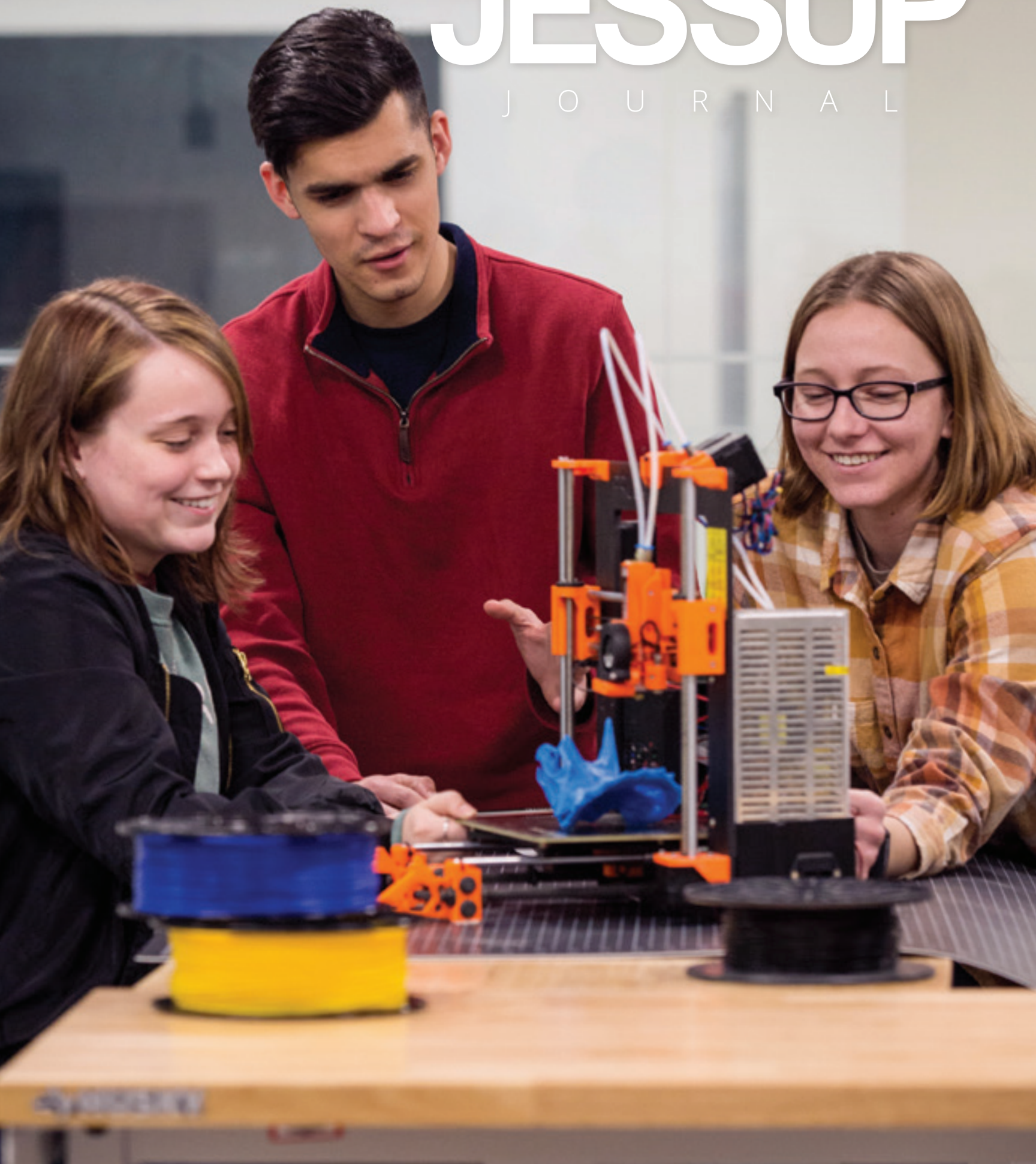


SPRING 2021

JESSUP

JOURNAL



A PUBLICATION OF UNIVERSITY ADVANCEMENT

WILLIAM
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STUDENT LED GIVE:24

WEDNESDAY, MARCH 24

*Investing in the Next
Generation of Leaders*



FOR 24 HOURS



GIVE \$24



SHARE WITH 24 FRIENDS



GOAL: RAISE \$124,000

give24.jessup.edu

Give:24

JESSUP'S ANNUAL GENEROSITY DAY

On Wednesday, March 24 Give:24 returns!

Our annual digital giving day will become the first student-led Give:24 effort. Overseen by two Digital Communication students, we will share six student curated campaigns that will positively impact the student experience at Jessup.

STUDENT CAMPAIGNS:

- Student Scholarships
- Future Church Leaders
- Athletic Opportunity Fund
- Hispanic/Latino Ministry
- Community Green Space
- Skywalker Ranch Recording

WILLIAM
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JOURNAL

A PUBLICATION OF WILLIAM JESSUP UNIVERSITY,
OFFICE OF ADVANCEMENT

SPRING 2021

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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JESSUP EMBRACES CHANGE

DR. JOHN JACKSON, PRESIDENT

Since change is constant, it seems one can approach it two ways: Resist all change or embrace all change. But truthfully, there are more options! Here at Jessup, we embrace change with a couple variations. Change that prevents us from accomplishing our mission will be resisted and change that can help us accomplish our mission will be readily embraced.

You may be familiar with our mission: "Jessup partners with the church to educate transformational leaders for the glory of God." This mission is fundamentally rooted in the call of the people of God to foster disciple-making disciples of Jesus. We are deeply committed to seeing people come to know Christ and grow to greater maturity while here at Jessup. That mission has remained unchanged since 1939 when Brother Bill and Carrie Jessup founded San Jose Bible College. Our mission has been constant through the presidencies of Al Tiffin, Woody Phillips, Chuck Boatman, and Bryce Jessup. Our Board and I are honored to continue the legacy of that mission in the present day.

What you may be less familiar with is that our Jessup employees also have some stated values to help strengthen our University culture. Our current values are Jesus, Prayer, Honor, Teamwork, and Innovation. Innovation means we value creativity, disruptive thinking, and innovative strategies. We have committed to thinking BIG for the Kingdom of God.

So, how did this work in 2020 and in the midst of COVID-19? Jessup embraced change and we are

thriving! Enrollment is up and the Lord has protected our finances, due in large part to the generosity of our Jessup donors. We have faced enormous difficulties and challenges. I do want you to know that we have been stressed, strained, and have struggled. We have done all of that and yet we are absolutely convinced that God is

on the move! We are educating, graduating, and deploying more students in a greater variety of church, business, educational, governmental, medical, technological, artistic, athletic, and entrepreneurial settings than ever before. I predict that in decades to come, Jessup alumni will be part of God-honoring cultural transformation across a number of industries and settings here in the United States and beyond. We are believing God for a Kingdom harvest

and praying for revival.

In this issue, you will read about a number of groundbreaking services and programs to help student populations at Jessup during these changing times. We have entered into an intentional strategy for student success at Jessup that is focused on ensuring each student will experience spiritual, academic, and vocational success. While we are early in that journey, I believe that when you read these pages, your heart will leap with joy and excitement at the handiwork of God on our campuses. Thank you for being part of the Jessup story; we are writing new chapters every day and you are part of each one!

*“We are deeply
committed to seeing
people come to know
Christ and grow to greater
maturity while here
at Jessup.”*

LEARNING COMMONS

A COMMITMENT TO STUDENT SUCCESS

KEVIN PISCHKE

Associate Vice President, Student Success



During the Summer of 2012, Jessup formed the Learning Commons within the Paul Nystrom Library. This initiative recognized that academic libraries play a critical resource role in student success, and with most library collections moving digital, the opportunity arose to expand and unite additional valuable student success resources and services in one place. The initial collaboration included the Library, Career and Life Planning, Disability Support, Writing Center, and the Academy programs. As was predicted, if we made these services highly visible and accessible to students, they will use them. Within short order, we saw student use of the Library and Learning Commons services double and triple over nine years.

