bring shame to their families by obtaining a "mere default degree with no real job prospects," today's students of English, history, and philosophy have not only obtained jobs, but actually report satisfaction with the careers their "second-rate" degrees have afforded them.

The fact that liberal arts graduates enjoy their careers is a mere byproduct of another key recent finding--that humanities majors actually bring distinct and valuable skill sets to the job. Recent studies show that philosophy majors, for example, enjoy some of the highest medical school acceptance and law school entrance exam rates. And if that wasn't enough to demonstrate the correlation between the humanities and future employment success,

according to the Association of American Colleges and Universities, employers are more interested in a graduate's critical thinking and problem solving skills than what major is listed on their diploma. In other words, today's employers are less interested in credentials than in skill sets that produce tangible results.

In the faculty of humanities and social sciences at Jessup, we believe it is our job to equip students with the tools by which they can learn to think, to reason, and to navigate the world around them—all with a Christ-centered perspective. In our public policy degree, for example, students take courses that combine the best of the humanities and the social sciences, with the goal of preparing future leaders for the policy, government and non-profit realms. Students work toward this goal by engaging in frequent public debate, studying the classics alongside Scripture, and developing a keen sense of how our nation's founding documents were deeply influenced by the leading thinkers of the day. And most would agree that our founders' employment prospects, not to mention their enduring legacy, did more than merely survive, with an education rich in the liberal arts.

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Rex Gurney, Ph.D.

Professor Chair, History I do not know how many times I have had a parent tell me, "I don't want my son or daughter to be a history/English/philosophy/sociology/ (fill in other humanities and social science degree here) major because they won't be able to get a job with that degree. With the money we put into a college education...I want something with earning power." I understand these concerns. As the parent of a music history major, I can empathize.

But the perception that a liberal arts degree is a ticket to unemployability is based more on myth than fact.

In a recent study of lifetime earnings of high achievers ranked according to college degree, the Hamilton Project found five of the top 10 degrees are in the humanities and social sciences. As chair of the history department, I have to point out that history is (drumroll) ranked at number two! English, political science and government (public policy), psychology and philosophy also make the top ten. The ranks of mid-to-upper management of companies even in the tech sector are replete with people holding liberal arts degrees.

George Anders, in You Can Do Anything: the Surprising Power of a "Useless" Liberal Arts Education, notes that the critical thinking skills associated with a liberal arts education are invaluable to potential employers. These skills include curiosity, empathy, the ability to write and speak well, the understanding of different viewpoints and where they come from, and the facility to understand and solve complex problems. It has been said more than once that learning to wrestle with big ideas is the best education of all.



The flexibility and the capacity to think clearly and critically provided by the liberal arts are particularly important because significantly more than half of the jobs that will be available in 20 years do not even exist now. People who study current and future employment trends talk about such things as "the rapport sector" and the "ingenuity economy." In a rapidly changing economy predictable career paths are becoming rarer, and skills like being able to improvise and being at home in the realm of big ideas, of fluidity and lateral thinking, will prove to be invaluable. The recent reports of the "death of the Liberal Arts" have been greatly exaggerated!

Anders suggests that, "The big societal challenge for the modern world doesn't involve how rapidly engineers create new technology. The great point of strain involves how rapidly the skeptics and the hesitant can absorb each wave." [1]

Jessup, as a Christian liberal arts university, provides its graduates with not only the expertise to navigate the next wave, but the ability to navigate it with a moral, biblical foundation. This may be the most important thing of all.

And that music history major? He received a full scholarship to law school. I say that not to brag (although I am proud of him). He could be anyone's child. He could be yours.

[1] Anders, George. You Can Do Anything: the Surprising Power of a "Useless" Liberal Arts Education. (New York: Little Brown, 2017) p. 133.

David Timms, Ph.D.

Dean, Faculty of Theology and the School of Christian Leadership

Bible College or Liberal Arts?

William Jessup University requires every four-year student to complete a Bible minor. Students begin with a Discipleship course and finish with Christian Perspectives. Between these two bookends, they take six additional Bible courses—making up nearly 20 percent of their entire degree program. This is not a relic from the past—our Bible College days—but core to our philosophy as a liberal arts institution.

At Jessup, we speak of this Bible minor as "the core of the core." It lays a foundation for all students to: a) develop a Christian worldview, b) grow in biblical literacy, c) apply God's word to their own lives, and d) build confidence in sharing the Bible with others. In a culture—even a church culture, all too often—where believers are more deeply shaped by social media than Scripture, and by niche news outlets rather than the Good News, we believe this curriculum has profound importance.

In the Middle Ages, theology (the study of God) was described as the Queen of the Sciences. Along with philosophy (the love of wisdom), these two disciplines provided both the foundation and the framework for all other educational endeavors. Everything—science, mathematics, literature, ethics, history—found their meaning in relation to theology and philosophy. This was not the result of backward or primitive thinking. Quite the contrary. Some of the greatest minds in human history concluded that worldview matters, and matters greatly. Human history cannot ignore the ever-present hand of God. Ethics must find absolutes beyond ourselves. Mathematics and science reflect the extraordinary orderliness of our Creator. Politics and relationships find their richest expressions in spiritual truths.

