

WHEATON

VOLUME 23 | ISSUE 3 | AUTUMN 2020



The Marjorie Mead Gallery in the grand lobby of the new Armerding Center for Music and the Arts currently features artwork, pictured here, by Professor Cherith Lundin from the show “Familiar, Unbidden.”



WHEATON MAGAZINE
VOLUME 23, ISSUE 3, AUTUMN 2020

EDITOR
Charles V. Audino M.A. '16

ART DIRECTOR
Mary Leiser

DESIGNER
Brittney Dunn '09

DIRECTOR OF MARKETING COMMUNICATIONS
Joseph Moore

EDITORIAL ADVISER
Cindra Stackhouse Taetzsch '82

WHEATON COLLEGE PRESIDENT
Dr. Philip G. Ryken '88

PROVOST
Dr. Karen An-Hwei Lee

CHIEF INTERCULTURAL ENGAGEMENT OFFICER
Dr. Sheila Caldwell

VICE PRESIDENT FOR STUDENT DEVELOPMENT
Dr. Paul O. Chelsen '91

VICE PRESIDENT FOR ADVANCEMENT, VOCATION, AND ALUMNI ENGAGEMENT
Dr. Kirk D. Farney M.A. '98

SPECIAL ASSISTANT TO THE PRESIDENT
Marilee A. Melvin '72

VICE PRESIDENT FOR FINANCE AND OPERATIONS, TREASURER
Chad Rynbrandt '94

CHIEF ENROLLMENT MANAGEMENT OFFICER
Silvio Vazquez

CONTRIBUTING PHOTOGRAPHERS
Darren Hauck, Mike Hudson, Tony Hughes, Diana Sokolov

EDITORIAL CONSULTANTS
Allison Althoff Steinke '11, Adrianna Wright '01

COPY EDITORS & PROOFREADERS
Margaret McKenzie '18, Nancy Nehmer '82, Emily Stackhouse Taetzsch '18

CLASS NEWS EDITOR & FACTCHECKER
Donna Antoniuk



Wheaton magazine is published winter, spring, and autumn by Wheaton College. Because *Wheaton* magazine is an expression of the College's commitment to what it holds to be biblical faith and practice, it does not communicate events or updates that, to the editor's knowledge, fall outside of convictions expressed in the institution's Statement of Faith and Community Covenant. *Wheaton* is printed on 100 percent (body) and 30 percent (cover) postconsumer recycled fiber. © 2020 Wheaton College, Wheaton, IL | wheaton.edu | 501 College Avenue, Wheaton, IL 60187-5593 | 630.752.5779

Contents

- 5 President’s Perspective
- 7 A Message to Campus

News & Profiles

- 10 Campus News
- 12 Student News
- 14 Sports
- 16 Arts
- 18 Faculty News
- 20 Profiles

Features

- 30 COVID-19: A Faithful Response
- 40 Liberal Arts and the Lost Learning of Tools

Alumni News

- 48 Alumni of the Year
- 52 Alumni Profiles
- 56 WCAA Board Report
- 58 Class Notes
- 68 Word with Alumni

Benediction



On the Cover
The new Clayton E. Halvorsen Choral Rehearsal Room in the Armerding Center for Music and the Arts is currently being used as a COVID-Safe classroom.

Photo by Tony Hughes



PHOTO BY DIANA SOKOLOV



A Redemptive Response to the Coronavirus Crisis

*Dr. Philip Graham Ryken '88
President*

As he surveyed the death and destruction that followed the Second World War, Cambridge historian Herbert Butterfield observed that sometimes the “sheer grimness of suffering” brings us “into a profounder understanding of human destiny.”

These wise words transcend generations, as we too have witnessed a world of woe in the wake of COVID-19. Much was lost as the coronavirus made its deadly spread around the globe. We saw refrigerator trucks back up to hospital loading docks to serve as makeshift morgues and witnessed the distress of family members huddled around smartphones for a hurried farewell with dying loved ones. We counted the financial cost too, wondering how to make ends meet and praying for friends and family members who have lost work. We continue to worry about communities across the country and around the world where the burdens of the pandemic fall disproportionately hard—only one of many injustices during a year when we have also witnessed appalling violence against people of color.

These painful experiences of human suffering compel us to confront our mortality, our complacency, our vulnerability.

But Professor Butterfield also noted something else he

had learned from history: gifted leaders who rely on God “may not only redeem catastrophe but turn it into a grand creative moment.”

This is our hope for the gifted Christian women and men who graduate every year from Wheaton College. We pray they will provide godly leadership that responds to injustice and redeems catastrophes by seeing creative opportunities for Christ to build his kingdom.

By the grace of God, Wheaton students and alumni are ready to meet the needs in the wake of the COVID-19 crisis. The world needs compassionate missionaries and relief workers who share and show the love of Jesus. We need health professionals who risk their lives to care for people with deadly diseases. We need shrewd marketplace leaders who retain their workforce through sustainable business. We need pastors and counselors who feed and nurture hungry, desperate souls.

And so—now, more than ever—we sustain and defend the mission of our beloved Wheaton College as a Christian liberal arts college where students live, study, work, play, and worship in close community—a community ready to respond to any and every crisis by trusting in Christ and offering his healing, reconciling hope to the world.

“

To the members of our
community belonging to the
African diaspora, please know
that you have our love, support,
and concern. We pray for God’s
grace and protection on you and
your families during this difficult
time in our nation’s history.”

A Message to Campus from Wheaton's Senior Administrative Cabinet

Editor's Note: On June 1, the Senior Administrative Cabinet sent the following message to the campus community following the violence that claimed the lives of Breonna Taylor, Ahmaud Arbery, and George Floyd. The message, which was published on Wheaton's website and social media channels, is printed here in full.

Dear Campus Community,

We all are witnesses to the egregious and senseless violence that recently claimed the lives of Breonna Taylor, Ahmaud Arbery, and George Floyd. Their deaths speak to the enduring presence of systemic and institutional racism within our society. As a community, we are deeply distressed by violent acts that have persisted in our country for more than four centuries.

As Christ followers, we denounce systemic racism and police brutality against any racial or ethnic group. Today especially our hearts are filled with pain for the inhumane treatment of our brothers and sisters in the African American community. We stand united with African American students, faculty, and staff who are all deeply affected by these ongoing acts of racial violence and other sinful injustices, often on a daily basis.

Wheaton College believes that the physical, emotional, and spiritual well-being of our students, faculty, and staff within the African American community is essential for learning and thriving. Therefore, we are also committed to identifying and addressing policies and systems in our own institution that hinder access and success of members who belong to marginalized and oppressed groups. In order to have the impact on the world that God is calling us to have, we are resolved to think and act in ways that create a more loving, equitable, and just community.

Wheaton College pursues a biblical commitment to respect and love all people as equal image-bearers of Jesus Christ. This is mandated by Scripture, promised in our Community Covenant, and detailed in our Christ-Centered Diversity Commitment. As part of this commitment, we plan in coming days to curate a conversation featuring administrators, faculty, and staff on Christian responses to racial violence.

To the members of our community belonging to the African diaspora, please know that you have our love, support, and concern. We pray for God’s grace and protection on you and your families during this difficult time in our nation’s history.

Please remember that this summer, as always, you can receive counseling and support through the Office of Multicultural Development, the Office of Student Care Services, the Counseling Center, the Title IX Coordinator, the Office of Intercultural Engagement, and the Chaplain’s Office.

In keeping with our calling to pray, we intercede specifically for God’s comfort for the families of those who have lost their loved ones, for God’s healing and sanctifying work in our world, and for God’s protection and guidance for our campus community.

In Christ’s service,

Philip Ryken, *President*
Sheila Caldwell, *Chief Intercultural Engagement Officer*
Paul Chelsen, *Vice President Student Development*
Margaret Diddams, *Provost*
Kirk Farney, *Vice President for Advancement, Vocation, and Alumni Engagement*
Marilee Melvin, *Special Assistant to the President*
Chad Rynbrandt, *Vice President for Finance & Operations, Treasurer*
Silvio Vazquez, *Chief Enrollment Management Officer*

News & Profiles

10
Campus News

14
Sports

18
Faculty News

12
Student News

16
Arts

20
Profiles



Dr. Karen An-Hwei Lee Named New Provost

Succeeding Provost Margaret Diddams, Lee took her post in August

Words
Emily Bratcher

Photo
Diana Sokolov

Dr. Lee leads the Senior Academic Leadership Team, serves on the Senior Administrative Cabinet, and oversees all aspects of the academic division. She also holds faculty rank as Professor of English. Dr. Lee earned her B.A. *magna cum laude* in English from Brown University; an M.F.A. in fiction writing from Brown; an M.A. in English (poetry writing) from the University of California, Berkeley; and her Ph.D. in English from the University of California, Berkeley.

Previously, Dr. Lee served as Vice Provost of Assessment and Institutional Effectiveness for Point Loma Nazarene University. Before that, she served as Professor, Chair of the English Department, and Director of Educational Effectiveness at Vanguard University.

“I’m honored to support Wheaton’s time-honored mission of Christ-centered liberal arts,” said Dr. Lee. “It will be a pleasure to serve Wheaton’s distinguished faculty and highly accomplished students.”

A respected poet, fiction writer, literary critic, and translator, Lee is a voting member of the National Book Critics Circle and a recipient of a National Endowment for the Arts Individual Artist’s Grant.



**WHEATON
COLLEGE**

For Christ & His Kingdom

A Newly Refreshed Brand Identity

On August 3, Wheaton unveiled a new brand identity. This new identity, which includes a logo, underscores what has been true of Wheaton for more than 150 years—that the Wheaton is the quintessential Christian Liberal Arts college, the academic home for intellectually ambitious, deeply faithful Christians who want comprehensive world-class quality and an environment of curiosity, conviction, and community. Effective across digital and print channels, the new logo preserves elements

of Wheaton’s former logo, including the historic Blanchard tower, the full College name, and its motto “For Christ and His Kingdom,” while adding elements, such as two books symbolizing Wheaton’s twin emphases on top-tier academics and Christ-centered faith, and a striking new color palette. These elements lend the logo a new boldness, distinctiveness, and gravitas.



Learn more about the brand identity and rationale at wheaton.edu/brand.