Student success has always been at the heart of this initiative and a few years ago, we began dreaming about the next level of student success. What came to the forefront was the need for expanded student advising and holistic academic planning. We also recognized that good planning should start with the end in mind, and the end for us is not just graduation, but career success. Our hope was to unify Career and Academic Advising into one space, but in order to accomplish this goal we needed additional space. Fortunately, we had room to expand.

“We also recognized that good planning should start with the end in mind, and the end for us is not just graduation, but career success.”

Since Jessup’s move to Rocklin, the library had an undeveloped 5,000 square-foot space slated for future expansion, affectionately referred to as the “creepy room” by the library staff. Thanks to a grant from the Darling Foundation and other generous donors, funds were raised and the build-out was completed last summer. There is nothing creepy about this new space, and we now have an office suite for Career and Life Planning, Success Coaching and a new Innovation Center for student learning. The Learning Commons continues to be as much a student success philosophy as it is a place. We expect student success resources and support to continue adapting to our ever-changing student body. Jessup is firmly committed to the academic, career, and spiritual success of all our students.

Please enjoy this collection of articles from a few of the Student Success staff at Jessup. This is just a glimpse of how we support and resource students on their educational journey.

STUDENT SUCCESS

PIVOTING TO FIND BETTER WAYS FORWARD

VICKI QUIARTE

Associate Dean for Academic Excellence



It was a quiet place at the end of our last semester when students turned in their final assignments from home. In the not-so-distant past, the Learning Commons often bustled with students; students sitting at round tables with tutors; students arriving for test proctoring; students waiting to meet with faculty and staff who partner in their academic journey. Essentially, all came in search of one thing – academic success. Today, students still come, but they come in different ways. Some come in person, most by Zoom or chat.

The Learning Commons is the hub of learning resources and partnerships committed to student success, and our mission is to partner with all students to help them identify educational barriers and create goals for academic success within and outside the classroom. The pandemic has compelled us to pivot to find better ways to academically support our students, and the good news is we have.

While our Writing Center tutors continue to meet with students in-person, masked and separated by plexiglass, we now have an array of virtual tutoring capabilities – video, email, and phone appointments. Peer tutoring has expanded into the virtual world with tutors working for us throughout California who never come on campus, but serve our students well. Tutoring is offered in nine disciplines and specific classes, and we continue to expand. The Math Lab has remained an on-campus service, but with the purchase of new technology, it is positioned for the virtual world as well.

We have the privilege of serving all student populations in the Learning Commons – athletes, veterans, international students, those with permanent and temporary disabilities, Academy, probation, and high achieving

students. Likewise, we serve students enrolled in all educational programs – traditional undergrad, Adult Degree Completion, online and graduate. Meeting the academic support needs of all students requires our team to be passionate and innovative, especially in times like these.

As we continue to find new and better ways to academically support all students, we hope to expand our services to veterans and increase our support to first-generation and underprepared students from all demographics. Additionally, we plan to move forward with creating a mentor program targeted for students who recognize their need for accountability, resourcing, and personal encouragement. Since faculty remain the single most important factor in student success, we hope faculty across the disciplines will be excited to partner with us.

While our efforts and academic support programs were effective prior to COVID-19, the challenges of 2020 forced and inspired us to find better ways forward. As anticipated, these better ways are increasing our reach and enabling us to partner with students in ways previously unimagined.



SUCCESS COACHING

THE NEW ACADEMIC ADVISING

DENISE WOLF, ED.D.
Director of Success Coaching

“As of October 2020, I was hired as Director of Success Coaching, and began the process of merging academic advising staff from all Jessup programs into one team with a new vision.”

For decades, academic advising on most college campuses looked very transactional, modeling more of a parental relationship versus one of counselor, mentor, or coach. As millennials and Generation Z students entered college, their interactions with advisors became less effective. The focus on retention and graduating students in a timely manner caused many universities to take a look at traditional college advising practices and shift to a model that encompassed a transformational experience. The need to create a new model and vision for advising at Jessup was realized as a result of the changing needs of college students. The Success Coaching model was then created at Jessup in response to research and comparative analysis.

Academic Advising at WJU has taken on many different names in an effort to find the right combination of elements to create an effective program. As of October 2020, I was hired as Director of Success Coaching, and began the process of merging academic advising staff from all Jessup programs into one team with a new vision. My background has centered around higher education in an academic advising and career counseling capacity for over 10 years, having worked in both the University of California and California State University systems. I hold a Doctorate in Organizational Change and Leadership from the University of Southern

California, a Master of Arts in Educational Counseling from San Jose State University, and a Bachelor of Arts in Communication Studies from the University of Montana.

Jessup’s new vision is to guide students through their educational experience in a transformational and developmental way. The Success Coaching model encompasses three pillars: academic planning, support and resourcing, career development and spiritual formation.

The academic planning and support component focuses on guiding, teaching, and empowering students to take ownership over their educational path. Within the first semester at Jessup, students will meet with their success coach to learn about their academic requirements for degree completion and the tools available to

navigate degree planning and course registration. The coaches will teach students how, rather than doing it all for them. Coaches will continue to help students navigate the policies, procedures, and nuances of the University. In addition, students will learn to advocate for themselves and use available resources to reach graduation smoothly. Finally, it is important to mention that the coaches divide students by academic program. This new model requires coaches to build collaborative relationships with academic faculty while acting as a liaison between Success Coaching and the academic departments.

“At the heart of the Success Coach model is God and the spiritual transformation that Jessup students experience.”



Technology will play a vital role in the day-to-day work between coaches and students. The implementation of the customer relationship management system Target X will allow coaches to communicate with staff and faculty on campus about their meetings with students. Additionally, Jessup's use of the CAMS student record system is in the process of updating to an automated degree audit function. Both of these systems will streamline processes that were time consuming and cumbersome for coaches. New technology will allow coaches to spend more time proactively planning outreach to their caseload of students.

The Success Coaching model's foundation is relationship building. With more time to build trust and rapport with Jessup students, coaches will be able to engage students about their career or graduate school aspirations. From my dissertation research, I discovered when students have a clear goal after graduation, they are more likely to graduate within four years. Success Coaches will open the conversation and then partner with the Career and Life Planning department to get students the support they need to explore career goals.

The final component is really the most important and that is spiritual formation. Coaches will chat with students about their integration of faith in their academic journey. The Success Coaching model will involve collaboration with campus ministries and student wellness to address the needs of the whole student. Coaches are willing and happy to pray with Jessup students and remind them that God knows all

the steps in their plan and will guide them along the way. At the heart of the Success Coach model is God and the spiritual transformation that Jessup students experience.

Students may struggle, they may suffer setbacks but they will overcome and succeed. The role of Success Coaching at William Jessup University is to support and encourage through the struggles and praise the successes of students.

“Coaching programs are one of the fastest-growing student support initiatives of the past decade. One reason they are thriving is that they are student centered versus university centered: You can direct each student to various specialized departments to help them with their distinct needs and guide them to the best resources.”

– Jeff Doyle, *Inside Higher Ed*, April 2020

CAREER AND LIFE PLANNING

STARTING WITH THE END IN MIND

CHRISTY JEWELL

Director, Career and Life Planning

When Jessup launched its Career and Life Planning (CLP) department in 2011, it prioritized better coordination of disparate internship processes within various University programs, and sought to build stronger relationships with employers in the Northern California region. The focus quickly expanded to include better career exploration and readiness resources for students, as many students were finding themselves in their internship classes with little preparation for this important step.

