

2012

Rine and LoMaglio's "Charting the Terrain of Christian Higher Education in America: A Profile of the Member Institutions of the CCCU" - Review

Ken Badley

George Fox University, kbadley1@gmail.com

Follow this and additional works at: http://digitalcommons.georgefox.edu/soe_faculty

 Part of the [Education Commons](#)

Recommended Citation

Badley, Ken, "Rine and LoMaglio's "Charting the Terrain of Christian Higher Education in America: A Profile of the Member Institutions of the CCCU" - Review" (2012). *Faculty Publications - School of Education*. Paper 63.
http://digitalcommons.georgefox.edu/soe_faculty/63

This Book Review is brought to you for free and open access by the School of Education at Digital Commons @ George Fox University. It has been accepted for inclusion in Faculty Publications - School of Education by an authorized administrator of Digital Commons @ George Fox University. For more information, please contact arolfe@georgefox.edu.

P. Jesse Rine and Shapri LoMaglio

***Charting the Terrain of Christian Higher Education in America:
A Profile of the Member Institutions of the CCCU***

*Washington, DC: Council for Christian Colleges and Universities, 2012 pb
60pp \$5.00*

This report will fascinate faculty and administrators of Christian colleges belonging to the CCCU, many of whom will already have seen it by the time this review appears (because the CCCU mailed copies to member campuses). It will interest educators at other institutions, both public and private, especially those working at other Christian colleges not holding membership in the CCCU. Finally, it will interest anyone who wants a clear presentation of a raft of data about the particular segment of American higher education connected to the CCCU. Rine, who began working in research for the CCCU just last August, expresses the hope that this volume will serve as both an introduction to CCCU-affiliated American education and a reference resource for that segment. In my view, it will do both.

The most recent data at the time of writing show this segment to be about 20,000 faculty at 110 colleges and universities, serving about 325,000 students (1.6% of the American postsecondary population). Rine presents his data on this segment in an accessible and even inviting way. Even jaded CCCU insiders will find Rine's presentation of the familiar interesting. In his preface, Rine tells his readers that his is a work of historical cartography: he wants to map terrain and provide its context. His first chapter, at five pages, does offer just such context, locating CCCU schools within the broader spectrum of higher education and specifically Christian higher education, and locating them geographically in the US by means of five maps dating from the 1970s to today.

He follows chapter 1 by identifying which CCCU member schools fit in each of six Carnegie classifications. While those data will surprise few of Rine's readers, his graphic presentation of his theological classifica-

tions will bring out either the narcissist or the ecclesio-voyeur in all of us. On a single page, he differentiates four branches—Anglican, Lutheran, Calvinist, and Anabaptist—noting their many sub-branches, the number of colleges connected to each branch, and even some denominations whose colleges draw nurture from more than one main branch.

In chapters 3 and 4, Rine examines administration and finance, in both cases clearly showing who does what, how many administrators it takes to run a college, how much they earn, and where the colleges' money comes from and goes. Report writers always must find the balance between tables and text, and Rine offers his readers plenty of the former. But for those willing to read the latter, rewards await. For example, he notes that while research funds at CCCU schools increased 150% from 2001–2002 to 2007–2008, those levels remain at less than one-tenth the support level at comparable non-CCCU schools. I will not fault Rine for his calm prose when dealing with questions such as research funding, for this is a report and not a manifesto, but at several such points other readers may, like me, wish that he would scream the shocking truth into the microphone instead of report it in the way he does. Perhaps, with his report in hand, Rine's readers will be both inspired and better equipped to do some of the work that obviously lies ahead within the CCCU.

Chapters 5, 6, and 7 present data on faculty, students, and campus life. Again here, Rine succeeds in giving life to what might otherwise be dry bones. For my money—and I discovered in Rine's chapter on faculty how little of it I get relative to faculty at non-CCCU colleges—the figures on faculty salary were of greatest personal interest. But I suspect that Rine's breakdowns of faculty by race and gender are the most explosive data in the book. Everyone connected to the CCCU ought to use Rine's chapter 5 in their prayers until our homework in these areas is done.

Charting the Terrain ends with a short but important essay in which Shapri LoMaglio weaves current data into her own commentary on public policies. I fear that this essay, buried at the back of a report, will not get the exposure it deserves. Every faculty member and administrator involved in Christian higher education, connected to the CCCU or not, should read this chapter. Indeed, the whole report warrants our attention and appears as a strong addition to the collection of reports available through the CCCU, such as that by Stokes and Regnerus which is also reviewed in this journal.

Ken Badley