Living and Learning in the Time of COVID

All first-year and transfer students were invited to take a five-week virtual course called “Living and Learning in the Time of COVID.” The course, held on subsequent Mondays in June, aimed to answer challenging questions such as: How should Christians respond to the global COVID-19 pandemic? How can they be agents of social good in a time of social distancing? How can they thrive in the midst of worldwide distress? How should they consider everything from studying the liberal arts to the goodness of God in the face of widespread sickness and economic downturn? Students were given one hour of course credit for taking the free class.

A New Director for the Certificate of Worship Arts

Donté Ford will direct the College’s new Certificate in Worship Arts, which launched this academic year. With the 24-credit-hour Certificate in Worship Arts, students will acquire the skills to serve as a church worship leader or a church music director, including how to recruit and lead choirs of all ages; manage budgets; handle audio, video, and lighting technologies; arrange chord charts and lead sheets; choose music for events such as weddings and funerals, and more. The certificate, which can be added to any Wheaton undergraduate degree, consists of worship arts and theology classes with private and group music lessons and an internship.

Dr. Wendy Smith’s Vision for the New Center for Family and Relational Health

Wheaton College alumna Dr. Wendy Smith M.A. '16, Psy.D. '19 was appointed as the first-ever director of Wheaton’s Center for Family and Relational Health, poised to open in October. Almost simultaneously, she is launching the Roseland Good News Center for Family and Relational Health on the South Side of Chicago. Both sites will provide Wheaton students practical experience offering therapy in a supervised setting.

Inaugural Hudson T. Harrison Endowed Chair of Entrepreneurship

Thanks to a generous gift from the Harrison family, Wheaton’s Board of Trustees is pleased to appoint Dr. Denise Daniels ’91 as the inaugural holder of the Hudson T. Harrison Endowed Chair of Entrepreneurship. Situated in the Department of Business and Economics, the Harrison Chair was established to prepare students to turn innovative ideas into entrepreneurial realities—in both for-profit and non-profit contexts. Dr. Daniels brings nearly 25 years of teaching and research on marketplace innovation, leadership, and faith in the workplace.

#30under30

For the past 30 weeks, Wheaton College has released the name of one alumna, alumnus, or alumni couple to its #30under30 lineup—30 young alumni under the age of 30 who are thoughtfully living out a variety of vocations in ways that demonstrate the unique value of a Wheaton College education.



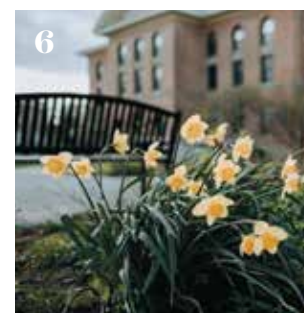
Read about Wheaton’s 30under30 and submit your own suggestions at wheaton.edu/30under30.

#MyWheaton

*Want to see your photo here?
Use the hashtag #MyWheaton
and your photo may be published.*



1 Fall transfer students outside of “Los” eating burritos during the first week of classes last year, by Natalie Kral '21. **2** Blanchard Tower, by Mary Lyle Devaney '20. **3** Members of Student Government, by Grace Kim '21. **4** Gospel Choir in Chapel, by T.J. Whitfield '20.



5 Zoe's Feet, by Kailin Richardson '20. **6** Campus daffodils, by Mary Lyle Devaney '20. **7** Sam St. Cyr '21 “drinking a makeshift London Fog in Saga,” by Annie Rhoads '23. **8** Photo by Andy Eaton '20. **9** “Edman Chapel, a space that has been pivotal in our spiritual and social growth over the past 4 years,” by Allie Hamman '20.



Finding Her Footing

Sarah Tomich '21 is an award-winning soccer player and team captain who has learned the value of servant leadership in community

Words
Katherine Braden '16

Photo
Tony Hughes

I came from a place where I was really known, was really comfortable, to a place where I wasn't known at all," said Sarah Tomich '21. In the end, all it took was time for her community and reputation to be rebuilt on and off the soccer field.

An elementary education major with an endorsement in special education, Sarah sees how God has been with her. In her first year at Wheaton, Sarah competed with another freshman for the same spot on the soccer team. When a teammate tore her ACL, Sarah stepped up and appeared in all 23 matches.

Since her first year, Sarah has twice been named College Conference of Illinois & Wisconsin (CCIW) Defensive Player of the Year. A three-time All-Conference (CCIW) player, she was also named 2018 and 2019 United Soccer Coaches First Team All-American.

Another example of God's presence with Sarah was

when, during her team's small group, an older teammate's testimony struck a chord, showing her that she was not alone. Afterward, that student became Sarah's close friend and mentor—a relationship that began only because she had joined the team.

"My faith has grown so much at Wheaton," said Sarah, noting her gratefulness for the ability to fall back on her trainers, teammates, and coaches in times of trial. "I've learned to give the Lord my all and not hold anything back."

This year, as a team captain, Sarah gets to pour back into the community that helped her find her footing.

"Sarah has shown an increasing desire to serve the teammates she's been asked to lead," said Head Women's Soccer Coach Pete Felske '86. "Her tough disposition on the field, combined with her servant-leadership and genuine humility, contribute greatly to the success of our squad."

I Sarah Tomich is the first player to receive CCIW's new "Defensive Player of the Year" award in women's soccer; she was recognized in both 2018 and 2019.



5 It has been five years since women's soccer player Alexa Sharkey was named Division III All-American in back-to-back seasons, an honor now held also by Tomich.

Throwback

Three overtimes into the 1984 NCAA Division III Men's Soccer National Championship, it was still 1-1, Wheaton vs. Brandeis University. As 2,500 fans held their breath, All-American Dave Kouwe '85 scored the game-winning point on a penalty kick, 115 minutes and 30 seconds into the match. "We found ways to grind out results even when we didn't play our best," says Kouwe.

11 When Tomich earned her second career All-American nod, she was the 11th Wheaton women's soccer player to earn the recognition multiple times in a career.



Armerding Concert Hall Opening

Words
Kailin Richardson '20

Photo
Tony Hughes

Despite dozens of cancellations due to the COVID-19 pandemic, the new Armerding Concert Hall project continued. Now scheduled for a public grand opening in the spring, but currently in-use for COVID-safe classroom space, the 648-seat hall features an unprecedented choral rehearsal space for Wheaton students and some of the finest acoustics in the Chicago area. Other highlights include offices for the Community School of the Arts, a dance studio for student dance group Zoe's Feet, a grand lobby, and of course, the endowed seats, with nearly half of the auditorium commemorating family and friends of the Wheaton community. The all-day opening ceremony will feature performances and representations from all areas of the arts, depending on COVID-19 allowances.

Since 1924, Wheaton's Conservatory has used Pierce Chapel for its medium-sized concert hall needs, despite the fact that its conditions were deemed woefully inadequate decades ago for such a high-quality music program. After numerous attempts to get plans for a new building off the ground, the Armerding Center for Music and the Arts opened in

the fall of 2017 with the much-needed concert hall to follow. Faculty, staff, and students have waited years, even decades, for this space.

Dean of the Conservatory of Music Michael Wilder said that first and foremost, the design and planning team for the hall prioritized exceptional acoustics. Such excellence in the arts is vital to the College's mission: "Inside of that room, I can imagine all manner of ministry, artistry, serving others—we're really excited about how this allows us to better love our neighbors, both those who are close by and far away," Dr. Wilder said. Without President Ryken's leadership and theology of the arts, Dr. Wilder believes the hall would never have materialized.

And so, the Conservatory's choirs will perform as soon as possible in the new space. Among many others, Dr. Wilder can't wait for the first performance: "You're going to close your eyes, and you're just going to think you went to heaven. It's really going to be glorious. I'm so excited to hear it."



Leave a legacy in the arts and
Endow-a-Seat at wheaton.edu/seat.



Rhythms of Rest and Reflection

Recommending *Invitation to Retreat* by Ruth Haley Barton '81

Words

Laura Barwegen, Ed.D., Associate Professor of Christian Formation & Ministry, Department Chair

Photo

Tony Hughes



On March 6, I found myself packing to go visit my father in Arizona for a much-needed spring break. Into my suitcase I threw a copy of Ruth Haley Barton's text, *Invitation to Retreat: The Gift and Necessity of Time Away with God* (IVP Books, 2018). In the 70-degree coolness of an Arizona morning, I read that, "on retreat, we have the

opportunity to literally change our pace by entering into different rhythms designed for the special purpose of being with God and God alone." On Monday, March 9, 2020, before the world changed, this call to "different rhythms" and a "change of pace" resonated with my soul, not only as a call during retreat but a call for my life. I began to journal on what different rhythms might look like and started to realize how often we are pressed to be busy, to perform, and to complete our tasks well for the approval of others.

Practicing spiritual disciplines—such as prayer, meditation, service, journaling, Scripture reading, and worship—provides opportunities for us to silence the clamoring noise of this world and to listen for the still, small voice that calls us into deep relationship with our Lord.

On March 11, things changed. Significantly. Our rhythms were disrupted; our pace was modified. Most Wheaton students left campus and sheltered at a place they would call home through the rest of the semester. Faculty began teaching through Schoology, meetings began to be held through Zoom, and some of us attended Easter services in our pajamas on the deck. Many of these changes disrupted our habits. And yet, this disequilibrium may have awakened within us needs we had felt for quite some time and did not know how to address. One of my students poignantly wrote, "COVID-19 stripped away the idols that I had in my life and didn't know it."

Of course this time is not a retreat, but it can be a time of reflection and reorientation. I recommend Barton's text for such a time as this. Her book helps us use this unique period to reflect on how to engage in life upon return. Barton doesn't encourage a return to "normal" after a time away but instead encourages revisioning one's life with God. This may be a time to "fashion a wilderness within that is always available and that we can always return to." This is a renewed life with God.

Faculty Sabbatical Notes

“During my sabbatical, I made substantial progress on my book project, *Sin and Sectarianism: An Augustinian Theology of Dissociation*, which will draw on Augustine's understanding of church and society to ask when Christians should separate from corrupt communities. I also delivered presentations at Western Theological Seminary in Holland, Michigan: 'An Augustinian Theology of Mass Incarceration' and 'The Boundaries of Communion: Augustinian Reflections on Ecclesial Unity, Holiness, and Exclusion.'”

Dr. Gregory Lee, Associate Professor of Theology and Urban Studies; Senior Fellow, The Wheaton Center for Early Christian Studies

“I spent much of my sabbatical preparing a special recital which is planned to be presented in the new Armerding Center Concert Hall in October. The program features the premiere performance of 'Seven Mysteries,' a 28-minute work inspired by the biblical Nativity narratives, written for me by the distinguished American composer Richard Danielpour through a commission made possible by a private gift to Wheaton College. Danielpour and I have worked together on Facetime, covering one of the work's seven movements during each session. It is a collaborative process in which I work right alongside him to shape what the audience will hear.”