Jessup's CLP is traditional in its offering of essential career resources, such as career assessments, counseling, career exploration, résumé and cover letter review, interview preparation, and job or internship search support. However, it is very non-traditional in its strategic focus. With a vision to 'start with the end in mind,' Jessup students engage in early exploration and knowledge of how God uniquely created them for Kingdom impact. As freshmen and sophomores, they are encouraged and resourced to assess their strengths, interests and personality and select a major that aligns with these. They explore careers and do informational interviews to learn more about various industries. Subsequent years are focused on how and where to find career opportunities



and steps to be career ready, which include résumé and cover letter development, creating a professional online presence, and preparing for interviews.

While most university career centers operate inside Student Life, Jessup's CLP department operates under Academics. Most Jessup majors require a for-credit academic internship to graduate, and this is one of the distinctive aspects of a Jessup education. A college degree alone no longer entitles a person to an entry-level professional career opportunity. Rather, the degree *with experience* is what sets Jessup graduates up for success.

Add to that, Jessup students are the kind of people employers want to hire - they come with the necessary professional competencies or 'soft skills' employers say are missing from the majority of college graduates. These competencies, as defined by the National Association of Colleges and Employers (NACE), include critical thinking and problem solving, oral and written communications, teamwork and collaboration, digital technology, leadership, professional and work ethics, career management and global/intercultural fluency.

While percentages vary slightly year-over-year based on labor market and economic conditions, studies have shown that graduates who have completed at least one internship during college are on average 15 percent more likely to receive a job offer related to their field of study than those who graduated without having completed one, and at a higher starting salary. For this reason, internships are included in the list of "high impact educational practices" as outlined by the Association of American Colleges and Universities.

Join us: [Jessup.edu/launch](https://jessup.edu/launch)
Follow us: @WJUCareers

HIRE JESSUP

Internships: Does your company have special projects or need additional professional help that can be supported with a student intern? Did you know that most majors at Jessup require students to complete a for-credit academic internship in order to graduate? Internships and other forms of experiential education help students make a seamless transition to the world of work and are a perfect vehicle to increase retention rates, complete short-term projects, and identify future hires. Regardless of your role, industry, or organization size, students from William Jessup University can help. Email CareerServices@jessup.edu to find out more about launching a successful internship program.

If you have a short-term project that needs attention, Micro-Internships make it easy. Micro-Internships are short-term, paid, professional assignments that are similar to those given to new hires or interns. These projects enable career launchers to demonstrate skills, explore career paths, and build their networks as they seek the right full-time role. Unlike traditional internships, Micro-Internships can take place year-round, typically range from five to 40 hours of work, and are due between one week and one month after kick-off. Micro-Internships are used by companies ranging from those in the Fortune 100 to emerging start-ups, and go across departments including sales, marketing, technology, HR, and finance. To sign up, visit info.parkerdewey.com/jessup.

Be a Mock Interviewer: Career and Life Planning is currently recruiting business partners to serve as Mock Interviewers for the Spring 2021 Mock Interview event on Friday, March 19 from 10:30 a.m. -12:30 p.m. Due to COVID-19 restrictions, mock interviews will take place via Zoom. Visit jessup.edu/mockinterview to sign up by March 10, 2021.

Recruit: Career and Internship EXPO, April 7, 2021. This annual event allows you to recruit recent graduates and current students seeking full-time professional or internship opportunities. Register at jessup.edu/expo.

Calling and Career Week: March 8-12, 2021. Join us for special chapel speakers and other events to help students in their career readiness.

Currently hiring? Post your part or full-time opportunities for Jessup students and alumni at jessup.edu/jobs.



Why internships? *"What we have to learn to do, we learn by doing."* – Aristotle

Benefit to Students:

- Opportunity to "test drive" a career
- Chance to network and build relationships with career mentors
- Introduction to the industry's culture and etiquette
- Accumulate new skills, résumé enhancement
- Gain a "real world" perspective on an occupation

Benefit to Employers:

Employers do not create internships as a goodwill gesture to students interested in a certain career. They also see it as an investment in their future workforce. Internships are a vital component of employer recruiting and retention. While an interview or a company test can add to what an employer knows about a person, an internship helps an employer evaluate how an individual would fare in the actual workplace.

Jessup has graduates serving in vocational ministry around the United States and the world, as community, spiritual and music influencers. Alumni serve in and own small businesses, the backbone of our national economy. They serve with distinction in key organizations like the California Legislature, law enforcement, education, healthcare, media or entertainment and financial services. They are raising families and shaping culture. Simply put, they are taking the message of the Gospel to all areas of societal influence, where it's needed the most.

Do all Jessup grads know what they want to do long term for their careers? Let's be honest, many of us are still trying to figure that out. But what they do have upon graduation is clarity of direction, job search and professional competencies, personal and professional connections, and confidence to navigate the future.

CAREER READINESS

MARY KONOW, M.S.

Career Counselor/Adjunct Faculty



The goal of the Office of Career and Life Planning (CLP) is to equip and empower Jessup students to make wise career decisions and identify goals that help their college experience. Each semester, students visit CLP for career counseling and job search resources that support their long-term career goals.

When students are unsure about their career path, they are encouraged to complete one of several reputable assessment tools, like the Focus2 assessment. By answering a few questions, students can discover their interests and see coordinating majors offered at Jessup. The tool jumpstarts a conversation about degree programs and career planning.

Students also have access to the Myers-Briggs Type Indicator, the Strong Interest Inventory and the Clifton Strengths for Students assessment. The combination of these tools allows students a deep understanding of how they are uniquely created. As they explore results, we talk about how this information fits into the bigger picture in their life and calling.

We continuously prompt students to work their “career muscle” – to explore, research and conduct informational

interviews with professionals in their area of interest. This essential activity helps students confirm their career path or prompts further exploration.

With our help, students develop effective résumés and cover letters that exceed employer expectations. The résumé guidance is based on decades of employer feedback and what they want to see in exceptionally employable Jessup graduates.

One of the most effective ways for Jessup students to prepare to be exceptionally employable is by successfully completing a career readiness course. To date, over 400 students have enrolled and completed career readiness courses at Jessup. The courses begin with a new perspective of Scripture; using the Bible to see career development as a faith journey and exploring career paths of notables in the Old and New Testaments.

The courses allow students to assess their strengths, explore viable career options, conduct informational interviews, create a polished and effective résumé, practice interview skills with business partners and create a career action plan for the first five years after graduation.

Career focused coursework is also offered in the Counseling Psychology program. The graduate level Career Counseling course takes an essential look at career development theories and techniques, career development decision-making models and the interrelationships between work and family.

When students take initiative to actively explore options and gain tangible experiences, they expand their career confidence and can make wise career choices. It is an immense privilege to walk with our Jessup students as they launch into a world with purpose and distinction, honoring our Creator every step of the way.



A REASON TO CELEBRATE 2020

JESSICA STILES, M.S.
Director of Disability Support Services



The events of 2020 were challenging for all. However, the abrupt and constant changes we made, served as catalysts for progress in the field of Disability Support.

As we earnestly work on improving our diversity mindset, no time is better than now to start reframing how we think of people with neurological differences. Neurodiversity, a term coined by Sociologist Judy Singer in the late nineties, is a word that counteracts the pathologizing of learning differences. Instead, the word neurodiversity honors the idea that "diversity among brains is just as wonderfully enriching as biodiversity and the diversity among cultures and races."¹ For example, while students with dyslexia may have reading challenges, they typically excel at visual-spatial reasoning. It's as if these individuals can think in 3D, a skill we need in life when buying a piece of furniture that needs assembling. Students with attention deficit disorders may wiggle a lot, but they are fantastic multi-taskers. While social interactions may be difficult for those with autism, their ability to maintain focused attention is remarkable.