We feel the same way at William Jessup University.



While we commonly think of the liberal arts as the "liberating arts," and firmly believe that good higher education teaches students how to think and not what to think, nonetheless, context is everything. How do we think Christianly about life, relationships, society, history, ethics, and science? While we have great confidence in our faculty across all disciplines to integrate faith and learning—and they do!—it remains our conviction that dedicated studies in Bible and theology have particular importance to a genuine Christian education.

Students in our Bible and theology courses get to grapple with some of the deepest questions of human existence—questions about evil and suffering, about determinism and freewill, about sin and freedom. They explore biblical teaching about egalitarianism, complementarianism, violence, social justice, marriage, parenting, and the Church.

In the Bible minor, students get exposed to the metanarrative (the "big story") of Scripture. They learn about power, authority, humility, and service. They develop biblical study skills while also discovering how to hear God speak to them. Biblical studies is so much more than word studies and verse memorization. When done well, it touches the core of our souls—"the core of the core" shaping "the core of our core."

We teach more Bible now than at any time in our history, and we're delighted to see graduates truly equipped to serve the Church and society as "transformational leaders to the glory of God."



Vanessa Harris

"My experience at Jessup makes me feel whole and very well rounded knowing that so much of what I've learned, I can integrate with other aspects of my life. I have a greater, stronger sense of my own faith and where I stand. Understanding different viewpoints has made my faith stronger."



Cason Wohlwend

"The most impactful thing about WJU is how it has developed my personality and identity through community. It's more than just the curriculum, it's about people and relationships, not just information."



Andrew Sakabu

"My education has shaped my thinking and helped me to see things in a way I've never seen before. I've gained new perspectives that allow me to have grace for other people."



Nick Chellsen

"My experience at Jessup pushed me out of my comfort zone to explore areas that produced important growth. It challenged me to go out and learn more about specific topics."



Monique Martinez

"I've had exposure to broad beliefs and perspectives, which drives me (in a good way) to clarify and support my own beliefs. When I went on the Israel trip last year, I thought, 'Wow, I get it!' The trip made my Bible courses even more relevant."



Mark Cullum Public Policy

When I first started college, I was both nervous and excited, which are common emotions among most freshman students. Leaving home and starting the journey into adulthood was daunting. But "love casts out fear," and that's exactly what I have felt during my time here at William Jessup University.

At Jessup, I received a rigorous academic education, while also making some of the most impactful relationships and sharing in some great memories and experiences. Jessup brought out my finest qualities, shaping me into the best possible version of myself. While I always had interest in politics and helping others, Jessup unlocked this passion through my public policy major.

The faculty truly invested in me, not just as a student, but as a person. They saw potential that I didn't see in myself at times. Another aspect of my learning was that I wasn't just expected to sit in a classroom, but rather I was challenged to use the skills I had been taught in life to build upon what I would learn in the future. This was achieved through internships at the State Capitol and various field trips including touring Folsom Prison and Sacramento's Air Force Museum. The education I gained was more than just book knowledge; it was real life skills I could carry into my career.

Jessup bolstered my faith in a way that challenged me to critically examine what I believe and why. I worried that going to a Christian college may not give me many opportunities to witness with others, but at Jessup, I was able to sit in Bible classes with a few students who may be skeptics and engage in civil conversation about the Word of God. These opportunities are some that I will never forget.

As I look back on my time in college at WJU, I've been able to reflect on the many incredible experiences I've had. Jessup has been a place where I acquired a great education, built lifelong friendships, met my future wife, and most importantly, grew closer to my God.

I hope to be able to use all of the skills I have gained as I move to the next journey in my future plans of working in my field at the California State Capitol. Jessup changed my life, and without my time there, I can truly say I wouldn't be the person that I am today.

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THE Institute for Biodiversity and the Environment



Michael McGrann, Ph.D.

Chair, Institute for Biodiversity and the Environment Chair, Environmental Science Natural and Applied Sciences Division Over the past two years, 11 of my colleagues and I, representing 12 disciplines, have been meeting twice a month to build a new environmental research institute at Jessup. From these meetings, we identified our top concern as the global loss of biodiversity, including the loss of species, genetic diversity, and ecosystem diversity and function.

Human society derives direct benefits from biodiversity; it provides raw resources that drive our economy, food, medicine, clean air and water, recreation opportunities, and spiritual, emotional, and psychological rejuvenation. The human species is completely dependent on all of life's diversity. Yet, this priceless resource is currently being lost at an unprecedented rate. Regions of the world that have become environmentally impoverished, with respect to biodiversity, are also regions where there is a great deal of human suffering.