Dr. Daniel Paul Horn, Professor of Piano and Chair of Keyboard Studies

“In addition to continuing research on a book project about the intersection of religion, politics, and culture in the United States, I partnered with Michael Wear, Senior Fellow at the Trinity Forum and founder of Public Square Strategies, to research and write the report

Faculty Work

'Christianity, Pluralism, and Public Life in the United States.' We interviewed over fifty Christian leaders from a variety of denominations and leadership sectors to explore ways in which Christian practices and teachings support healthy pluralism and encourage positive Christian contributions to public life.”

Dr. Amy Black, Professor of Political Science

“I am using linked historical U.S. census data to examine the influence of racial violence on the outcomes of southern-born African Americans during the early 20th-century Great Migration. Additionally, in a project motivated by recent events, I am analyzing city-level crime data to quantify the effect of shelter-in-place orders on reported incidents of domestic violence.”

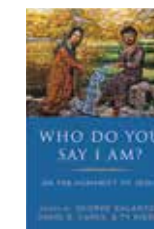
Dr. Jeremy A. Cook, Associate Professor of Economics

“During Sabbatical, I wrote several essays, including articles on ancient biblical translation methods, the use of Hebrew among the Protestant Reformers, and the Jewish background of the New Testament. I also completed a book on St. Jerome and the Psalms for the Society of Biblical Literature press, and I am presently working on a book on biblical interpretation for students and pastors....I am extremely grateful for the opportunity to dedicate time to research and writing, both for the sake of the projects themselves and because of what I learned that I can bring back to the classroom.”

Dr. Michael Graves, Armerding Professor of Biblical Studies

Read more faculty sabbatical notes at wheaton.edu/magazine.

Faculty Publications



Who Do You Say I Am? On the Humanity of Jesus

(Wipf and Stock Publishers, 2020)

Edited by George Kalantzis, David B. Capes, Ty Kieser

This Wheaton College Theology Conference publication explores why the humanity of Jesus is central to the Christian understanding of community, society, salvation, and life with God.



Reading While Black: African American Biblical Interpretation as an Exercise in Hope

(IVP Academic, 2020)

by Esau McCaulley, Assistant Professor of New Testament

This text invites Christians of diverse backgrounds to dialogue with their own social location as well as the cultures of others.

Eugene Bae '21

Undergraduate Student

Eugene Bae '21, born and raised in South Korea, experienced full-fledged culture shock when she first arrived at Wheaton. "Everything was overwhelming at first," remembered Eugene. "Culturally, I didn't know how to approach people. I didn't know if they wanted a real answer when they asked me how I was doing. And I didn't ask for help."

In her first weeks on campus, Eugene considered dropping out as she struggled to make friends in a foreign context and keep up with courses in her second language. "The whole transition was a step of faith," she reflected.

Eugene experienced God's provision through the International Student Programs (ISP) office, where Director Jerry Woehr taught a seminar

with practical guidance for adapting to a new culture. "He was the first person I really opened up to," she recalled. "I realized that I could share my concerns and seek help."

Today Eugene encounters God's presence most powerfully during worship as she sings in Gospel Choir and plays the piano for Chapel Band. Now in her third year at Wheaton, Eugene testified to the ways these experiences have expanded her view of God's character. "In Korea, for example, worship songs are more about our actions toward him, while here they're more about his promises to us," she explained. "The different emphasis has helped me discover different aspects of God."

Last summer, Eugene taught English as a second language to Syrian

refugees in Lebanon, drawing upon her own experience to empathize with her students. After graduation, the elementary education major plans to continue helping students navigate their own cultural adjustments. "My ultimate goal is to serve as a missionary in an international school," she shared. "Even in times of exhaustion and confusion, I get to see who God is and how he's working."

Words
Ashley Mosteller Rabinovitch '10

Photo
Tony Hughes



David Reji M.A. '21

Graduate Student

Born and raised in a pastor's family in Kerala, India, David Reji '21 was always around ministry, but his own passion for it and theological study came to him as a teen. By his own account, though, David struggled in his studies. As he continued to fall behind in school, his father came to him one day and suggested that he start praying for help.

"God gave me the grace to understand my father that day, and to pray," said David.

After he graduated from high school at the top of his class, he applied for Bible college but failed his initial acceptance interview because he did not speak English. Nevertheless, he learned quickly, was accepted, and went on to earn five degrees—in theology, sociology,

and social work—prior to beginning study in Wheaton's biblical exegesis program.

"It was God who gave me the wisdom to write, speak, learn, and to think in English," says David.

His journey to Wheaton began with a vivid dream in 2014: he answers a knock at the door, and, as he opens the door, he realizes he's standing on carpet. David knew this must have been America because carpet was not common in Indian homes. Intuitively, he knew he was in the midst of an important journey.

As time went on, David was directed to explore Wheaton College by his old professor and mentor, and the Lord made his pathway clear. Despite many obstacles from international travel to financial

obligations, every roadblock was removed.

When David finally arrived in the United States in 2019, timing was such that his lodging wasn't ready and he was hosted for one evening in a Wheaton professor's home.

That home was the exact home from the 2014 dream. "My life has always been dependent on God," said David.

Words
By Ashley Rydberg Bright '10

Photo
Tony Hughes



Dr. Christine Colón

Professor of English

For Dr. Christine Colón, who has taught 19th-century English literature at Wheaton for two decades and co-led six Wheaton in England trips, it is not difficult to see why authors like Jane Austen or Charles Dickens are still important.

“Individuals in 19th-century England suddenly had more opportunities for choice, and they had to learn how to use those opportunities well. Today, we have even more choices and the speed at which society changes has only increased, so I find that the key questions these authors were asking still have so much relevance to us today. How do we live better lives? How do we make our world better? How do we serve God well in the confusions of our own personal

lives and also in the confusion of the world around us? I find it fascinating to explore the answers that 19th-century authors were providing for their society and to reflect on what we can learn from their attempts (both good and bad) to solve the problems they were experiencing,” Dr. Colón said.

One highlight of Dr. Colón’s time at Wheaton has been the many hours she spends in the Wade Center studying the works of Dorothy L. Sayers. While writing her newest book, *Choosing Community*, she found Sayers’ work particularly useful when applied to questions about singleness in the church, another topic on which Dr. Colón focuses her research (see one of her earlier books, *Singled Out: Why Celibacy Must Be Reinvented in Today’s Church*).

“While Sayers didn’t address singleness explicitly, her ideas on Christian community and the valuable role that each individual with his or her unique talents and interests needs to play to help that community function well can be really useful as we think about practical ways we can begin to engage each other better in the church,” said Dr. Colón.

Words
Adrianna Wright ’01

Photo
Tony Hughes



Dr. Justin Heth M.A. '07

Dean of Residence Life

While intentional community can sound like a nice but unattainable ideal in America's highly individualistic and media-saturated society, Dr. Justin Heth M.A. '07, Dean of Residence Life, knows what is necessary for its success: radical vulnerability and a confessional lifestyle.

"Living honestly in relationships practically reminds each of us of our need for a Savior and it protects us by shedding light into the secret places of our lives," Justin said. "In confession, the real breakthrough to community takes place as people choose to set aside their image management and begin to live authentically." Justin makes a point to embody a confessional approach in his own relationships, modeling what he

hopes more students on campus will come to imitate. He believes living confessionally is a pathway to experiencing profound freedom in Christ.

Justin acknowledged that in our ever-changing context, social media platforms can train young minds to care more about image than authenticity. Combined with perceived religious pressure to "be good enough," vulnerable connections come as a challenge to many. Nonetheless, Justin has seen the faithfulness of God and the power of honesty play out time and again in his work at Wheaton College.

"I have the privilege of entering into these sacred spaces and getting a front-row seat to see how confession can bring freedom, and students once again experience the beautiful

reminder that we all need a Savior," he remarked. "My hope is that students will find places of deep connection within our diverse, Christ-centered community, and that when they walk across that graduation stage they live and love more like Jesus did, because they chose to engage with others in our intentional residential community."

Words
Peter Biles '19

Photo
Tony Hughes



Features



COVID-19: A Faithful Response

*Teamwork, collaboration, and adaptability
characterize Wheaton's evolving response to
a global pandemic*

Words
Allison Althoff Steinke '11

Photos
Diana Sokolov



Access to campus buildings was limited to essential workers.

The novel coronavirus presented Wheaton College with an unprecedented challenge: to prepare for and respond to a global pandemic. For the first time in Wheaton's history, the entire College moved to online teaching, learning, and working—in a matter of days. In March 2020, as federal and state authorities developed guidelines to address the spread of COVID-19 in communities across the United States, Wheaton was one of the first higher education institutions in the State of Illinois to make the decision to move to online learning and operations. This was a decision made with a mix of sadness, urgency, and cooperation, with the well-being of over 2,000 students and millions of dollars of revenue hanging in the balance.

While tensions over coronavirus response escalated in the United States, students, faculty, and staff spending their Spring Break in the mountains of Planes de Janan, Honduras, remained remote, healthy, and protected.

"We had no idea what was going on around the globe," Honduras Project Director Lydia Griffith '20 remarked. "We missed the memo."

Lydia, along with Honduras Project adviser Dr. Steve Ivester '93, M.A. '03, eventually received via satellite phone the message from Wheaton to return to the United States immediately. The Honduras Project team arrived safely back on Sunday, March 15, a mere eight hours before Honduras closed its borders and restricted all outgoing and incoming travel at midnight on Monday, March 16.

"We are grateful to God for his protection of our week," Lydia said. "Despite the confusion and uncertainty awaiting each of us when we returned to campus, everyone

remained in high spirits, and we found ourselves united with one another, confident that we were returning to campus after having tasted and seen the goodness of the Lord revealed to us in one another and in the Honduran community in Planes de Janan, who welcomed us so generously."

A COOL, CALM, AND COORDINATED CAMPUS RESPONSE

College leadership began to consider the growing implications of the virus's growth in February, which at that time was largely concentrated in China. College officials discussed how the virus might impact international students' ability to make it home for the summer. They also had concerns about families traveling from around the globe to celebrate Commencement and began to discuss various scenarios that might arise as a result of hundreds of students, faculty, and staff returning from spring break trips worldwide. In late February, the College's Senior Administrative Cabinet (SAC) had an explicit discussion about these growing implications and the need for a coordinated effort with representation from areas across campus to think through the implications and response as necessary.