Jessup has a wonderfully neurodiverse student population. In any given year, five to 10 percent of Jessup students request academic accommodations through the Disability Support Services office. An accommodation, not to be confused with an advantage, is anything that levels the playing field for a student with a disability. Eyeglasses are a good example for the right mindset around accommodations. That is, nobody looks at someone wearing a pair of glasses and thinks of them as having an advantage. They

are simply using the tool that gives them equal access to what everyone else has access to.

Another word for accommodation could be option or choice. The more choices a student has, the less need they have for accommodations. Enter Universal Design of Instruction (UDI). Burgstahler defines UDI as the "design of teaching and learning products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."² Stay at home orders, social distancing, online classes – synchronous/asynchronous – represent some of the new practices encountered since COVID-19 began. Fortunately for all students, education has necessarily become much more flexible as a result. For example, students who formerly needed to request a note taking accommodation may not need to do so anymore because all Jessup classes are being recorded via Zoom. Consequently, all students benefit by simply making that one adjustment of recording lectures, as students who do not qualify for accommodations (older students, students with weak memory, visual learners) now have more access to course content, and this is only one adjustment of so many that have been made.

Growth can be painful. If ever there were a painful year, 2020 was it. Instead of focusing on what hurts, we can choose to focus on the positives. One of the positive outcomes of 2020 is that due to increased flexibility in course design, there is less call for academic accommodations, fewer barriers to success, and more flexibility in learning for all students.

1. Armstrong, T. PhD (2011). Power of neurodiversity: unleashing the advantages of your differently wired brain. LIFELONG Books.

2. Burgstahler, S. (2020). Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples.

<https://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples>.

INNOVATION CENTER

BELINDA SILVA
Director, Library Services

The Paul Nystrom Library on the Rocklin campus has been abuzz with the expansion of the second floor. This new addition is possible thanks to the Darling Foundation and to the donors who partnered with the library to enrich the lives of our students, staff, faculty and community. Through prayer, faith, and God's timing, the brand new Innovation Center changes how students and faculty interact with the curriculum. It allows for hands-on, minds-on learning, thereby enabling students across disciplines to create prototypes, tinker, and innovate. For example, students can now produce 3D models rather than just a 2D representation which allows for deeper, applied learning. The goal of the William Jessup University Innovation Center is that all can create, connect, and collaborate.

Students can create 3D models on the Prusas or the Makerbot Sketches 3D printers. Those pursuing education can earn a certificate online through the library. For those interested in the subtractive manufacturing

process, the Innovation Center has Dremel tools and a Glowforge Plus Laser Cutter. Crafters can use the Cricut to cut paper, felt, vinyl and fabric. Customization of T-shirts, tote bags, and more are possible with the Cricut EasyPress 2. For those desiring to create, connect, and collaborate digitally, the Innovation Center boasts a Google Jamboard on wheels. With this interactive whiteboard, up to 16 individuals can collaborate at one time drawing and sketching their thoughts on the physical board or anywhere in the world using the Jamboard app on any Chrome, iOS or Android device. What the pandemic has demonstrated is that students can work together even if they are not in the same room. A class can also Zoom into the new space on one of our digital TV's. 3D print jobs on the Makerbot 3D printer can be digitally initiated via the Cloud.

The Innovation Center is a space where classes can come to create, connect, and collaborate. The room is open for drop-in use and is fully adaptable. With multiple entry





points and a sliding glass wall that opens up to the library, the size of the space can accommodate up to 50 students comfortably, depending on the configuration and need. Tables in the center of the room can be easily adjusted for height allowing users to choose between standing and sitting. The furniture has wheels allowing for easy reconfiguration. Currently, the tables are arranged so students can socially distance while also working together. Students have been using the space to study, spreading out their books on our long work tables. Access to electrical outlets makes this a great spot to charge a laptop or cell phone.

The library will also feature guest speakers and offer workshops in the Innovation Center and new conference room upstairs. Students, staff, faculty, alumni, and community members can learn about STEAM, intellectual property, entrepreneurship, academic integrity and how to use the library's resources. The library hopes to transform students' library experience while providing access to tools one may encounter in the workforce, community, or at home. The new space also allows students the chance to explore new opportunities while thinking creatively, analytically, and critically.



When COVID-19 restrictions are lifted, the library plans to open the space to the community. Students, faculty, and staff will have the opportunity to take a leadership role transforming local schools and businesses through the workshops and training opportunities.

The process to get here has been a journey of faith – a dream and passion project of many. The pandemic has been an unexpected blessing in some ways, allowing WJU to renovate with the least amount of disruption to library users. The library staff looks forward to serving you soon.

NURSING LAUNCHES FALL 2021

DR. GEORGE STUBBLEFIELD

Dean - School of Natural and Applied Sciences

Chair - Health Sciences

Professor - Biological Sciences

Over the last two years, an intrepid group of Jessup professors, consultants, and associated assistants dedicated themselves to design, develop, and process a pathway toward our new Bachelor of Science in Nursing degree program (BSN). We reached our first milestone recently when the Western Senior College and University Commission (WSCUC) approved our new nursing program proposal for accreditation. Recently, we received notice from the California Board of Registered Nursing of the acceptance of our intent to apply for approval of a new pre-licensure registered nursing program and assigned a supervisorial consultant to assist us in the many steps required in this process. When approved, Jessup will be the only faith-based four-year nursing program in the greater Sacramento region.

It has proven to be an exciting journey with many challenges, of which, we have been blessed to have an abundance of dedicated individual involvement from the healthcare field, local hospital affiliations, healthcare agency partnerships, and professional leadership commitments. Our Bachelor of Science in Nursing (BSN) advisory board members consists of a group of highly knowledgeable and dedicated individuals who have many years of nursing, research, administration and leadership expertise, academic accomplishments, and healthcare administration.

We are currently in the process of interviewing for our new nursing program director, clinical coordinator, and adjunct professors who will become an integral part of our nursing program development and academics. We have established local partnerships with Kaiser

Permanente in Roseville and Sacramento, Sutter Roseville Hospital, Eskaton Skilled Nursing Facilities, Snowline Hospice, Bristol Hospice, and continue to develop more partnerships. One of our major applications in this process has been to design an exemplary curriculum that will offer our nursing students, not only excellent skills-based education, but a relational spiritual component based on service to others, excellent character development, and a strong sense of unity through diversity.

“When approved, Jessup will be the only faith-based four-year nursing program in the greater Sacramento region.”

As part of the development process for the nursing program, we have been committed to aligning our endeavors with quality individual and corporate collaborations, who have offered their expertise and enthusiasm in many areas of need. We have experienced first-hand the intervention of the hand of God in our development processes, including

providing the right people, at the right time, for the right reason, and in the right positions. We currently have established collaborations with experts in the design, development, implementation, and training of our needed clinical simulation labs.

We are currently planning for a fall 2021 launch of our new BSN degree program, dependent on the Board of Registered Nursing (BRN) accepting our pre-licensure for a Registered Nursing School application. Over the next several months, we will be collaborating with our design team and nursing consultants from the BRN in preparing and submitting an extensive feasibility study, a self-study of the University and several site visits from the BRN.



During this process, our team will be developing partnerships with local nursing schools, clinical simulation specialists, curriculum developers, specialized training collaborations, and a plethora of other interested partners in completing our goal of providing one of the most exemplary, diverse, applicable and world impacting programs available.