Research and proposed solutions to this environmental crisis require an innovative approach across the liberal arts. William Jessup University is excited to announce the launch of a research institute—the Institute for Biodiversity and the Environment (IBE).

IBE is collaborating with scientists, scholars, experts, and decision makers with government agencies, nonprofit groups, and other organizations that are charged with the conservation of biodiversity and the environment. These collaborations include IBE assisting the Placer County Conservation Program with its biodiversity monitoring needs, which is supported by County Supervisor Robert Weygandt and Program Director Gregg McKenzie.

IBE's Dr. Fungai Mukome is taking the lead in working with the Western Placer County Waste Management Authority to study the environmental chemistry of Placer County's landfill and to assist this agency in its environmental monitoring needs.

External collaborations are also active on the Pacific

Crest Trail Biodiversity Megatransect, one of the projects on IBE's research agenda, with researchers from other universities and government agencies, including Houghton College (New York), Asbury University (Kentucky), UC Davis, and the California Department of Fish and Wildlife.

IBE will provide tremendous benefits both internally for our university and externally to the surrounding community by acting as a catalyst for science and interdisciplinary scholarship. Internally, within our university, IBE will allow individual faculty to more effectively engage in scholarship by teaming up with other faculty and to collaborate across the boundaries of academic departments.

"The Institute for Biodiversity and the Environment exists to inform and motivate the conservation, preservation, and restoration of biodiversity, and the environment upon which it depends, through research, education, and the dissemination of knowledge."

Currently, research on IBE's agenda is already directly benefiting students in our honors programs in the environmental science and biology departments. These students have the rare opportunity to engage with IBE's research faculty and to experience their professor's passion for the research...which is contagious!

Externally, IBE allows faculty to more effectively collaborate with experts, scientists, scholars, and decision makers to contribute to the science that informs public policy and the conservation decision-making process at the local, regional, national, and even international levels.

Faculty members of the IBE include Dr. Matthew Godshall (biblical studies and theology),
Dr. John Richert (biology and marine ecology), Dr. Stephanie Everhart (chemistry
and physics), Dr. Fungai Mukome (environmental chemistry), Dr. Joseph Liauw
(computer science), Dr. Portia Hopkins (English and professional writing),
Dr. Michael McGrann (environmental science), Dr. Richard Ravalli (environmental
history), Parker Daniells, M.S. (kinesiology and environmental physiology),
Dr. Bradley Wagner (mathematics), Dr. Dustin Bridges (psychology), and
Dr. Andrew Carico (public policy).











Pacific Crest Trail Biodiversity Megatransect





The Pacific Crest Trail (PCT) Biodiversity Megatransect (PCTBM) is currently the centerpiece project on IBE's research agenda. The PCT is a continuous hiking trail that extends across 2,650 miles of mountainous terrain from Mexico to Canada. The main research aim of PCTBM is to monitor the response of the abundances, distributions, and behaviors of species (namely birds) in response to environmental change, specifically climate change.

My work has already resulted in four peer-review publications and recently received national and local media attention when I was interviewed on Capital Public Radio to discuss one of the study's more important findings: that migratory songbirds appear to be less flexible in adjusting their breeding behaviors to the earlier onset of spring due to climate change.

The PCTBM's work stems from my dissertation research on the PCT in 2006, when my wife Amy and I hiked the entire length of the PCT in California. We hiked all 1,700 miles from the Mexico to Oregon border in a single spring and summer season, while counting birds and describing their habitats at 3,578 sites along the trail. Each of these sites required about 10 minutes of observations and data collection and each of the sites was separated by 10 minutes of hiking (approximately 0.4 miles).

This project has been ongoing for 12 years now, allowing me to build several relationships with off-campus researchers and several faculty across departments at Jessup. With each new collaboration, a new perspective is added, and with it, greater depth to the research.



Chair, Institute for Biodiversity and the Environment Chair, Environmental Science Natural and Applied Sciences Division

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In 2008, before coming to Jessup, I started working with wildlife ecologist Dr. Brett Furnas of the California Department of Fish and Wildlife. Furnas helped me incorporate novel technology into the surveys on the PCT--the use of automated digital recording devices which allowed us to record the singing bird community and download these files for later interpretation in the lab.

In 2015, I began incorporating undergraduate student researchers from Jessup to assist with the PCT surveys, thereby forming the foundation for building an undergraduate honors program for the environmental science and biology departments. Surveys continued in 2016 and 2017, using dozens of undergraduate researchers as part of this program. Meanwhile, I built professional relationships with Dr. Ben Brammell, a molecular ecologist from Asbury University (Kentucky), Dr. Aaron Sullivan, a herpetologist from Houghton College (New York), and Dr. Sumathi Sankaran-Walters, a microbiologist with UC Davis and adjunct faculty at WJU.