Tasked with leading the formation of a COVID-19 response team, Vice President for Finance and Operations Chad Rynbrandt '94 pulled together 14 Wheaton staff members from departments across campus, including Academic and Institutional Technology, Facilities Management, Global and Experiential Learning, Marketing Communications, and others.



While it felt like the world was caving in, Wheaton's leaders forged ahead with a characteristic, yet uncommon, coolheaded confidence. The team began to meet on a daily basis in a "War Room" configuration that enabled small group breakouts and quick decision-making.

"We had a cabinet discussion in late February about how to respond, and the response team's first meeting was March 5," Rynbrandt says. "We very quickly organized ourselves and started capturing all the questions we needed to answer. We saw things develop quickly in the succeeding days after March 5, and we got into a cadence of starting each day together."

This War Room configuration allowed college leadership to make a series of forward-looking decisions. Often when a new Illinois state order was implemented, Wheaton had already made preparations in anticipation of what might be required.

"It was an incredibly dynamic and inspiring environment," Rynbrandt notes. "Cross-campus teamwork and quick decision-making allowed us to not just react, but to be a couple steps ahead of the fast-breaking news."

On March 11th, President Ryken '88 made the public statement that the College would extend spring break for one week and move to online and remote learning and operations for the rest of the spring semester. This decision was not made lightly. It wasn't a small shift, either, largely due to Wheaton's deep commitment to residential Christian liberal arts education. Assistant Provost for Academic Affairs and Assistant Professor of Core Studies and History Dr. Sarah Miglio M.A. '04 notes that the transition to online coursework and operations came with grief and lament.

“Learning and living at Wheaton involves so many different things—small groups, Student Government, classroom experiences. It’s a beautiful thing to think about how much of that takes place in face-to-face, embodied experiences. When we realized we didn’t have a way we could do any of that safely in person, there was real sorrow and a sense of genuine loss,” Dr. Miglio said.

After courses moved online for the duration of the semester, Alumni Weekend reunions were canceled; students were given financial credit for B-quad housing, dining, and parking; faculty and staff began to work remotely; summer ministry and “Wheaton In” programs were canceled; more than 900 courses began via remote instruction; chapel services began online; and free medical and mental healthcare became available to students through Student Health Services.

“It took some courage for us institutionally to make the decision we did, given all the uncertainty,” Rynbrandt says. “We tried to lean forward rather than react. Every day brought new scenarios we needed to make quick decisions on. One of the biggest challenges was, on a day-to-day basis, to make sure we were being responsive to all of the various questions that came up.”

Wheaton’s Chief Information and Campus Services Officer Wendy Woodward said the transition to remote learning and operations was a process of activating the tools and resources that have been put in place over the past five years in a way that facilitated the quick transition. As the Academic and Institutional Technology representative on Wheaton’s 14-member COVID-19 response team, she moved quickly to mobilize the College’s technological resources and staff.

“Our goal is to help the College be as successful as we can be in this crisis by thinking in new and different ways,” Woodward said. “We are focusing our conversations with faculty on supporting them as they work to deliver an exceptional liberal arts learning experience while transitioning to a fully online modality. Our faculty have been amazing in their willingness to respond quickly.”

COVID-19 impacted students, faculty, and staff on campus, but also went beyond the bounds of campus, as Wheaton had Human Needs and Global Resources (HNGR) interns and Fulbright scholars spread across the globe. As campus operations moved online, College officials also reached out to the local community by providing temporary housing for frontline emergency workers in vacated Terrace Apartments. Up north in Three Lakes, Wisconsin, the HoneyRock Outdoor Center for Leadership Development of Wheaton College reached out to their local community as they delivered 90 loaves of homemade bread to Northwoods Share, a local community resource center.

The College’s Centers and Institutes responded to global needs proactively as well. The Humanitarian Disaster Institute (HDI) co-hosted a COVID-19 Church Online Summit with the National Association of Evangelicals; the Billy Graham Center’s Stetzer Leadership Podcast featured interviews with global leaders; and HDI and the

BGC provided various guides and resources for churches on their websites.

Beyond faculty, students, and staff, there was a parent and alumni angle that had to be addressed, along with significant financial implications. While the College boasts a nearly \$500 million endowment, it is a safety net that would only be accessed in case of emergency.

“While we want to protect the endowment so it continues to sustain our mission into the future if there is an extreme financial need, it is there to potentially support us through a difficult time,” Rynbrandt says. “That would be a very sobering proposal to make, and something that would require trustee support and approval to do. As I look at our situation and construct various financial scenarios, it’s reassuring to know that in the event we needed to, it is a request we could make. I have a lot of counterparts at other schools who may not have that resource like the Lord has provided here at Wheaton.”

FACULTY RESPONSE: THE TRANSITION TO ONLINE LEARNING

As campus officials worked to move over 900 courses and operations online, the Faculty Governance Technology Group utilized their Technology Information Resource (TIR) subcommittee, led by Dr. Matt Lundin ’96, to help fellow faculty members think about how they could adapt the in-person classroom experience and add a layer of mediation with online tools, including Schoology, Zoom, and Google Suite.

“For faculty to take half of the semester they’d designed and transform it on a dime into something that would work in a technologically mediated classroom experience is a tremendous amount of work,” Dr. Miglio said. “They did it with creativity and incredible expertise.”

Associate Professor of Physics Dr. Heather Whitney was able to adapt natural science courses to a remote learning format for the duration of the semester. Dr. Whitney notes that pivoting to virtual laboratory sessions was a “big challenge.” Faculty acted quickly to identify simulations available online and created videos of themselves doing lab experiments with lesson plans that directed the students to use those simulations and videos to meet learning outcomes through projects and lab meetings on digital workspaces and platforms.

“When we transitioned to remote learning, I thought a lot about how I could maintain the values behind my classroom teaching practices and put them into action with remote learning tools,” Dr. Whitney says. “Many of us also connected with faculty at other institutions to share resources and ideas, a treasured means of goodwill and support that benefited all of our students.”

Extracurricularly, student groups, including the Society of Physics Students, kept up their weekly meetings through Google Meet, and the Sigma Pi Sigma Honors Induction was held over Zoom, allowing alumni from all over the world, including Malaysia, to attend. Dr. Whitney had an honors student defend his thesis over Zoom



in April, which allowed numerous friends and family to attend the defense.

“It was disappointing to not be able to hold it in person, but he did a really great job, and many more friends and family were able to see his presentation than would have been otherwise possible had it been held on campus,” Dr. Whitney said. “We take note of and are grateful for these bright spots in such a challenging time.”

In addition to adapting courses and research projects to an online format, faculty rallied to adapt curriculum tailored to the quickly evolving pandemic. Dr. Amy Reynolds and Dr. Kristen Page adapted their Advanced Integrative Seminar on global health to contain content tailored to coronavirus; Dr. Ryan Kemp’s philosophy seminar on existentialism integrated *The Plague* by Albert Camus; and Lundin’s senior seminar for history majors required students to complete a collaborative project: a pandemic archive of Wheaton College during the COVID-19 pandemic. This project enabled students to learn about public history, collection of artifacts, and tangible methods to gather people’s experiences and memories in a relevant and adaptive way.

Wheaton made the historic decision to postpone Commencement ceremonies, but hosted virtual events to recognize the achievements of its graduates. Pictured is Dr. Theon Hill, Assistant Professor of Communication, being filmed for the virtual events.



Above: Classrooms remained closed through spring semester. Right: President Ryken was filmed for the virtual celebrations of graduates.



Thunder Move-in teams practiced COVID-Safe, Thunder-Strong guidelines while assisting students during check-in.

“Faculty have done an amazing job finding ways not to be defeated by the disruption, but to leverage the disruption for a meaningful educational experience,” Dr. Miglio said.

Professor of Music and Director of Performance Studies Dr. Mary Hopper ’73 noted that, while ensemble rehearsals and performances were virtually impossible, private lessons, banquets, and recitals occurred via Zoom and FaceTime.

“We are trying to be creative and thinking about how we can continue to serve our students,” Dr. Hopper said. “The Women’s Chorale did a little virtual choir—it was a fun project for them, but it involves singing by yourself, which made some uncomfortable. In addition to making music together, an ensemble also has a strong community aspect, so we tried to keep that going. We had weekly Zoom calls with everyone, played some games, had guests, and did elections for next year.”

In June 2020, faculty provided a free, one-credit pass/fail course called “Living and Learning in the Time of COVID-19” for incoming first-year and transfer students. The course included modules on infectious diseases, Christian responses to plagues, theodicy, lament, service and justice, self-care, and resiliency. During the upcoming academic year, there are proposals for courses to be offered about pandemics and plagues in departments ranging from biology to history.

The 2020-21 academic year will look different than any other semester in Wheaton’s history. College leadership considered a number of options, including a return to “business as normal”; all-online instruction; and hybrid options involving both online and in-person instruction and operations. Wheaton ultimately chose to start the

fall 2020 semester as scheduled on August 26 and to end on-campus instruction at the time of Thanksgiving break. The semester is planned to conclude with two weeks of remote learning after Thanksgiving break, with students taking online finals between December 15 and 17. In a video announcement about the fall 2020 semester, President Ryken encouraged the Wheaton family to be “maximally flexible” and “uncommonly charitable” as the College works together with state and federal guidelines as the semester unfolds.

“How can we provide a Wheaton experience even if it’s not on campus?” Dr. Miglio asked. “We love our students. We care about their learning and their whole-person development, and we want to see them flourish. We cheer them on when they graduate and meet their goals. Faculty have provided incredible examples of this, whether it’s through getting up early to hold office hours with students in South Korea, coaching students in virtual office hours, or through encouragement and prayer.”

Beyond planning for fall 2020, Woodward and other College officials are “trying to be two steps ahead” by thinking about options on the table for spring 2021 and beyond.

“What is the new normal? Even when we open campus, we will need an educational content delivery pathway that remains virtual,” Woodward said. “We are trying to figure out where the right place to land is, not only this fall but also in the long term as we now have the opportunity to explore how to best use the new skills that our faculty have acquired during the pandemic while staying true to our pedagogical values.”

For example, in the natural sciences, Dr. Whitney said faculty are preparing for a variety of scenarios such as: How many students can safely work in a laboratory, given social-distancing guidelines and the tasks performed in a lab setting? In the Conservatory of Music, Dr. Hopper said faculty have discussed the possibility of producing a film for the opera production, and she is exploring some music that was sung by women in a WWII internment camp for the Women’s Chorale to attempt and study.