Through the combined efforts and commitments of our partners and collaborators, the BSN advisory board and task force teams, as well as our strong reliance and dependence on the spiritual directives of our calling, we are confident in our endeavor to provide our nursing students with an exceptional educational experience in the near future. In collaboration with the mission of Jessup, the new BSN program is committed to preparing transformational and exceptionally employable future nurses with physical, emotional, and spiritual expertise, which will reflect significant healthcare contributions to our local, regional, and global communities. Our major goal with this proposed program is to bring compassion, hope, and grace into the healthcare paradigm, by providing highly skilled individuals who demonstrate excellence, commitment, and dedication to their profession.

We ask for your prayers as this process unfolds. Our BSN Task Force continues to seek wisdom, guidance, and God's will as we

proceed forward. It was with great humility we initiated this process, and it will be with great reliance, support, and effort we will continue toward completion. We are truly grateful for all those who have spoken into this endeavor and are continuously encouraged by the personal and professional contributions we experience on a regular basis.

Please feel free to contact us with your questions or suggestions. We are always willing to discuss any perspectives that will improve our efforts and applications. Please contact our BSN Administrative Assistant, Kerry Irvine at (916) 577-2280 or email her at kirvine@jessup.edu.



CASA LATINA

THE CENTER FOR HISPANIC/LATINO MINISTRY

JOHN A. GALLEGOS II, PH.D.

Director, Casa Latina (The Center for Hispanic/Latino Ministry)



Casa Latina, known as the Center for Hispanic/Latino Ministry, had an exciting fall 2020 and is looking forward to a busy spring 2021. After delaying our official launch in March of 2020 due to the COVID-19 pandemic, Casa Latina celebrated its official virtual launch September 24, 2020. The ceremony was highlighted by a welcome message from President Jackson and was well attended by Jessup faculty, staff, and local pastors.

Casa Latina also received great news from the Kern Family Foundation that it has been awarded a \$302,000 grant to start an accelerated pastoral degree program for students, between the ages of 18-23, who are members of Hispanic/Latino churches and feel called to full-time ministry. The program begins fall of 2021 and will allow students to complete a Bachelor of Arts and Master of Arts in Leadership in five years. The program will also afford students the opportunity to develop close relationships with other participants through organized and supportive cohorts, while also sharpening their leadership skills through internships and other opportunities to serve in local congregational settings. Casa Latina is excited about this great opportunity and believes it will be an important tool in helping future Hispanic/Latino pastors and leaders fulfill their ministerial call and dreams.

Last fall was also a time to connect with pastors online and discuss how Casa Latina can be a helpful resource to their ministry and churches. After a recent meeting, a Sacramento-area pastor commented he was excited about Casa Latina and how it could impact the ministry of his church. The first area he focused on was the opportunity for church leaders to receive leadership training and development to be more effective leaders

and help support the ministry of the church. He also was encouraged by the support and encouragement he felt on a personal level from meeting with other pastors, and is looking forward to participating in our monthly pastor fellowship meetings.

Casa Latina looks forward to 2021 to further connect with pastors and leaders as well as provide leadership opportunities for church leaders. I recently transitioned to full-time Director of Casa Latina in January to more fully oversee and lead the Center's initiatives.

An exciting endeavor Casa Latina has planned is to offer a Spanish-language certificate program for church leaders starting in fall of 2021. This certificate program will help equip church leaders for more effective ministry as volunteers in their churches. In preparation for this certificate program, Casa Latina is planning to offer three seminars for church leaders this spring on important leadership topics.

In conjunction with Jessup's Faculty of Theology Spring Lectureship, Casa Latina hosted a virtual pastor's breakfast with guest speaker, Dr. Daniel Carroll, to discuss how Scripture can inform how Hispanic/Latino pastors and leaders approach and deal with the important topic of immigration, an ever-present reality in their communities and congregations. Casa Latina will encourage pastoral camaraderie and connections through their monthly fellowship meetings. In March and April, Casa Latina will offer two virtual seminars for pastors that offer practical tools to become more effective, healthy leaders both in their personal lives and in their ministries. In 2021, Casa Latina is looking forward to coming alongside Hispanic/Latino pastors and leaders to support and resource their call and ministry.

DIVERSITY, EQUITY AND INCLUSION



PHIL ESCAMILLA, ED.M., J.D.

Vice President of Academic Affairs and Chief Academic Officer

Jessup recognizes the scope and depth of the challenges

our culture is facing. We recognize issues around diversity, equity, and inclusion continue to be part of our institution as we have experienced the pain of injustice in our history and in society. At the same time, we have been making strides as a campus community in being able to find our collective voice in speaking out on these issues, by recognizing first and foremost that, as believers in Christ, we have a commitment to preserving and embracing unity within the body.

While there is no question that our current times are calling for action, conversations around diversity have been ongoing for several years, with the groundwork laid by the Diversity, Equity, and Inclusion (DEI) Committee, initially set up as a task force, in October 2017. The Committee, comprised of staff, faculty, and students and currently chaired by Dr. Meghan McMahon Johnson, Director of Student Care, has been able to facilitate dialogue and include the community at large in engaging with one another in discussions around the following goals and objectives:

- To understand the Jessup student experience around diversity
- To engage the campus community on issues of diversity
- To ensure existing policy and foundational documents reflects our commitment to diversity, unity, and to propose new policy where needed
- To examine ways to communicate and initiatives to spearhead across the Jessup community (curriculum, student life, admissions, faculty professional

development, chapel and worship, physical space, the university strategic plan, etc.)

The DEI Committee reconvened in 2020 with the goal of advancing several recommendations, including professional development and training for faculty and staff; establishing a grievance process that is widely publicized and easily understood; increasing student access to any number of affinity groups, and establishing the DEI Director role. The DEI Director will serve as a moderator of sorts, coming alongside all campus departments in helping to promote understanding and provide support. The role will address equity and inclusion, helping the University not only in its compliance with various regulations, but also, in the spirit of unity, working to help build relational bridges across campus.

In addition to the activity of the Committee, President Jackson has been intentional about holding personal and group meetings with students, staff, and faculty on our campus. He meets with pastors and community leaders as well in order to address the challenges that are being expressed at this societal inflection point. Dr. Jackson has met with the DEI Committee to help advance its recommendations, including the facilitation of conversations and the provision of resources that are reflective of a biblical worldview and that are redemptive in their posture and emphasis.

At the end of the day, we believe that justice cannot exist outside the boundaries of Scripture; God has called us to forgive as He has forgiven us, and to seek redemption as we take on the challenge of treating everyone as worthy of God's love, respect, and hope.



“I want to be sure that by the time our students graduate, they confidently embody an identity in Christ and can go successfully to the marketplace and exemplify Him without inhibition.”

NEW DIRECTOR OF CAMPUS MINISTRIES

Jessup’s new Director of Campus Ministries, PJ Garza knows all-too-well how the realities of the college years’ can make or break a person’s life.

“We are more than conquerors. When we are rooted in Christ, we realize He is the foundation to our identity – we are anchored to Him,” said Garza, referencing Romans 8:37. “This is what God says about you, no matter what. When we get good at living out these fundamental truths, we are ultimately stronger for it,” he continued.

In his new role, Garza is excited to share his unique passions in pursuit of further advancing the student life and ministry experience for each Jessup student. Additionally, he’s ready to engage difficult conversations and foresees God using him specifically to unite the chasms within the body of Christ.

“Our students are facing a lot of difficult situations and this is one of the most divided times our nation has ever seen,” Garza said. High on his priority list is equipping young adults to face-off the biggest challenge

confronting students today: Navigating life through the lens of social media and the barrage of news and information firing at this generation from all directions.

“College-aged students are making decisions that will impact the rest of their lives. Often, they are doing this through a filtered lens. We are living in a time where the one and only absolute thing we can rely on is God’s Word. His truth,” Garza added.