Each of these faculty brought students from their respective universities to participate in the research. Sullivan has incorporated surveys for reptiles and amphibians on the PCT. Brammell and Sankaran-Walters helped to incorporate the use of cutting-edge techniques using a filter to collect environmental DNA (eDNA) in water to detect rare aquatic vertebrates (fish and amphibians) in streams and lakes intersecting the PCT. Jessup honor students are now using polymerase chain reaction (PCR) techniques in the lab to detect these rare species simply based on this eDNA left behind by these animals from sloughed-off cells in these streams and lakes.

In recent years, I formed collaborations on the PCTBM across departments with several Jessup research faculty. Dr. Joseph Liaw (computer science) has built a web-based database for the entry of the biodiversity data collected on the PCT and this database has also been made available to other IBE projects. Dr. Portia Hopkins (English) is working to involve professional writing students to document the experience of the undergraduate researchers in the wilderness. Dr. Dustin Bridges (psychology) and Dr. Matthew Godshall (biblical studies) are studying the PCT experience for undergraduate researchers as a developmental process in emerging adulthood, a "Rite of Passage" in addition to developing a spiritual formation component for students participating in the PCTBM. Students are challenged to grow emotionally and spiritually as they spend seven to 10 weeks in a wilderness setting, hiking hundreds of miles while making detailed scientific observations.



Visit http://www.capradio.org/news/insight/2018/02/06/insight-020618b/ to listen to Dr. McGrann's interview on Capital Public Radio's *Insight* with host Beth Ruyak.

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Biodiversity Institute Haiti Project



John Richert, Ph.D.

Chair, Biology

When I stepped out of pastoral ministry last year to join William Jessup University full time, I brought with me a desire to provide college students with transformational experiences in the classroom and beyond. If you were to ask me about my own undergraduate experiences as a marine biology student, I would tell you about my travel studies that took me sailing around the Caribbean, diving in the South Pacific, and interning at the Bodega Marine Lab. I know the importance of these experiences first hand and am thrilled to have the opportunity to now be part of WJU's growing science program and provide a transformational travel experience for Jessup students.

This summer, as part of an IBE project, I will be traveling with nine of WJU's biology and environmental science students to Haiti. Haiti boasts tropical weather, blue ocean water, and coral reefs. However, characterized by generations of poor resource management, significant social and political challenges, and devastating natural disasters, Haiti is the poorest nation in the western hemisphere. This context provided me the inspiration for preparing a unique travel study program as only WJU can.

Environmental science is a mission field and that's exactly what the Haiti experience is--and so much more. This May, students will spend three weeks in Haiti earning up to seven units of course credit by taking courses taught by myself and Dr. David Narita, a medical doctor and adjunct professor in WJU's Intercultural Studies department. Students will actively participate in my scientific study of fisheries and marine ecosystems. The fish are gone from Haiti's reefs due to generations of poor fishing practices. Students will be making daily trips to fishing communities to interview fishermen and count their catch. This survey will provide valuable baseline data that could lead to a different story in future generations. They will also have unique opportunities to dive on coral reefs and explore tropical ecosystems not native to California.

In addition to the work in environmental science, Jessup's human and pre-med biology students earn internship units. Dr. Narita will join the team for one week while students stay on an orphanage campus and work in a pediatric medical clinic. There they will have unique opportunities to interact with people on and surrounding the campus, even working alongside Haitian doctors. The team also facilitates multiple three-day science camps for Haitian students who have had little exposure to hands-on science, including leading two field trips to local marine and terrestrial ecosystems to educate Haitians to the value of their own natural resources.

While all of this is an incredible opportunity to build a transcript and resume, I am most excited about how the Haiti experience will challenge both the heart and the mind of each student. Travel to a developing nation is sure to transform one's view of self, God and the Bible, and I look forward to pastoring the students through this time as I've led several teams to Haiti on mission trips, and conclude that the experience never fails to transform the individual.

The IBE Haiti experience combines real scientific study and research with Gospel-centered biblical perspectives on the world and missions. While students participate in research on marine fisheries and ecosystems of Haiti, they also explore the culture, people and environmental issues of the nation. Students will return with an understanding of their courses, marine biology, missions and, most importantly, themselves. An opportunity like this can only happen through an institution like William Jessup University because we understand that transformational travel experiences ultimately develop transformational leaders.







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Matthew Godshall, Ph.D.

Assistant Professor of New Testament and Theology As a New Testament scholar, I consider it a great privilege to be part of the IBE. The interdisciplinary collaboration and the integration of faith into all aspects of the IBE offer a microcosm of the type of scholarship that is promoted and practiced at WJU as a whole.

Our passion for biodiversity and the environment is deeply rooted in God's own passion for all creation in general and the great diversity of species and habitats in particular. It is a passion we see unfolding from the opening chapters of Genesis to the concluding chapters of Revelation.

According to the biblical story, caring for God's good world is fundamental to our identity as followers of Jesus. At the heart of this story is the Creator's commitment to establish His kingdom on earth—a place absent of evil, where non-human creation can flourish, where human beings can become who they were made to be, and where God Himself lives with His people and all His "good" creation. This kingdom was established "in the beginning" through God's creative activity, was lost when humanity rebelled, returned through the death and resurrection of Jesus and the re-creating work of the Spirit, and will be fully revealed in the new creation when Jesus returns.