STUDENT RESPONSE:

THE TRANSITION TO ONLINE LEARNING

Wheaton is a residential liberal arts college committed to embodied experiences in a physical community, and the transition to online learning was heart-wrenching for many members of the class of 2020. Student Body Vice President Nat Lewis ’20 graduated with a major in English, and was especially moved by the gestures Dr. Nicole Mazzarella, associate professor of English, made for students completing the semester from a distance. As one example, Dr. Mazzarella took photographs of the English Department in Blanchard Hall and uploaded them to the class site online so students could retain a sense of physical place as they completed assignments online.

“She was amazing,” Lewis said. “She went above and beyond in anticipating the waves of emotion that came and were unpredictable. She exhibited an amount of care,

forethought, and perceptiveness in contributing to our experiences. Little examples of care were huge.”

Missing physical Commencement—online recognitions were broadcast on May 9 and 10—and other markers like moving out of campus housing and ending campus clubs and organizations for the year were bittersweet experiences.

“It is so sweet on one hand to be able to have experiences mimicking the closure of in-person ceremonies, but so painful on the other to close your laptop and be alone,” Lewis said. “There have been so many moments like that. Every student will be able to relate to that on some level, but seniors have been impacted specifically in a unique and encompassing way.”

Even in the midst of unexpected challenges and loss, Lewis noted that the support and encouragement from faculty and staff has been tangibly felt.

“People have been so encouraging and have offered a profound sense of support for our graduating class during this tough time,” Lewis said. “I’m seeing people utilizing their connections and thinking, ‘Who are the people in my life that may need any support I can offer?’”

As one example of this support, the Center for Vocation and Career (CVC) recently created a mentorship program called “Career Communities.” This program paired 30 young alumni volunteers to mentor 91 members of the class of 2020 moving forward.

“We wanted to give recent graduates the support and encouragement we knew they would need,” Director of the CVC Dee Pierce M.A. ’17 said. “Our alumni have always been so generous, and this situation was no different. The best way to stand out in a competitive market is by knowing someone in the organization. Helping our May 2020 graduates grow their connections through the Wheaton alumni network is just one way we can help them position themselves well for this challenging season.”

Beyond Career Communities, the CVC is also developing a program called “mySkills Project 2020,” designed to replace internship experiences many students lost or were never able to secure.

NEXT STEPS

Historically, Wheaton College has weathered storms such as the Civil War, the 1918 influenza pandemic, two World Wars, the Great Depression, the Vietnam War, the Korean War, and the Great Recession. In this season, the challenge is coronavirus.

“Part of the Lord’s provision is through the talented people he’s brought here,” Rynbrandt says. “There’s also this historical provision through similar crises. I’m reminded of how the Lord has been so faithful in providing for the College since 1860. There have been wars, other pandemics, and other economic crises. Through faithful leadership, the Lord continues to provide. I trust He will do the same for us.”



Learn more about Wheaton alumni on the front lines of COVID-19 response at wheaton.edu/covidstories.

Liberal Arts and the Lost Learning of Tools

How Christian liberal arts can help us find our way in a technological age

Words Martyn Wendell Jones '10
Photos Tony Hughes

During an economic downturn, it can seem difficult to make the case for the intrinsic value of a liberal arts education. Anyone who questions such an education is likely thinking in consequentialist, “cash-value” terms: Why study topics like history or philosophy when you can learn to code?

Technology presents the American imagination today with a sturdy escape rope from unemployment. If so many college dropouts can become billionaires by being good with computers, then certainly our children could consider poverty-proofing themselves by learning to do the same. If you want to study other things, too—well, isn’t there an app for that?

However, a Christian liberal arts education provides something even more valuable than preparation for a specific job, and that something must be plotted outside the “cash-value” grid. By integrating technology within their disciplines, Wheaton students are preparing not only for future careers in a technologically advanced society but also for a life of meaning and agency in that society.

GRAPPLING WITH FORM AND CONTENT

Technological development moves relentlessly for greater efficiencies, removing the amount of effort required to perform an action. The sort of learning that takes place at Wheaton, however, borrows not from the technologist’s family of metaphors (of progress and convenience), but—often—from the athlete’s: Students try to “keep up with”

their professors, “wrestle” with concepts and ideas, and “grapple” with difficult texts. A bit of resistance—and in many cases, a lot of inefficiency—can be essential to true understanding.

But, how do you make appropriate space for the intellectual “workout” of deep learning? This is the kind of question asked by Dr. Steven Park ’85, M.A. ’87, Wheaton’s Director of Academic and Scholarly Technology—and, coincidentally, a maritime historian.

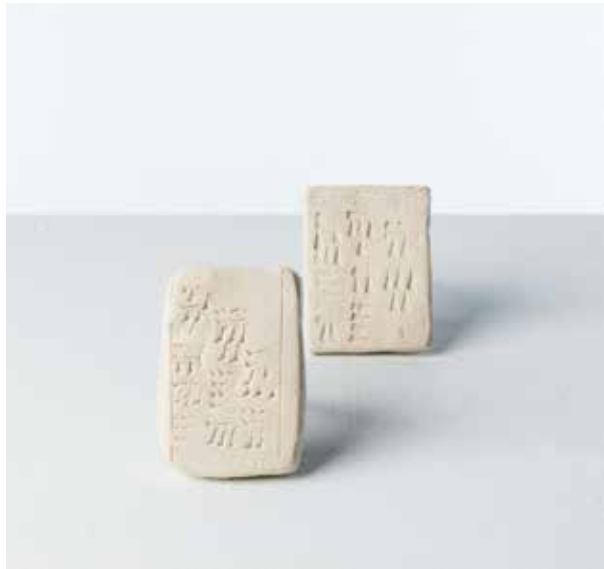
Part of Park’s work is instructional support, helping professors better engage their students in the classroom using iPads or the College’s learning management system—a key resource Park’s office provides the College. The system was instrumental in enabling a smooth transition to online instruction at the beginning of the COVID-19 pandemic.

Park also encourages faculty to innovate in their own classes using technology.

In his role as director, he helps to award Wheaton’s Academic Technology Grant, which makes up to \$30,000 available each year to the winning faculty member on the basis of a creative proposal for incorporating technology into the classroom—“doing things we’re not already doing,” Park said.

Associate Professor of English James Beitler ’02, M.A. ’04 and Associate Professor of English Richard Gibson were the recipients of the Academic Technology Grant for 2019-20. Beitler used the funds to support a unique module in his Christianity and Fantasy class. Partnering with





Wheaton classes encourage students to think about the relationships between form and content and between medium and message, and to distinguish between tools and devices. These cuneiform tablets (top), a letterpress chase with movable type (middle), and virtual reality headset (bottom) are just a few examples of technologies with which students engaged last semester.



Arcade V, a virtual reality (VR) lab located just off campus, Beitler assigned students to log three to six hours exploring at least two VR experiences, which they then analyzed in terms of how the VR story positions and persuades the user.

Beitler's approach to literature and communication emphasizes rhetorical elements, considering questions of genre, formal differences between media- and text-based genres, and the way in which texts "position" the reader: "Who are they asking us to be, and to become? What character am I being asked to inhabit?" he said.

The formal character of media used to convey a given message is often designed to disappear into the content, but Beitler invokes the mantra of famous media theorist Marshall McLuhan to emphasize how to understand media. "I think the notion that 'the medium is the message' is foundational. The forms we use are connected to the content, and that is true whether you're talking about what's happening on a screen or on the page," Beitler said. "I try to help my students think about that relationship between form and content in all my classes, about how what we say is so dependent on how it's conveyed."

Students in Beitler's class found the VR experience eye-opening—and disarming. "Virtual reality is completely unlike anything I have ever done," Rachel Hand '20 said. Though the Wheaton Improv performer is no stranger to inhabiting roles, the totalizing experience of VR caught her off guard. "The level of embodiment and emotional investment you get in VR is something I have never gotten from a book, a movie, or acting . . . you're experiencing the story as you."

For Hannah Bowman '21, the intellectual significance of VR lay in the way it pushed her "to think more specifically about how to criticize it." She found herself "adjusting [her] critical mechanisms" and reconsidering her ideas about the nature of criticism in order to better understand how to analyze and assess her experience.

The form and presentation of a VR story can sometimes give it the character of a "technotext"—defined as a literary work that brings its own material embodiment into focus as an essential part of its imaginative world—as in a poem made by cutting out most of the text on a page from

a novel, leaving a handful of words scattered between the holes. This creates "traffic" between the physical object or medium of expression and its textual content, Beitler's English department colleague and fellow grant recipient Gibson said.

Dr. Gibson and art professor Jeremy Botts co-teach a course dedicated to the study and exploration of technotexts. Their syllabus is, in part, a capsule history of the technology of reading itself: it begins by considering the relationship between word and voice to different forms of "the book," and concludes with a unit on digital technologies. In Gibson and Botts's course, students come to realize that every text can to some degree be considered a "technotext," because even a medium designed to "get out of the way" of its content exerts a definitive influence on that content—not just unusually made books or immersive virtual reality experiences.

At each step in the course, students don't only study the nature of these media, but they themselves become makers, taking up techniques from cuneiform imprinting in clay to letterpress printing to sophisticated multimedia digital storytelling. One of the overarching purposes of the course is to explore the qualities of language, writing, and communication that students normally take for granted, making what is normally invisible visible to them. Botts, the son of a calligrapher, helps students begin to see the invisible side of communication—revealing the "technotextual" element present in all texts—by guiding them through exercises involving letter-forming with a variety of tools.

"Students remember it!" he said, and through their own processes of creation come to recognize the origin of the shapes and forms of letters in the tools used to make them. Botts helps to gently channel creativity with guiding questions: "What's the transformational potential of any material around you? Could it be holy?" he asked. Because so many key technological advances that Botts and Gibson teach about in the course came through the propagation of Scripture, the sacred potential of materials is often at play in the students' practical exercises as well.

Technotexts serve the heuristic function of helping students to realize how much they take for granted—and don't even see—in their experiences of technologically mediated life. Professor of Communication Read Schuchardt helps his students to unlock this invisible dimension by framing media and technology in terms of environments and ecology. Schuchardt describes his highly interdisciplinary field as "the study of technology's unintended consequences," which involves "a consideration of whether [those consequences] are helpful or harmful to the individual, the community, the society at large, or the world in general."