Reawakening the biblical concept of “family” is what Garza believes will assist Jessup and the global church back to true unity in

Christ – in essence, caring for one another as members of a family.

Garza is especially familiar with the precious blessing of a large family. He and his wife Megan, a labor and delivery nurse, enjoy the adventure of raising their two sons, Tre (12) and Levi (10). Garza himself is the youngest of 12 kids. Megan also happens to be the youngest of six sisters in her family so, as Garza puts it, “having a large family has been a blessing and I love to spend time with them, but it certainly isn’t always easy.”

Garza holds dearly two valuable lessons his late mother taught him. First, give thanks in all circumstances and second, be able to defend your faith.

“I want to be sure that by the time our students graduate, they confidently embody an identity in Christ and can go successfully to the marketplace and exemplify Him without inhibition,” he said.

Growing up in Washington State, Garza began playing the drums at the age of three and joined his church’s worship band just four years later. His father, brother, and sister have all served as worship leaders and much of his family is involved in ministry in some capacity. Garza later made his way to Bethany College (formerly in Santa Cruz, Calif.) where he graduated with a bachelor’s degree in social science. No stranger to

education, he comes to Jessup after serving at Capital Christian High School for 18 years in various roles including student leadership, mentorship, coach, assistant dean, dean of students, and then as vice principal.

Coming into his new position at Jessup following a turbulent summer laden with racial tension and protests, and amid the COVID-19 pandemic, Garza is creative about his approach.

“I’m a leader’s leader,” he said.

Reaching out to and focusing on small groups of students at a time has allowed Garza to pour into other leaders who then do the same with those they come in contact with. He believes a great spiritual awakening is upon us and desires for Jessup students to have a clear lens to see and be a part of what God will do.

Garza also serves as a member of the University’s Diversity, Equity and Inclusion committee and is working hard to promote equality.

“When I was growing up and even when I went on missions trips, I learned quickly that the kitchen was a great place to begin relationships,” he said, recounting how his own family kitchen was a sacred place, full of song and homemade aromas. “The best way to extend authentic friendship is to spend quality time together. No judgment. No expectations. Just breaking bread. That’s what Jesus did. Let people in and watch how true transformation comes about when others have a seat at the table with you. We can learn a lot from each other especially when our common denominator is Jesus.”

“College-aged students are making decisions that will impact the rest of their lives. Often, they are doing this through a filtered lens. We are living in a time where the one and only absolute thing we can rely on is God’s Word. His truth.”



CREATIVE ARTS AND EVENTS

ADAPT TO COVID-19 UTILIZING TECH

Most would agree the COVID-19 pandemic demonstrated the importance of digital readiness throughout the world. Switching gears to deliver online learning for all students was an adjustment the University adapted to in the spring of 2020. Now that the 2021 academic year is well underway, Jessup has proved strong to develop creative delivery models when it comes to providing the experience many students consider synonymous with their Jessup education.

Events

Events such as the Veterans Day ceremony and the Jessup Gala provided opportunities for student participation as well as students gaining experience behind the scenes as they helped to deliver online experiences that reached broader audiences than ever before.

Senior and theatre arts major Ciera Miller gained extensive production experience serving as stage manager for this year's inaugural virtual Jessup Gala. In this role, she utilized her theatre skills as she managed student



hosts with their speaking and presentation techniques. Miller also created a robust technical script as well as oversaw lighting, sound, and staging cue aspects of the live-event production. In addition, she managed backstage and

onstage areas during recording.

"Working on the Gala was a great experience and reminder that coming together, even online, is vital. Events and theatre might not look the same right now, but it's important to pivot, readjust and try something new because at the end of the day, it truly is essential," Miller said.

Miller also worked extensively for Jessup Theatre's *Bethlehem* production and will be directing the Spring Theatre lab production of *Clue*. In addition, she is the artistic director and cofounder of Curious Theatre Works in Rocklin, Calif.



Jessup Theatre

Last November, Jessup's Theatre department got creative when it delivered their fall performance of *Bethlehem* via a drive-in format as attendees enjoyed the immersive show from the safety of their automobiles. The outdoor production featured live performances adjacent to an enormous movie-theater style screen with students performing up and down the isles of parked cars, all while maintaining social distancing. *Bethlehem* was written by Theatre Department Chair, Derek G. Martin and shared the nativity story as a modern rock opera.

Jessup Theatre also shares information on YouTube to deliver their latest updates, tips and various ways students can better connect to their area of interest within the state-of-the-art program. To learn about the latest updates, search for Jessup Theatre on YouTube.

Jessup Music

Last year would not have been complete without the University Choir and Orchestra's unforgettable Celebrate Christmas performance streamed via Facebook Live and later available for purchase. Students delivered extraordinary performances during the concert, despite being six feet apart to observe social distancing protocols.

Jessup Music is committed to providing students with similar performance opportunities that normally take place without the impact of COVID-19. Jessup Music averages about 30 performances a year (or 15 per semester). Despite the unpredictability of the pandemic, the department was still able to provide creative, meaningful and new performance experiences for students.

Fall semester began with an intensive rehearsal camp and throughout the semester allowed students the opportunity to gather together to rehearse in-person and sing as a group, unlike many other students in collegiate music programs. Students broadened their experiences and learned new ways to sing and listen apart from their usual method positioned on risers.

The groups perfected and well-rehearsed efforts were evident during their virtual choir performance at the Jessup Gala, followed by two on-campus performances for students, faculty and staff last October and November. The group later reached new heights culminating their semester with the delivery of an innovative first-ever music video entitled, *My Feet are on the Rock*.

"The music video certainly pushed forward the boundaries of what is possible," said Jessup Music's Administrative Assistant, Lauren Horst. "It was a cross-disciplinary project, collaborating with our Visual and Fine Arts department and students including Bryce Alley and Zachary Riner who applied what they learned in the classroom directly to this video. They were instrumental in helping to plan shots, coordinate equipment and follow up with the myriad of details including obtaining drone licenses."

Commercial music students also had opportunities to work in Jessup's recording studio with music composer for film and television soundtracks and Jessup adjunct instructor, Alan Koshiyama. These students were able to gain valuable hands-on learning experiences while learning new techniques, tips, and troubleshooting aspects of their craft.

DISTANCE LEARNING

DANIEL NORDAAS, M.A.

Online Course Development Project Coordinator, Alumnus '20



The norms of learning were fundamentally changed through the course of COVID-19 and the safety initiatives that commenced. From elementary classrooms through higher education, the academic realm found immediate modification through distance learning and a subsequent rise in Zoom and other video-platform usage.

As both a recent Master's of Education Jessup graduate as well as an educator, I had to quickly adapt to a shift in the academic learning process. As with any such change, the learning curve was substantial, and although the pros and cons of both site-based and online learning are clear, the pros of the latter, beyond that of safety, quickly grew. Yet, in order to facilitate sustained interest and increased learning, the necessity for engaged and compelling virtual teaching is substantial.

As a graduate student, I quickly grew accustomed to the benefits of an online learning platform, from general weekly courses to even a strictly online thesis defense. Of course, high-speed internet and an adequate computer were essential, yet immediately, it was clear this new learning modality allowed for increased learning based on the accessibility of course materials, the ease of taking digital notes next to the Zoom window, and the ability to access past lessons recorded and archived in Moodle.

From an instructional standpoint, student learning acquisition was contingent upon the professor's course presentation, a knack for engaging students in the course-content through well-facilitated lesson milestones, thoughtful questioning, student participation, and stretch breaks. An effective and clear weekly PowerPoint presentation is a further necessity for online learning. In so doing, a three-hour class facilitated lesson understanding.