What we see in the Bible, then, is that God's story does not culminate with God discarding and destroying the world, but with God making "all things new" (Revelation 21:5). The Bible reveals that the full arrival of God's kingdom will include the full restoration of all creation and in this kingdom God's people will not only live with God, but will also



live out their true identity as His image bearers and caretakers of His good world (see Isaiah 65:17; Romans 8:19-22; 2 Peter 3:13; Revelation 21-22).

According to the New Testament writers, followers of Jesus are those who have begun to experience the sin-defeating and life-transforming grace of God's kingdom (Colossians 1:13) and are also those who, in turn, are the evidence that the great cosmic renewal has begun (2 Corinthians 5:17; James 1:18). So, in the time between the resurrection and return of Jesus, God intends for His people to be a preview or sneak-peek of His renewed world—a foretaste of the full arrival of His kingdom on Earth.

The Creator is absolutely committed to restoring freedom, peace, justice, and goodness to the whole world, and, as those who are being restored into His image and likeness, we ought to be people who practice and promote this freedom, peace, justice, and goodness in all areas of our lives, including our relation to the non-human creation.

God's promise to restore His good world should not lead us in the present time to abuse and misuse it; rather, this promise should motivate and inspire us to value and care for it. Caring for God's world is not first and foremost a political or economic issue; it is first and foremost a theological issue and essential to our identity as followers of Jesus.

Although we in no way claim to do this perfectly, we believe we can practice and promote new creation now by caring for God's good world and actively engaging in its preservation, conservation, and restoration. Through our research and publications we hope to inspire respect, love and promote justice for all of God's good world.

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Rite of Passage Project on the PCT



Dustin Bridges, Ph.D.

Assistant Professor, Psychology

To grow up is to come of age, to cross a threshold into adulthood. Such a threshold was, in previous centuries, well defined as a collective process, supported by one's community. In past cultures, a child was made into a mature, responsible, integral member of the greater community (Arnett, 1998). Childhood and adulthood were distinct developmental phases, only separated by liminal space that required successful navigation.

However, in our postmodern and fluid society another developmental phase has formed within the space between childhood and adulthood (Bauman, 2000). This stage of adult emergence, better known as emerging adulthood, is a time when young people explore their subjectivity and the possible meaningful implications of coming of age (Arnett 2001). The life stage of emerging adulthood is a developmental phase marked by a "prolonged transition to adulthood" manifesting due to social and cultural influences of industrialized societies, such as more years invested in education, delayed age of marriage, and greater social freedom (Arnett, 1998). Because of this environment, the transition to adulthood has become more gradual, with full adulthood delayed until the late 20s (Arnett, 2002).

It has been said that emerging adults lack the awareness of how communal rite of passages provide structure, power, and purpose in the process of development (Grimes, 2011). The most successful rite of passages, in terms of transformative power, seem to be those that follow a redemptive structure, where a potential physical or psychic death converts us into a new way of being in the world (Grof, 1996).

Additionally, both Scripture and modern psychology emphasize the need for mentors in assisting emerging adults, with discernment to intentionally reflect on thoughtful questions, while navigating ritual passages. Think of the role of spiritual disciplines that Moses used to shape, lead, and train the Israelites to navigate each step of the journey out of Egypt into the Promised Land.

Akin to biblical wilderness experiences, the Pacific Crest Trail Biodiversity Megatransect (PCTBM) provides an existing framework for this psycho-spiritual Rite of Passage experience and research to occur. As currently formed, Jessup's Rite of Passage Project allows 30 undergraduate students to participate in the PCTBM surveying various vertebrate species over seven to 14 weeks while hiking through the remote montane wilderness, extending from Mexico to Canada.

Mentors offer both scientific guidance on the trail and assist students in cultivating mature skills such as building teams and remaining focused, motivated and positive in unfamiliar, challenging, stressful circumstances.

The question that drives our research project is how a Rite of Passage wilderness experience might facilitate a deeper and more expansive Christian worldview that can hold all the various complexities of emergence into adulthood. This psycho-spiritual study will examine domains of identity formation preceding, during, and after the PCTBM experience, stress as a mechanism for change in identity formation and the effects of mentors and spiritual formation practices on emerging adults as a rite of passage.

Arnett, J. J. (1998). Learning to stand alone: The contemporary American transition to adulthood in cultural and historical context. Human Development, 41, 295-315 Arnett, J. J. (2001). Conceptions of the transition to adulthood: Perspectives from adolescence through midlife. Journal of Adult Development, 8, 133-143. Arnett, J. J. (2002). The psychology of globalization. American Psychologist, 57, 774-783

Bauman, Z. (2000). Liquid modernity. Malden, MA: Polity. Grimes, R. L. (2011) Marrying and burying: Rites of passage in a man's life

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Rachel Paizs Visual Arts

As a missionary kid from Thailand, coming from an entirely different cultural background could have been an intensely difficult transition. William Jessup University has provided not only a wonderful and safe place to make that transition, but also the means to focus on God and interweave digital artwork, graphic design, and mixed media painting with my personal faith.