While "an engineer can make a better smartphone," Schuchardt wrote in an email, "a media ecologist would help you understand how the smartphone rewrites the entire perceptual code of the entire planet." The technological regime of the smartphone promises freedom from toil, but fosters dependence on time- and labor-saving

devices, generating new kinds of servitude. These are some of the hidden consequences of rapid advances in communications technologies that Schuchardt helps his students to see—and, in some cases, to thoughtfully and selectively resist.

Though he hopes to open students' eyes to the stakes of our culture's technological reframing, Schuchardt's ultimate counsel is against giving up hope: "In a world where social media and the devices themselves have been weaponized against the user, about the only rebuttal the user can make is to idealize their despair, which seems to comprise a large percentage of social media posts." But if students instead combine an understanding of the true nature of their situation with the knowledge of the Resurrection, they can "push beyond a sort of curated optimism into actual realistic hope."

TOOLS AND THEIR USES

To reclaim hope under current technological conditions is to reclaim individual agency. Wheaton's HoneyRock staff understand that restoring a sense of agency often means renegotiating our relationship with our devices—which in turn may require being apart from them for a while.

Rachael Botting '14, M.A. '15, and Charlie Goeke '08, M.A. '13, oversee the Wheaton Passage and Vanguard Gap Year programs at HoneyRock, respectively. A technology fast is a key part of both programs, aligning with HoneyRock's guiding principle as "a place apart."

"A place apart" is about being a place that is physically, relationally, and personally separated," Goeke said. The idea is drawn from God's use of wilderness settings in Scripture to draw people out of their permanent homes in order to change their lives. Today, the principle is virtually shorthand for the camp's restrictions on the use of technology.

Botting said that in follow-up surveys, Wheaton Passage participants consistently rate HoneyRock's "technology-free atmosphere" as the most impactful part of the program. Many students "don't know that there is a better option" than the constant pursuit of the easy pleasures of their phones when they arrive at HoneyRock, Botting said, and part of their job—following Christian cultural commentator and author Andy Crouch—is presenting "a reasonable alternative" to that pattern of life.

Crouch's work also provides a distinction between tools and devices, which HoneyRock staffers find useful as a way to spur student reflection. Where tools serve a specific functional purpose, "devices take away work, and do things for you," he said, "[they] make things easier."

By contrast, tools—and "instruments," as Crouch will describe devices that have been brought back under our control—are one of humankind's calling cards: from cuneiform and the abacus to Javascript and cloud-based servers, tools are the medium of work. One of the lessons Wheaton students learn through HoneyRock's "reasonable alternative" and their larger programs of study is to resist the temptations of the ambient, numbing pleasures

of their devices, and to see them instead as tools that can be used to specific ends.

Technological tools may require special training and skills in order to be used at all, but the training comes easily to digital natives who know what they need to learn, noted Dee Pierce M.A. '17, Director of the Center for Vocation and Career (CVC). A Wheaton education positions students to use their resources to fill in their knowledge gaps. Dr. Park's office makes LinkedIn Learning available to Wheaton students for free, and Pierce recommended a program of self-study through resources such as LinkedIn Learning for students interested in developing the hard skills needed for their desired careers.

However, the most valuable part of Wheaton's education remains its liberal arts focus, which Pierce said provides a foundation in the aptitudes that will only become more essential the more tech-dependent the global economy becomes. Vocational dexterity, a broadly critical perspective, and the application of a Christian moral framework are all components of a Wheaton College education, which provides students with an inherently creative and flexible approach to their quickly changing fields.

Wheaton's computer science program provides an example of a highly technical field being taught in a liberal arts context. "Computer science is all about the logic of problem-solving, about the creativity of crafting things with software, and about making tools to improve people's lives," professor Thomas VanDrunen wrote in an email. "It is inherently interdisciplinary since every area of study these days has computational aspects." One example is medicine: VanDrunen wrote that a 2012 CompSci graduate is doing a Ph.D. in computer science focusing on the use of machine learning for medical diagnoses—a project she is undertaking as a break from medical school.

A skeptic of the liberal arts might question the merit of studying other disciplines along with computer science, but VanDrunen's experience with his students suggests that Wheaton's CompSci grads are as well prepared for future jobs as any of their future colleagues: all of the CompSci majors in the Class of 2019 reported working in the field within six months of graduation, with two of them employed at Amazon. The foundation in the field of computer science enhanced by building blocks of other disciplines is what enables students "to self-train for a sustained career" instead of narrow training that "becomes obsolete as soon as the technology does."

Art and communication professor Joonhee Park takes an integrative and holistic approach to his discipline as well, integrating the technicalities of contemporary film production with a foundation in storytelling. Much of his work consists of opening his students' imaginations beyond the categories that Hollywood has given them. "My definition of a good movie is asking good questions—to leave room [for the audience] to interpret in their own way, and to interpret their own experiences. They can find their own answers," he said.

Some research programs require narrow technical expertise as well as the ability to ask good questions. Daniel

Master, Professor of Archeology, is overseeing an initiative that could fundamentally change his field through the use of cutting-edge technology—and Wheaton students have been directing its implementation.

The project involves the use of a Light Detection and Ranging (LiDAR) "puck," which uses light to capture an extremely intricate impression of a surface with millions of points of data. LiDAR has been used in archeological settings in the past—for instance, to map jungle ruins obscured by thick vegetation—but Master's work at a biblical dig site called Tel Shimron provides the perfect context for developing a novel use of the tool.

Master collaborated with Wheaton's engineering department to determine if successive LiDAR scans of the Tel Shimron dig from one day to another could be layered on top of one another, making it possible to subtract a later day's three-dimensional impression of the site from an earlier day's impression. This would provide "an extremely accurate, rich picture of what it is we actually did" at the site each day.

Much of the technical work on the LiDAR project so far has been performed by Wheaton students from several majors, who were tasked with developing from the ground up every hardware and software system that would enable the LiDAR device to be used. Importantly, there was no existing user base or community to consult for guidance. "We didn't have any experience to draw on except a user manual, a LiDAR sensor, and the internet," Rachel Barron '21 wrote in an email. After working as team manager during the 2018-19 academic year, the physics major took the lead on the project for 2019-20 with a team of both students and faculty. With fellow student McKenzie Blank '21, she also directed the first stage of implementation on-site at Tel Shimron during the summer of 2019.

During that summer, Barron focused on developing an algorithm "to return the differences between [the] dense point clouds" of two successive LiDAR scans. This past academic year, the team has prioritized developing the ability to track the movement of the sensor during its scans, which could increase the accuracy of surface data.

Barron describes her physics background as valuable for the problem-solving she has been required to do, but notes that her exposure to other disciplines through her Wheaton classes is what made it possible to bring her training into productive dialogue and engagement with her collaborators. She wrote, "There really is no way to talk about what I learned from this technical project and not touch a liberal arts influence." Interdisciplinary collaboration has been essential, with researchers from physics, engineering, computer science, archaeology, and geology working together, each with a different way of understanding problems and determining approaches. In the summer of 2019, for example, Barron prioritized implementing an inertial measurement unit to improve the accuracy of their LiDAR data, but Blank, her colleague with an engineering background, advocated for using reference points that could be found in the data after collection instead. In the end, the team collaborated on both approaches to improve the



accuracy of their data. She anticipates carrying the skills she has learned while working with LiDAR into cybersecurity, a field to which she felt called during her work on the project—a virtuosic pivot from one technically demanding field to another, as her education has prepared her to do.

In some ways, Barron's work with LiDAR represents an apex liberal arts experience: It requires a working knowledge of numerous fields and methodologies, technical sophistication, and robust "success skills"—such as knowing how to write a clear paragraph or knowing how to ask good questions in a conversation. Such skills are a particular strength of Wheaton alumni.

Perhaps the closest we can come to identifying the value of a Christian liberal arts education beyond its "cash value" is to highlight Barron's sense of her own goals, skills, and future: An intensely challenging project led her to develop technical abilities she can use in a field that she has not specifically prepared for, but feels ready to pursue. It is important to train people for future jobs, and for Christian liberal arts institutions in a time of increasing technological dependence, it is important to produce people who make their own way with a variety of tools—in short, to produce people who are free.

Dr. Master and students from a variety of majors developed and implemented a novel use for Light Detection and Ranging (LiDAR) technology to support the Tel Shimron dig. Pictured is the Velodyne Puck LiDAR sensor.