Additionally, William Jessup University is particularly well-suited for such a shift in learning, where beginning prayer and devotionals help to set the tone, and sustained

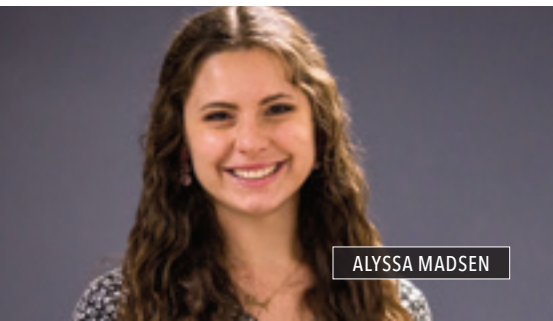
interest and common understanding find fruitful development. In fact, the Master of Arts in Teaching program found continued connection to the fruit of the Spirit, where Galatians 5:16-18 found increased relevance within such a new and profoundly different learning environment. Whether an undergraduate class or a graduate cohort, student learning was also further developed through Zoom study sessions, which not only added to the learning process but allowed for an increased sense of community in such an individualist learning modality. Additionally, forum discussion posts allow for further participatory engagement through dialogue and the enrichment of academic thought.

As an educator with experience in elementary education, I have found that sustained engagement of students is imperative for the longevity of lesson understanding. As such, the teacher needs to be extra animated in delivering content, needs to engage the students through questions and course review, and needs to continue to teach to the strengths of all learners, with an extra emphasis on tactile and kinesthetic opportunities for all. What is more, course content should include project-based activities, and as afforded, opportunities for nature immersion between sessions, as a means to find digital balance and a rise in advantageous health and mental benefits.

Finally, whereas online learning within higher education may have been frowned upon by some, recent changes have not only brought equanimity and immersed understanding of such an academic avenue but have fundamentally changed the overall perception in redefining this new normal in education. In doing so, the accessibility of education is further increased, as more individuals seek to continue their education and find success in learning. William Jessup University is not only equipped to meet such an influx in learning but stands at the forefront in empowering students and facilitating academic success through Christ-centered higher education.



CLAIR HACKETT



ALYSSA MADSEN



MEET JESSUP'S GIVE:24 INTERNS

Digital Communication and Design students Clair Hackett and Alyssa Madsen share an unmistakable talent and infectious passion for telling great stories that convey big ideas about the world and the Gospel. The duo's latest project is overseeing Jessup's inaugural student-led Give:24 campaign officially launching this March.

Give:24 is Jessup's 24-hour digital fundraising event to invite supporters to participate in the mission and vision of Jessup. The goal is to raise funds to expand the reach and impact of Jessup's purpose to send Christ-honoring leaders into the world.

As a part of the work they'll be doing with Give:24, Hackett and Madsen plan to enlist student ambassadors in the effort, engaging them in approximately six projects designed to improve student experiences while at Jessup. Projects range from raising funds for student scholarships or Athletics to supporting Jessup Music to attend George Lucas' Skywalker Ranch or providing more green space on campus.

Paul Robins, Lead Faculty of Digital Communication and Design will work with Jessup's Advancement department to mentor the students. "A primary goal expressed in Jessup's vision statement is that our students will be transformed and help redeem world culture by providing notable servant leadership. That's

not something that magically happens when students graduate," Robins said. "It's a priority from the day students join our community on campus. It's a gift and a skill that is cultivated at every opportunity, and it's reflected in wonderful opportunities like this."

Hackett felt God calling her to Jessup's Digital Communication and Design program largely because of her ongoing fascination with the media and the drive to create meaningful connections.

"I'm so thankful that Jessup's doors remained open during COVID-19 because being on campus allowed me to create connections with faculty and friends," Hackett said. She writes a blog she calls *Defined* and is also involved in campus leadership serving transfer students as a Jessup Orientation and Engagement ambassador.

As a sophomore with a heart for missions, Madsen couldn't see herself attending any other Christian college.

"WJU doesn't waiver based on culture," she said. "It's a University grounded in God's word." Also a storyteller at heart, Madsen explained, "With all of the different entities trying to get our attention these days, it seems that no one will listen unless you give them something worthwhile to remember. Content is key."

[To learn more about Give:24 visit give24.jessup.edu](https://give24.jessup.edu)

PSYCHOLOGICAL IMPACTS OF COVID-19

MELANIE TROWBRIDGE, M.D.
Associate Professor, School of Psychology



“The Perfect Storm” is a phrase we often use to describe a convergence of several turbulent circumstances or conditions. The book by Sebastian Junger, turned movie, may have launched the now hackneyed phrase, but that phrase describes anything but the commonplace when the swells threaten us personally. “The Perfect Storm” is really as old as time itself. In our time of 2020-21, converging squalls of all sorts would like to threaten critical areas of our lives and drench us. One major squall that is literally in our face is COVID-19. This high-pressure viral front has an overarching reach and has inserted itself into many critical areas of our lives.

William Jessup University students, as with other college students, are not immune to the viral over-reach of COVID-19. Beyond the physical buffets of the virus, the most severe impacts may be the psychological and social consequences. Growing into adulthood is often difficult (even during the best of times). There are challenges specific to the young adult population that are noteworthy obstacles. It is well-studied that college students are especially prone to feelings of loneliness, and that they experience higher rates of anxiety and depression compared to the general population. Moreover, during this period of social isolation, uncertainty and abrupt transitions, these factors are prone to further worsening. For example, in general populations of college students “pre-COVID” studies have shown:

- One in four had some form of diagnosable mental health illness.¹
- 60 to 80 percent reported feeling very lonely in the last year.¹
- Approximately 30 percent reported feeling overwhelming anxiety in the past two weeks.²

- The rates of moderate to severe depression rose from 23 percent in 2007 to 41 percent in 2018.³
- Furthermore, one in four aged 18 to 24 had “seriously considered suicide” in the last 30 days.⁴
- Of particular note, 53 percent of college presidents listed student mental health among their biggest COVID-19-related worries.⁵

A mainstream view from across the country suggests that the mental health crisis in the college population is moving from bad to worse due to the COVID-19 pandemic.

How is William Jessup University weathering COVID-19 squalls that, for some, rise to the level of “The Perfect Storm”? How is WJU reaching their students? What positives, if any, are being realized at WJU despite the COVID-19 negative? I posed these prompts to core faculty members of Jessup’s School of Psychology. This distinctively diverse, clinically relevant, and academically robust group offered personal insights into how they are facilitating health for WJU students and for one another.



**Department Dean,
Professor Jeff Stone**

We talk about the impact of COVID-19 in our class discussions. Allowing students to process their experiences, fears and concerns for others helps them to feel empowered and not just passive.

This entire experience is drawing on our relationship with God. If we draw on the premise that God is sovereign, then this is not a surprise to Him, and in fact, He is allowing it. It reminds us of the dependence we’ve always had on Him, but may have forgotten. At the

grassroots level of everyday life, the positives include getting back to the basics of human relations, where less clutter of social activities prompts one-on-one contact with those closest to us, allowing creative activities to emerge that might normally be sidelined. By paying attention to this relationship with God, and by staying active, we as a faculty can better care for ourselves as well as better care for our students.



Professor Stephanie Caine

During this unprecedented time in our world, as a professor in the field of mental health, I have felt a responsibility to model a healthy approach to managing and enduring crises. I believe our

physical and mental health is most important because if those are jeopardized, then adequate learning cannot take place. I choose to open myself to out of the box thinking when working with students. It is a difficult time for everyone and I don't have the answers, but I try to orient myself back to being compassionate first.