There have been many amazing classes here at Jessup, but my watercolor course was taught with such excellence that I fell in love with the medium, as it complemented the digital work I had been doing before.

Now I utilize watercolor heavily in my mixed media pieces. The class provided such spiritual growth as well, due to the incredible care and enthusiasm poured into the student's lives by my instructor.

My Capstone--Applied Aesthetics--and Christian Theology courses also promoted a further exploration of the Christian faith and its intricacies. The visual arts program at Jessup provided a learning environment for me to expand on my work, delving into numerous arenas across a broad range of topics and mediums.

Seeing beyond the professional field, beyond the ever-present pressure within a world of competition and drive, Jessup gave me an opportunity to build a firm foundation, an understanding of my faith, and the ability to learn and think effectively while encouraging me in the form of community and mentorship.

Graduating debt free, I am thankful to spend time with my family before they go back to Thailand where they have been missionaries for 20 years. During that time, I will be working on my artistic skill-set, mainly going back to master the basics of perspective and anatomy. I will be taking commissions and maintaining my own art studio in order to pursue my passion for painting. The next step forward will be building a career in graphic design or illustration in an effort to portray beauty, depth, and truth through art.



Ode to the Literary Life



Cameron Wilson, Ph.D.

Assistant Professor, English Lead Faculty, English

Why English? Why writing? Why literature?

Ask any English major, writing instructor, or literature professor and you'll probably want to take a seat, kick up your feet, and get comfy. This could take a while.

"Writing keeps me sane, lets me express the stuff I can't otherwise express," answers your blogger brother-in-law. "Reading feeds, stimulates, and expands my imagination," replies your voracious reader friend. And, in the most high-flying pronouncement on the value of English, your high-school English teacher gushes breathlessly that the study of literature "is a soul-expanding and life-enriching journey."



Claims like these can sound pretty heady, floating untethered to anything that even remotely resembles the real world. And it's easy to be skeptical, especially when they're declared in such a triumphal tone (and no mention of how these pursuits can pay the electric bill). But the truth is that the more profound effects of reading, writing, and studying literature aren't just immaterial, free-floating ideals achieved in monk-like isolation. A life dedicated to reading and writing is a rich and fulfilling one, and the literary pursuits engage us in a practical—and very marketable—set of skills.

Whether we're composing a sermon, pitching an idea for an app, winning over an audience in a comedy club, or casting vision for our employees, we always need to be tuned to a number of textual issues: who's our audience, what's our context, what's the proper voice and tone, what's our theme, and what narratives and evidence will be most persuasive? What metaphors add dimension and texture to an idea? What narratives, from the Confessions of St. Augustine to the novels of Toni Morrison, provide us an emotional and intellectual vocabulary to articulate the universal hope for redemption, justice, and peace?

At William Jessup University, our English department equips students to be awake to the myriad of texts we're asked to interpret every day, and to ask the kinds of critical questions outlined above.

In addition to taking units in grammar, British, World, and American literature—courses that provide a broad context in which to locate cultural, philosophical, and theological ideas—students choose from a diverse selection of electives, from courses on Jane Austen, media writing, creative writing, and C.S. Lewis, to courses on conventional poetry, grant writing, and international film.

- Small class size translates to more faculty-student interaction and more time one-on-one with professors. Our instructors know their students and know how to challenge each student.
- Metonym, our student-run literary journal, provides students a chance to cut their teeth on assembling, editing, marketing, and publishing a literary journal. At each step in the process, students hone their organizational, interpersonal, and critical thinking skills.
- Practicums provide students first-hand experience in the classroom, whether designing lessons, presenting mini-lectures, leading workshops, grading essays, or speaking in front of a class, all the while working alongside a professional who serves as a mentor.
- Professional writing practicums place students in internships at local businesses or publications, giving students an inside track in the professional writing world and making students visible to potential employers.

All of these opportunities, in and out of the classroom, are designed to orbit this central theme: that in service of the nobler aims of a literary life, we are engaging in the practical application of a valuable skill set.

So the next time that you're pondering one of the aforementioned why-questions — Why English? Why literature? Why writing?—consider all the ways we're engaged in reading the world on a daily basis. No matter our vocation or avocations, we will all have times when we need to identify a problem, outline a solution, argue a case, compose a vision statement, or just offer a thoughtful rebuttal on social media. Whatever challenges we face, developed abilities in critical thinking, imagination, and empathy will serve us well.





Paige Middleton English

My liberal arts education at WJU has humbled me, encouraged me, and helped me find a footing on truth in a world where truth is often elusive or outright denied. As a double major in English and Bible & theology, my classes are all based around the core topic of criticism, or the ability to think critically about an idea.