Alumni News

48
Alumni of the Year

52
Alumni Profiles

56
Board Report

58
Class Notes

68
A Word with Alumni

69
Benediction



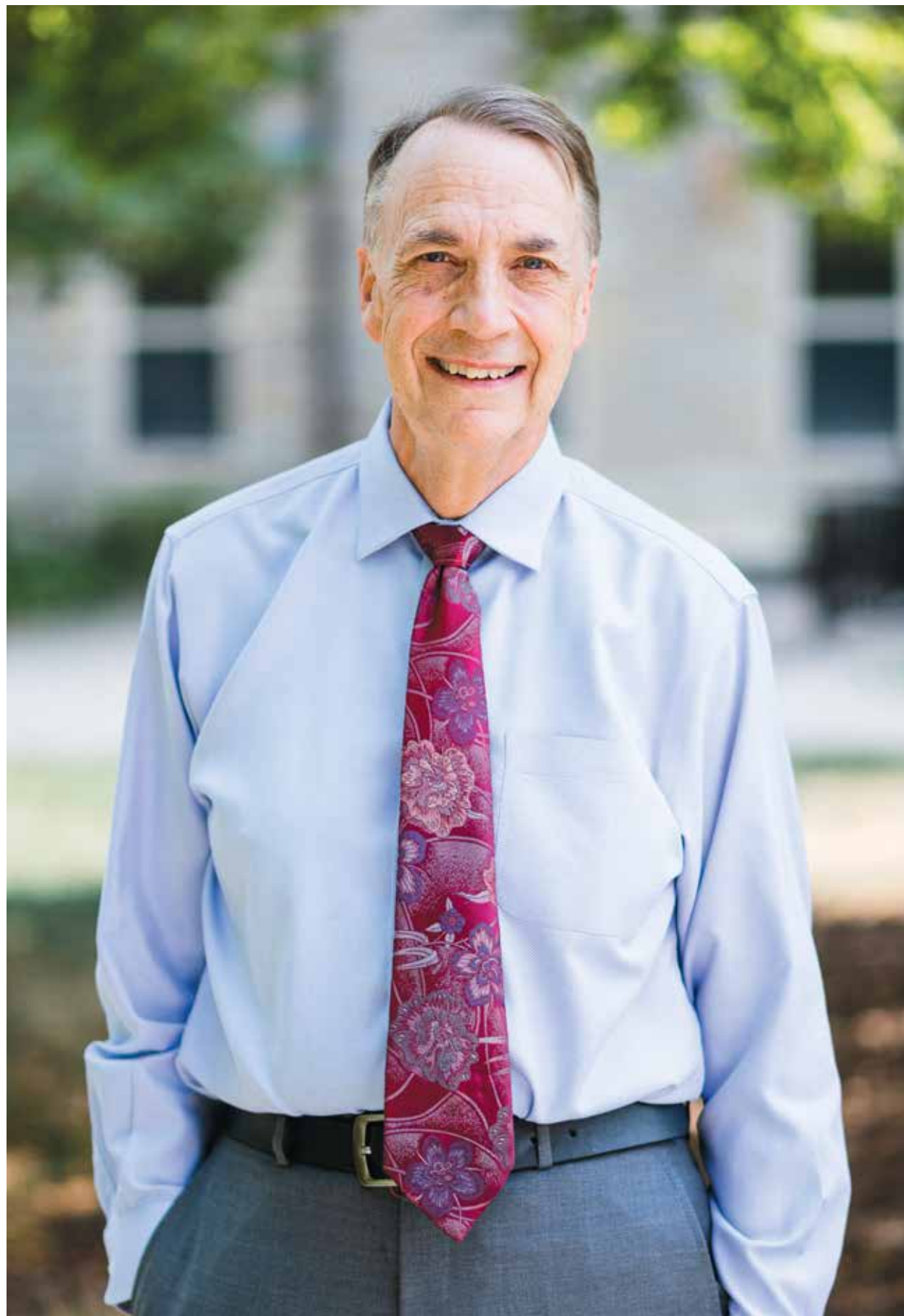
A Wheaton Renaissance Man

For his years of extraordinary service to the College—with interdisciplinary work across multiple departments—Dr. Gary N. Larson M.A. '83 is the recipient of the 2020 Distinguished Service to Alma Mater Award from the Wheaton College Alumni Association

Words Ciera Horton McElroy '17
Photos Tony Hughes

Dr. Gary N. Larson M.A. '83 has served Wheaton College in nearly every capacity: as a student, faculty member, dean, administrator, parent, and donor. "Wheaton has been my professional home for the entirety of my academic career," said Larson. "It's been my complete community."

This year, he is retiring from his role as the Director of Institutional Research and Academic Support in the Office of the Provost. He has served the school for 36 years, filling a myriad of central roles, from Dean of Humanities and Theological Studies to supervisor of Computing Services. "He's probably held more different roles at Wheaton than anyone in the history of the College," said President Dr. Philip Ryken '88. In his most recent position, Larson oversaw the statistical analysis and assessment of Wheaton's programs. In 2014, Larson worked with the Higher Learning Commission to ensure Wheaton's full accreditation



“Gary had a very large hand in every good that happened while I was provost. . . . And yet he never wanted the credit for it. He is one of the most genuinely and profoundly humble people I’ve ever met.”

through 2024 by writing evaluations and preparing for the campus visit. He also managed the budget of the largest division at the College and oversaw the Office of the Registrar.

“Gary had a very large hand in every good that happened while I was provost,” said Dr. Stan Jones, former provost. “And yet he never wanted the credit for it. He is one of the most genuinely and profoundly humble people I’ve ever met.”

Larson attended the University of Minnesota for his undergraduate degree before graduating from St. Paul Bible College (now called Crown College). He first discovered Wheaton while traveling across the country with Sound Alliance, a singing group with the international youth ministry of the Christian & Missionary Alliance. While in Wheaton for a week of concerts and conference sessions, Larson stayed with a faculty member who persuaded him to give higher education a try. At the end of his tour, Larson applied for the graduate program. While still a graduate student, Larson taught courses as a “faculty fellow” in Hebrew, Minor Prophets, Public Speaking, and Old Testament Criticism. He also found himself as the assistant debate coach. Later, as head coach, one of his TAs was none other than a young Philip Ryken.

“I’ve known Gary since I was in high school,” said Ryken. “Gary flat out is one of, if not *the* smartest person on Wheaton’s campus. He is tremendously versatile with his knowledge of theology, mathematics, higher education, ministry, athletics. You just won’t find that many topics that Gary is not able to converse about intelligently.”

In 1993, Larson graduated with a doctorate of computational linguistics from the University of Chicago. Though his expertise was in language, Larson showed adroit skills in a wide range of disciplines and ultimately taught classes across eight different departments. Given these interdisciplinary skills, Stan Jones appointed Larson to be the first coordinator for the newly-funded and revised Faith and Learning program.

“He has a Ph.D., a Master’s in Biblical Studies from Wheaton, won the Outstanding Student Award in Old Testament when he was at Wheaton, has multidisciplinary knowledge, and is very theologically literate,” said Jones. It’s this pure embodiment of the liberal arts that sets Larson apart: both former Provost Margaret Diddams and

former Provost Stan Jones independently called Larson a “Renaissance Man.”

Larson was so successful at coordinating the Faith and Learning program that he became the interim Dean of Humanities and Theological Studies.

In addition to his expertise as a teacher and administrator, Larson has also earned a reputation for his technological abilities. He developed the software customarily used by collegiate debate teams all across the country. Dr. Ryken recalls one time Larson had to step out of a meeting because he was casually running Harvard University’s national debate tournament in the background.

Diddams credits Larson with helping her navigate the first few years on the job. “I like to joke that I knew how to be a provost, I just didn’t know how to be a provost at Wheaton College,” said Diddams. “Gary was the one who really helped me to make that transition. . . . He really helped me think systematically about Wheaton College. . . . I pretty much talked to Gary two, three, four times a day. Gary was my master sergeant...He was my right-hand person. Really, to this day, he was a lot of my guiding star.”

In reflecting on his alma mater and “professional home,” Larson remembers of the prayerfulness among the college’s leadership. He has been moved by the prayerful spirit on campus, even at times when there was tension or when emotions ran high.

When Larson isn’t running statistical analyses for Wheaton or coordinating debate tournaments for the Ivy Leagues, he can often be found foraging for wild fruit outdoors. Both Larson and his wife Beth—a beloved family practice physician in the community—are avid outdoors-people. Every summer, they can approximately 300 jars of jelly, jam, and preserves picked from wild local fruits, including berries picked on Wheaton’s campus. Larson gifts many of these jars to the Wheaton community. Every new faculty member in recent years has received homemade jams from the Larsons’ kitchen as a Midwestern gesture of hospitality. Together, Larson and Beth have two children: Jonathan, who works in computer security, and Jeff, a medical missionary in the Philippines.

“Gary lives out our motto, For Christ and His Kingdom, not just on campus but in his overall commitment to the work of the Gospel,” said Dr. Ryken. “And that’s reflected in his leadership.”



Eating in Living Color

Jennifer Adams Anderson ’04 educates families on how to eat nutritiously on a budget

Words
Ciera Horton McElroy ’17

Photo
Tony Hughes

Feeding kids is hard. Feeding kids while struggling to pay bills? Even harder.

Jennifer (Adams) Anderson ’04 is dedicated to empowering and educating families about nutrition on any budget. After completing the Wheaton Human Needs and Global Resources program—when she studied poverty in India—Anderson worked at a food bank in Illinois. While there, she encountered children who had never seen a baby carrot, children who were scared of broccoli because it was completely foreign. “I saw how much nutrition played a role in poverty and keeping people in poverty long term,” said Anderson. “Hungry kids can’t learn.”

Now, as a registered dietitian with a master’s degree from Johns Hopkins School of Public Health, Jennifer runs the wildly popular Kids Eat In Color movement through her blog and Instagram. Her goal is to help parents get their kids to eat veggies and reduce mealtime stress. With nearly one million followers, Anderson is a cheerleader for everyday

families. She helps parents feel confident about serving colorful meals to their kids, ending food battles, and recognizing unhelpful aspects of diet culture.

“When we participate in these diet movements, we are often hating our bodies and focusing on weight,” said Anderson. “Parents talking about weight in front of kids can increase their risk of developing eating disorders.”

Whether this looks like disordered eating or routine weight loss fads, children learn from their parents’ examples. “How do we have a lifestyle that shows our kids what balance and moderation looks like without giving them the baggage of moral judgment on food?” asked Anderson. It begins with parents serving their kids a variety of foods without making some “bad” and others “good.” Some of her most popular posts focus on rethinking “kids” food and learning to talk about what foods do in your body.

For meal guides and tips for feeding kids, follow along with Jennifer Anderson at @kids.eat.in.color.



The Michigan Mechanic Ministry

Bud '59 and Elaine Wakefield McCalla '60 have transformed lives through teaching, hospitality, and cars

Words
Joshua Little '12

Photo
Tony Hughes

“Do you need a car?”
“Do you need an oil change?”

Those are two questions that Bud McCalla '59 and his wife Elaine '60 might ask when you meet them.

As a second career to teaching, Bud has been fixing cars, giving them to people in need, and teaching people how to drive for nearly 30 years. He estimates he has taught more than 100 people to drive, given away nearly 600 cars, and provided more than 1,000 tune-ups.

Bud started this ministry of helping tune-up and give away cars at a local crisis pregnancy center's car donation program, and it grew from there. He has since helped countless others: members of his church, missionary families, students, and anyone who has a need.

“God has been so great to me; I want to help other people in service for him,” Bud shared. “It’s my worship to God, really.”

Bud and Elaine are partners in this ministry. Both had careers in teaching and majored in mathematics at Wheaton before completing master’s degrees in mathematics education degrees at Northwestern University through the National Science Foundation. Bud also completed a master’s in education science

from Eastern Michigan University. From there, they started teaching and even served as missionaries in Japan during a two-year teaching sabbatical.

They continue to use their gifts to serve anyone in need in the Detroit suburb area, including Japanese judges sent by the Supreme Court of Japan for a one-year study of Detroit’s courts and jury system. Since 1986, they have hosted a new judge every year, helped them with cars, and gone on sightseeing trips.

“When you work on cars, you end up moving people as well,” said Bud.

“Last year, we had a lady stay with us who needed her car fixed so she could get to work,” Elaine said. “While Bud was fixing her car, we read Scripture together, and she came to know the Lord.” She was one of many people who have known the family’s hospitality over the years.