Professor Gina Mertz

From day one in our Master of Arts in Counseling Psychology program, students are taught the vital importance of self-care which essentially boils down to this: Mental health professionals have a duty to ensure

our clients and families get the best of us, not what's left of us. Professors are extending additional academic and emotional support both in and out of the classroom as a way to provide students with a safe and healthy forum for processing their anxieties, fears and worries.



Professor Erin Ambrose

I have asked students to check in with me about how things are going for them and to let me know how I can pray for them. I have had an overwhelming response! It's been my honor to walk alongside them and lift them up in prayer.

Students are leaning in to God for strength and hope. God's Word tells us in Isaiah He can bring beauty from ashes and I am seeing this as students grow in faith during the pandemic.



Professor Richard Mullis

I am making myself available before and after class to discuss student concerns; validating the challenges we are all facing, encouraging them that we will get through this by leaning on God, one another,

other support systems such as family and friends, and practicing healthy habits and routines. In the spirit of our latest Advent season, I am aiming to speak about, and embody "Immanuel, God with us" and being with and for one another.



Professor Melanie Trowbridge

My own observation is that anxiety has become a feature of our current life and culture. Jesus suggests an alternate view when He gives us the emboldening hope that when we worry, offer it to

Him, rely on Him and exercise the resources He gives to us. While I encourage vigilance in appropriate hygiene and best practices during this COVID-19 season, I don't want our students to stop functioning, planning for their futures, studying and readying for their careers. In medicine there is a well-known axiom that "the healthier one is below the neck, the healthier one is above the neck." Appropriate sleep, diet, exercise, and relationship equals health. I take every opportunity to facilitate these essentials with our students--especially the distinctive relationship construction students are fostering with others and new insights they are realizing in themselves. Just the process of encouraging the forward momentum in these areas builds their resilience and building resilience, builds wellbeing.

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3. Duffy, Mary e, et al. "Trends in Mood and Anxiety Symptoms and Suicide-Related Outcomes Among U.S. Undergraduates, 2007-2018: Evidence From Two National Surveys." Journal of Adolescent Health, 1 Nov. 2019, [www.jahonline.org/article/S1054-139X\(19\)30254-X/fulltext](http://www.jahonline.org/article/S1054-139X(19)30254-X/fulltext).
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5. Turk, Jonathan, and Anna Marie Ramos. "College and University Presidents Respond to COVID-19: 2020 Fall Term Survey." Research & Insights, 8 Oct. 2020, www.acenet.edu/Research-Insights/Pages/Senior-Leaders/College-and-University-Presidents-Respond-to-COVID-19-2020-Fall-Term.aspx.

Megan (Rosenberg, '20)
Fritzsche was married last
September. ▶



Alumni UPDATES



Allyson Dodson ('15) works
in the Sunday Experience and
Communications department
at Capital Christian Center in
Sacramento, Calif. ◀

Tatyana (Pavlov, '19)
Wheeler is a writer, marriage
mentor and serves the Lord
with her husband. The couple
launched a new website
www.letsfollowthewheelers.com ▼



Keith Corum ('72) is the interim
minister of Willows Christian
Church in Calif. ◀

Samantha Cheney ('20)
Yarbrough was married
January 2, 2021. ▼

Sarah (Olson, '08) Lang and
her husband Mike welcomed
their fourth child and reside in
Bonaire, Georgia. ▶



David ('04) and Anna ('92)
Park have been serving in
ministry for 30 years as pastors
and missionaries. ▼



Evan ('19) and Autymn (Fox, '19) Campbell are married and reside in Marysville, Calif. ▶

NO PHOTO:
Jerod ('09) and Elizabeth (Bernados, '10) Pivin are expecting their third child this June.

NO PHOTO:
Dylon Newton ('18) is beginning his online Ph.D program in Education at Liberty University.



Dennis McGuire ('81) celebrated serving as Lead Pastor at Arcata First Baptist Church in Arcata, Calif. Dennis released his first book entitled, *SEASONS OF THE CAVE: Lessons We Learn From The Dark Places Of Life*, available on Amazon. ◀

NO PHOTO:
Amy Scofield ('18) started a new job as a special education teacher at Woodcreek High School in Roseville, Calif.



Steve ('82) LaFarge recently published a book entitled *1,000 Strangers in My Car*, available on Amazon. ▶



NO PHOTO:
Dana (Ekstrand, '98) Williams is moving from San Jose to Lincoln, Calif. to be closer to her grandkids.

▲
Amy (Gaines, '11) Gossett works at Kaiser hospital and will soon be a licensed realtor working alongside her husband Dan ('18). Dan is earning his MBA and plans to graduate this spring.



Jonathan Strickling ('20) continues to serve in ministry as worship director at Common Ground Covenant Church in Sacramento. He is also forming a nonprofit as well as writing a book manuscript. ◀

NO PHOTO:
Maaney (Terry, '59) Clary
 is living in Weiser, Idaho and
 enjoys living in the country
 and near three generations
 of her family.

Brittany Derby ('17) married
Brandon Comarsh ('19)
 October 3, 2020.

NO PHOTO:
Nicole Pieczynski ('20)
 is seeking a position in UX
 design/social media marketing
 and currently enrolled at CSU
 Fullerton earning a UX Design
 Certificate.

Alumni UPDATES

Robert Bline Jr. ('13)
 is working in Calaveras
 County, Calif. as a pastor at
 Glory Bound Fellowship.



Candace (Avila, '09) Branche
 and her husband welcomed
 their daughter Matea Elizabeth
 Branche last June.



Emily (Mason, '08) and Trenton
Arrington and their three
 children have relocated from
 Calif. to Nashville, Tenn.



Mandy (Fuchs, '19) Burchett
 and her husband welcomed
 their first child, Lyla Burchett,
 in 2019. The couple plans to
 relocate to Iowa.



Krystyna Wooten ('18)
 is working for Advent Group
 Ministries in a substance
 use residential program for
 teenagers.



Jason Yarbrough ('17) is pastoring at Trinity Assembly in Algood, Tenn. where he pastored 20 years ago. He is also entering the research phase of his Ph.D. this spring. ▶



Alyssa Mielke ('20) married Austin Adams on May 17, 2020. The couple now reside in Modesto, Calif. ▶

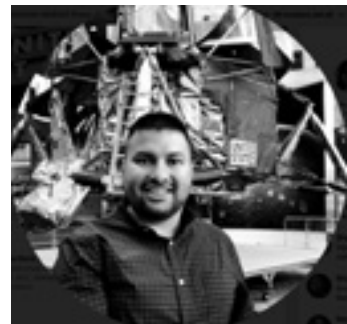


David Snell ('77) has lived and ministered in the Czech Republic and Indonesia and recently completed his Ed.D. ◀



NO PHOTO: **Kevin Duden ('89)** works for the Washington Department of Corrections. Last December marked his 30-year milestone in law enforcement and private security.

Santiago Cruz-Roveda ('18) is program manager and oversight project manager at the U.S. Department of Transportation Federal Transit Administration. ▶



Kateryna Ryshchak ('16) pictured with her family. ◀



NO PHOTO: **Yong Garcia ('96)** is a Chaplain at Sutter Health in Sacramento. **Bob Garcia ('94)** serves as a pastor/chaplain at Bayside Granite Bay campus.



The Ted Bjorem ('67) family. Ted has moved to a retirement community where he continues to serve the Lord. ◀

Due to COVID-19, **Tom Salter ('69)** is training Indian pastors on Zoom. Since July, he trained over 1,500 pastors. His non-profit, Barnabas Factor has trained over 12,000 pastors in Africa, over 4,000 pastors in India and close to 200 pastors in Rwanda. ▶

▶ **Kyle Zach ('08)** is engaged to be married November 12, 2021.



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