As it says in 1 John 4:1, we must learn how to "test the spirits." Whether in my classes or on my social media page, I have learned over the last four years that I must cling to the truth by actively searching it out for myself. I am deeply thankful for a university that has so passionately instilled this desire in me, and cultivated it throughout my time on campus.

One way I used my "criticism" was during the fall semester of 2017, when I traveled across the world to Oxford, England, to study abroad. Being in a non-Christian environment for a semester of intense study, I realized how blessed I am to be at Jessup, surrounded by a like-minded community, and how precious this season of life is, because I know it won't always be this way. In the real world, there will be people who disagree, people who outright tell me that I am wrong, or even that my faith is idiotic. But it all comes back to criticism.

As students at WJU, we are taught since day one that the university is not set up to teach you "what to think," but rather "how to think."

I believe that my education in "how to think" allowed me to hold my own while attending Oxford, emboldening me to occasionally raise my hand in lectures to disagree or question a tutor's bias, and to hopefully contribute to an environment that allowed a little more light and a little more hope to shine through.

The question I get asked most frequently is, "What's next?" This June, I am marrying my fiancé, Kevin Patterson, who is a Jessup alum. I am pursuing a job as a middle school English teacher and currently building my resumé working at Jessup in the learning commons to design a tutoring program for master's students who have taken a long absence from school.

I find joy in helping people reach their full potential, whether they are preteens or parents. I look forward to continuing to bring the light of God's truth to a world filled with shadows, and I am thankful for all of the encouragement and growth WJU has offered me during my college experience.





Erin Hill, JD, LL.M., MFP®, CAM™, MPM®, CIPM®, MQM™, CFC™, CRP™

Associate Dean, School of Business Chair, School of Business Assistant Professor, School of Business William Jessup University sets itself apart by offering a distinctive faith-based, West Coast, real-world business education with an innovative entrepreneurship emphasis. Our liberal arts focus provides the competitive advantage that employers seek and students require to become exceptionally employable.

Distinctive Employer Advantage

The current employment environment is highly competitive and it's clear that business students must set themselves apart from the competition. Studies highlight that business degrees with a liberal arts foundation are highly sought after by employers. For example, 93 percent of employers report that a candidate's demonstrated ability to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major, according to a 2014 report from the Association of American Colleges and Universities.

Liberal Arts/Faith Based Business Degree

Jessup's liberal arts instruction is unique to hiring managers because our program is tailored to incorporate critical thinking skills through a variety of sources, such as analytical assignments, collaborative projects, and community service.

Our liberal arts, faith-based business degree equips graduates to be highly-competent, principled, and innovative servant leaders. Jessup students invest in this type of degree to establish a career in an array of vibrant fields in for-profit, non-profit, and both public and private sectors. We incorporate the management techniques of ethical decision making and servant leadership throughout our program. Our biblical integration of faith in learning makes a Jessup degree in demand for employers who value ethics and integrity.



The real-world experience Jessup internships provide give students practical experience in which the classroom cannot. Our students serve in a variety of companies including Oracle, Hewlett Packard, Kaiser Permanente, Sutter Health, Thrivent Financial, K-Love, Wells Fargo, the State of California, and local churches. The School of Business is committed to helping students identify career options early in their studies. We encourage students to experience specialized areas such as entrepreneurship, finance, accounting, marketing, management, project management, non-profit, or cybersecurity. These areas are degree concentrations we offer to prepare students to take the requisite license and/or certification exam (CPA license, PMP certification, Series 7 exam, etc.) and secure valuable positions. As part of this process, our students have become CEOs, CFOs, attorneys, CPAs, financial analysts, business owners, and leaders in HR, marketing, project management, or non-profit firms.

Distinctive-West Coast, Faith Based, Real-World Degree

Jessup is distinctive for a reason. We are committed to setting the stage for students to become servant leaders by exposing them to a diverse education in science, social science, and the humanities. Our liberal arts core allows students to polish their skills in quantitative reasoning, communication, and critical thinking in a variety of faith-driven ways. Employers seek out our students for this reason and it is the primary factor for why Jessup graduates are known as exceptionally employable, transformative leaders in their professions, churches, and communities.

Summer Allied Health Offerings

This summer, William Jessup University offers all five pre-allied health course prerequisites for any college student pursuing nursing, occupational therapy, physical therapy, physician's assistant, or any other allied health occupation. In an effort to meet increasing demand for these required courses and programs, Jessup offers these popular courses during a nine week span (beginning June 4 to August 10) meeting twice a week for five hours a day.

Courses are held MW or TTH from 9-2pm or noon to 5pm and include:

Human Anatomy (with lab) Physiology (with lab) Statistics Micro-Biology (with lab) Intro to Chemistry (with lab)

For more information contact George Stubblefield at gstubblefield@jessup.edu or call 916-577-8044.