Bud and Elaine are fixtures of the Wheaton alumni community, and not only because Bud was involved in a scheme to fly the infamous senior bench in a helicopter over the Wheaton football field during a homecoming game. They sent three children through Wheaton College, and now a grandson. “I just gave his car a tune-up, in fact,” said Bud. “Do you need a tune-up?”

Wheaton College Alumni Association 2019-20 Annual Report

Each year the Alumni Association’s Board of Directors awards financial and nonfinancial grants and awards to faculty, students, and alumni. Funds for these grants flow from the annual Wheaton Fund, which also supports every faculty member’s salary and every student’s academic program.

Faculty Awards

ALUMNI FACULTY GRANTS
AWARDED FOR 2020-21

Dr. James Beitler ’02, M.A. ’04
English

Dr. M. Daniel Carroll R.
Biblical & Theological Studies

Ms. Sara Vroom Fick M.A. ’13
Education

Ms. Julie Newberry
Biblical & Theological Studies

Dr. Carlos Sosa Siliezar
Biblical & Theological Studies

Ms. Rose Wang M.A. ’01
Foreign Language

Science Division Block Grant for
Faculty/Student Summer Research

JUNIOR ALUMNI FACULTY
GRANTS AWARDED FOR 2019-20

Dr. Aubrey Buster ’09, M.A. ’11
Biblical & Theological Studies

Dr. Nathan Cartagena
Philosophy

Dr. Michael Lee
Evangelism & Leadership

Dr. Timothy Taylor
Politics & International Relations

FACULTY MISSIONS
PROJECT 2019-20

Dr. Thomas Hueber ’82
Uganda
Conservatory

Dr. Alan Seaman
Colombia
Applied Linguistics &
International Education

Alumni Awards

DISTINGUISHED SERVICE
AWARDS 2019-20

Rodney K. Sisco ’84 (1962-2018)
For Distinguished Service
to Alma Mater

Philip Yancey M.A. ’72
For Distinguished Service to Society

Student Awards

JUNIORS AWARDED
SCHOLARSHIPS FOR THEIR
SENIOR YEAR

Kaitlin Armstrong ’21
Interdisciplinary Studies


Anna Cole ’21
Music and International Relations

Emily Ding ’21
Anthropology

Anna Mason ’21
International Relations

Stephen McKay ’21
Physics and Mathematics

Lyndi Tsering ’21
International Relations and Chinese

 **Send us your
nominations for Alumni
Board members.**

All alumni are invited to suggest qualified candidates for the Alumni Board of Directors by submitting an online form to the nominating committee. The committee will take into account class year, vocation, gender, ethnicity, and demonstrated commitment to Wheaton. Job description and nomination forms can be obtained and submitted online at alumni.wheaton.edu.



A Word with Alumni

*Cindra Stackhouse Taetzsch '82
Senior Director for Vocation and Alumni Engagement
Executive Director, Wheaton College Alumni Association*

Jesus said, “Do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own.” (Matt. 6:34 NIV). I’m not usually a worrier, but this passage is hard for me right now. One of my daughters has COVID-19, so I struggle with not worrying about tomorrow, next week, next month, and next year. Worry bubbles up when I talk with alumni and friends serving on the front lines of healthcare or suffering from insidious racism and sexism. After reading the news, instead of feeling empowered and energized, I usually just feel sad and tired. And worried.

In *The 7 Habits of Highly Effective People*, Stephen Covey postulates that ineffective people focus energy on their circle of concern, or things they can do nothing about (sounds a lot like worrying about tomorrow!). Effective people, according to Covey, focus on their circle of influence and on things they can do something about.

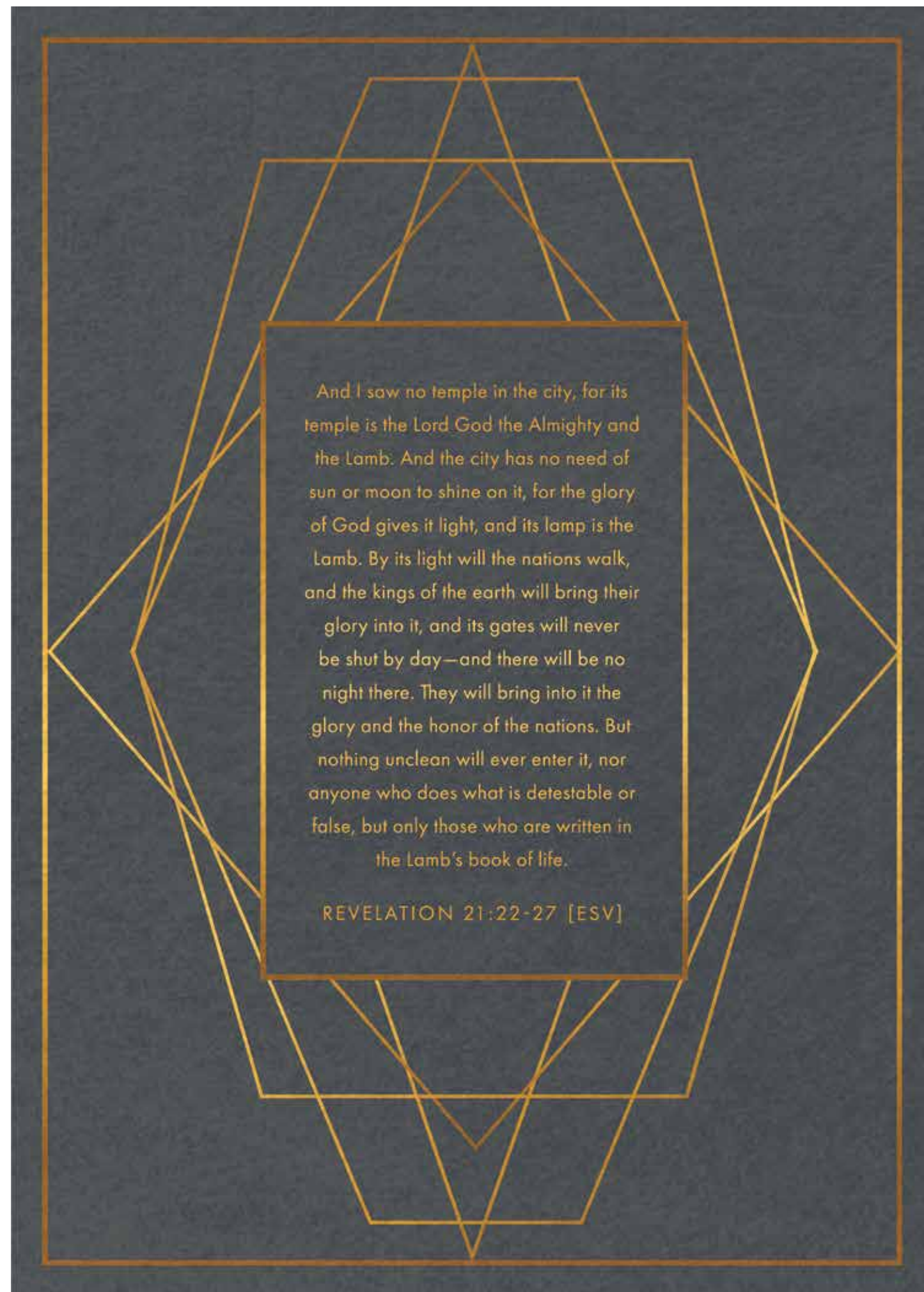
What are some practical ways we can be more effective, and more faithfully heed Jesus’s invitation not to worry?

Most of us could use a little encouragement right now. Try scouring Instagram, Facebook, and LinkedIn for your classmates. Send a note, pick up the phone, or shoot your fellow Wheaties an email or text. Pray for your fellow alumni who have been hit hard by the pandemic, or are on the front lines of healthcare or public policy, or are using their voices to strive for racial justice.

As Dr. Ryken said in the President’s Perspective, we are committed to sustaining and defending Wheaton’s mission. Gifted faculty and staff worked tirelessly all summer on a plan to welcome students back this fall. The challenges of this school year won’t be easy, so I invite you, our alumni family, to pray for us and give as generously as you can so that our beloved alma mater stays strong.

We want to support you, too: how can the Alumni team and Alumni Association Board of Directors pray for you today? Send your prayer requests to alumni@wheaton.edu and we will pray for you by name. Friends, it would be our privilege to come alongside you in this way.

Vice President for Advancement, Vocation, and Alumni Engagement Dr. Kirk D. Farney M.A. '98 **Senior Director for Vocation and Alumni Engagement** Cindra Stackhouse Taetzsch '82 **Alumni Association** Dr. Beverly Liefeld Hancock '84 **President-Elect** Eric B. Fowler '81 **Past President** Renae Schauer Smith '91 **Executive Director** Cindra Stackhouse Taetzsch '82 **Alumni Trustee Representatives** Beverly Liefeld Hancock '84, Eric B. Fowler '81, Renae Schauer Smith '91 **Board of Directors Serving through 2021** Austin Chu '18, Bruce Gin '83, Jeffrey Golz '89 **Board of Directors Serving through 2022** Bryan Eklund '89, M.A. '14, Manette Galvan Turner '92, M.A. '98, Christopher Peterson '93 **Board of Directors Serving through 2023** Kari Shook Anderson '91, Dr. Elisabeth Verseput Jones '08, Rebecca Gray Jordan '88, Jeffrey Shafer '96 **Board of Directors Serving through 2024** Barbara Bates Alexander '77, Mary Ashley Miller '69, Leigh Naraine Pylman '08, James Wilkes '79, Jerard Woods '12



And I saw no temple in the city, for its temple is the Lord God the Almighty and the Lamb. And the city has no need of sun or moon to shine on it, for the glory of God gives it light, and its lamp is the Lamb. By its light will the nations walk, and the kings of the earth will bring their glory into it, and its gates will never be shut by day—and there will be no night there. They will bring into it the glory and the honor of the nations. But nothing unclean will ever enter it, nor anyone who does what is detestable or false, but only those who are written in the Lamb’s book of life.

REVELATION 21:22-27 [ESV]



WHEATON
COLLEGE

For Christ & His Kingdom

Marketing Communications
501 College Avenue
Wheaton, Illinois 60187

NON PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
CAROL STREAM, IL
PERMIT NO. 122

*“We sustain and defend the mission of our beloved
Wheaton College...ready to respond to any and every
crisis by trusting in Christ and offering his healing,
reconciling hope to the world.”*