(Breshears '17) Tygart married on August 20, 2017 and live in Grass Valley, Calif. Kindell works at the county superintendent's office and losh is the youth





Tamra ('14) Rogers along with husband, David, is the owner and operator of Tamraloo Music in Lincoln, Calif. (no photo)

Angela Bruch ('17) bought her very first house. (no photo)



raising two daughters



Natalia (Aldrete '14) and Taylor Hodge are the proud parents of Shiloh Grace Hodge born November 16, 2017.



Hymni updates



Jared ('14) and Aurora (Alarcon, '14) Fujishin launched a new online business called STAR coaching others through the "awkward silences"

serves as the WIU women's soccer coach and led a two-week

Francis ('16) and Karla Vital married last September and Francis now works for the Jessup Admissions Office.



Kyler ('16) and Claire (Silva '17) Malarae married on June 17, 2017 and live in Auburn where Claire serves as the women's ministry director of Auburn **Grace Community** Church.



Kyrie Newman ('14) began working for Jessup last summer as an academic support counselor for SPS and Graduate programs. (no photo)



praises God for Alaska where she also attended the 2018



graduated with a May 2017 and is currently registered as a clinical social worker. (no photo)

to the world in late 2016. Kateryna is a social worker

for Sacramento County.



After 30 years pastoring churches, Jim ('79) and Lynn serving as missionaries in 2012 with Creative Impact Ministries. The couple



travels the globe, creating documentary-style films to tell the personal



Gary ('73) and Joyce Anderson report that Gary retired from 48 years of ministry at the end of June 2017. (no photo)

Sarah (Friberg, '08), wife of Johnny Ochsner ('09), started a new position as a Licensed Marriage and Family Therapist for the Sierra Mental Wellness Group. (no photo)

Susan Delacroix ('77) celebrates God's blessings in her health, completion of advanced degrees, satisfying work, and abundant travel over the years. (no photo)



Michelle Rompell ('16) recently began her master's program in Developmental Psychology at Azusa Pacific University.

ALUMNI HIGHLIGHT

Adam Harligan

Major: Business Graduating Class: 2016

After earning a couple of associates degrees from community college, I began researching schools around the country when WJU caught my attention. In part, because I was not ready to leave the area--I was born and raised in Northern California. In large part, I came to Jessup because I would get one-on-one time with Ph.D. practitioners in the field of business. But ultimately, it was because I strongly desired a Christ-centered higher education. Upon visiting the campus, meeting the faculty, and much prayer, I knew Jessup was the school for me.

As I pursued a bachelor's degree in business administration, my time within Jessup's business program molded me in two essential ways. First, it allowed me to test current business strategies and software tools in a creative, competitive classroom environment and second, it required that I seek a business internship with the central purpose of growing my network of contacts, applying learned topics, and developing my resume in the process. Little did I know at the time how paramount these two aspects would be in preparation for my present life.

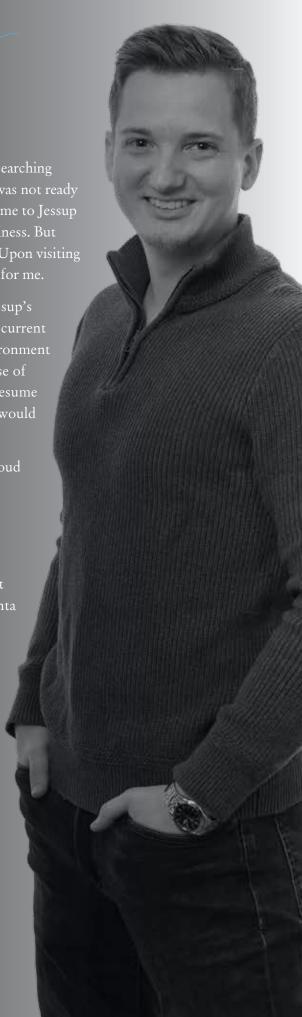
I currently work for Oracle, Inc.,--one of the premier database software and cloud companies in the world--as a license management analyst. I provide advisory services to Oracle Partners, and help mitigate Oracle's risk in our software distribution channels.

I got this job directly through a contact I made during my internship while at Jessup. I was one of 10 students nationwide chosen for this internship, one that included students from University of Rhode Island, UC San Francisco, and Santa Clara University, to name a few. After the internship concluded, I was one of three interns hired full time with Oracle.

My liberal arts education at Jessup positioned me exceedingly well to compete with the incredibly bright minds of much larger educational institutions. I was able to differentiate myself throughout the internship by leveraging the skills and mindset crafted in the classroom by Jessup's expert professors. Without Jessup, I can firmly say I would not be where I am today.

I still live in Northern California with my beautiful wife and our handsome baby boy (he takes after his mom!)

I have the pleasure of driving by the Jessup campus every day while traveling to work, and I reminisce about the amazing experiences I had there. I feel a great sense of gratitude to this institution. I look forward to working alongside upcoming graduating classes from Jessup as we strive to make this world a better place.





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