

# WHEATON

VOLUME 27 | ISSUE 1 | WINTER 2024



Alumni in Technology

History of Technology at Wheaton

AI and the Liberal Arts





# WHEATON MAGAZINE

## VOLUME 27, ISSUE 1, WINTER 2024

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### ***On the Cover***

Thousands of cables transmit information from every connected device through a datacenter.

*Photo by Tony Hughes*





## A Weapon, a Toy, or a Tool?

*Dr. Philip Graham Ryken '88  
President*

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**A**s we crowded in for a closer look, the rabbi's learned finger traced the line of a groove in the gas chamber's rusting doorframe.

It was mid-July, and we were visiting Majdanek, the infamous Nazi concentration camp on the outskirts of Lublin, Poland. The trip was hosted by the Jewish Federation of Metropolitan Chicago for Catholic, Protestant, and Evangelical church leaders, with the purpose of gaining a more complete, more empathetic understanding of the Jewish experience in Poland before, during, and after the Holocaust.

At Majdanek we followed the path that prisoners took upon arrival: into a wooden building marked *Desinfektion*, through the room where they were stripped of their clothing, into a larger space with freezing and scalding showers, past the selection room where new arrivals were sent either to hard labor or to certain death, and then on to the metal door of the gas chamber.

Rabbi Poupko showed us the groove in the doorframe as an artifact of sophisticated technology. For the gas chamber to fulfill its deadly purpose, its door needed to be sealed completely shut. Hence the carefully articulated groove.

Outside the gas chamber we saw further evidence of

German engineering: a door bolted from the outside, clearly imprinted with the manufacturer's mark.

What we witnessed was one of many tangible indicators of widescale complicity in Nazi atrocities, including the work of designers and technicians. It was also a reminder of the destructive and dehumanizing power of technology when it becomes an implement of our depravity.

My thoughts at Majdanek that day returned to a spirited discussion with faculty colleagues in an Advanced Faith and Learning Seminar more than a decade ago, in which media ecologist Dr. Read Schuchardt made the provocative claim that all human technologies are weapons, toys, or tools.

If Dr. Schuchardt is correct—as most of us conceded—then technology always demands moral accountability. Will we use our minds and hands to create something useful, playful, or destructive?

Because of its versatility, artificial intelligence falls into all three categories. As we explore its possibilities in the liberal arts classroom and other places across our Christ-centered campus, we are preparing our students to make daily decisions of profound consequence—decisions about new technologies that demand moral wisdom under the Lordship of Jesus Christ. ●





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# News & Profiles

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## Campus News

### Historical Review Task Force Report Issued in September

On September 14, the Wheaton College Board of Trustees issued to the College community the final report of the Historical Review Task Force. The Board had commissioned the team of trustees, faculty, staff, students, and alumni to study the College's history from 1860 to 2000 regarding race. The Task Force worked to develop a more unified understanding about the history of race relations at Wheaton, document its impact on present realities, and determine—in view of the supremacy of Jesus Christ—what aspects of this history need to be celebrated more intentionally, lamented more deeply, or repented of more specifically. The College has already engaged with the report through campus town halls, a student conversation co-hosted with Student Government, a faculty forum, a question-and-answer time for alumni during Homecoming Weekend, and a symposium. The College will continue interacting with and learning from the report in coming months.



Read the full report at [wheaton.edu/HRTF](http://wheaton.edu/HRTF)

### Matthew Erickson '95 New Executive Director of HoneyRock

In October, Matthew Erickson '95 began his role as the sixth executive director of the HoneyRock Center for Leadership Development since its founding in 1951. Prior to this role, Erickson was chief revenue officer with the software company LeadVenture and has served on the HoneyRock Advisory Board for six years. Erickson succeeds Dr. Rob Ribbe '87, who served as HoneyRock's executive director since August 2000. Ribbe stepped into new roles as the director of academic programs at HoneyRock and associate professor of outdoor adventure leadership.

### HoneyRock Receives Lilly Endowment Grant, Funding Rhythms of Faith Project

A \$1.25M grant from Lilly Endowment's Christian Parenting and Caregiving Initiative will support the Rhythms of Faith project led by the HoneyRock Center for Leadership Development. Engaging more than 25 camps, 500 congregations, and 10,000 families, the project aims to create and refine strategies for family faith formation that will be shared through coursework, graduate education, and consulting resources.

### Andrew Cook Named Executive Director of Billy Graham Center

Wheaton College announced the appointment of Andrew Cook to serve as executive director of the Wheaton College Billy Graham Center. The WCBGC was founded by Reverend Billy Graham '43 to develop and mobilize Christ-followers for individual and corporate witness. It now features nine institutes led by a wide range of experts. Cook most recently acted as the center's interim executive director. He additionally serves as the North American co-director for the Lausanne Movement, leads Wheaton's Evangelism Leaders Fellowship, and chairs the Wheaton Evangelism Group.

### Wheaton College Hosts Symposium on Christ and Trauma

A symposium on how to serve people who have experienced trauma and abuse was held in Barrows Auditorium on September 11. The event featured panelists Rachael and Jacob Denhollander and Dr. Preston Hill. In 2016, Rachael, a former gymnast, became the first woman to press criminal charges and speak publicly against Larry Nassar, the USA Gymnastics team doctor at the time. She now works as an advocate, author, and educator recognized as a prominent voice on the subject of sexual abuse. Her husband, Jacob, is a theologian and author. Hill is an assistant professor of integrative theology at Richmond Graduate University. The event also included Wheaton faculty members who engaged the panelists in conversation: Dr. Vincent Bacote, Dr. Esau McCaulley, and Dr. Tammy Schultz.

## Department of Modern and Classical Languages Moves to McAlister Hall

This fall, the doors of McAlister Hall opened to students once again. Constructed in 1962, the building was left mostly unused after the Conservatory of Music made the move to the Armerding Center for Music & the Arts in 2017. McAlister now houses the Department of Modern and Classical Languages, with all faculty offices and the majority of language classes held in the building. Language classes were previously held in multiple location around campus, including the recently demolished Wyngarden Hall, the former home of the department.

## CSO Performance at Armerding

On November 17, as part of the Conservatory of Music's Artist Series, the Chicago Symphony Orchestra performed Stravinsky's *The Rite of Spring* and Leonidas Kavakos' rendition of Szymanowski's Second Violin Concerto. The concert was held at Edman Memorial Chapel and featured a pre-concert conversation in Armerding Concert Hall.

## 50 Years of Engineering

With its first cohort walking onto campus in 1972, Wheaton College's engineering program recently celebrated its 50th anniversary. The Department of Physics and Engineering offers both the 3-2 dual degree program and a new four-year liberal arts engineering degree that was announced in the fall of 2022. This past semester was the first time that enrolling students could choose to declare a four-year major in general engineering, with a concentration in mechanical engineering.

## Dining Hall Changes

The Bon Appetit Management Company implemented fresh changes to Anderson Commons, including a complete overhaul of the furniture and chairs in the dining hall to offer more comfort and seating option flexibility. Digital screens were added to display more readable menus and cut back on paper usage. Anderson Commons stations are no longer self-served in an effort to reduce food waste and promote healthy portions. In Lower Beamer, Sam's Cafe now serves coffee from I Have a Bean, a local roastery that employs formerly incarcerated individuals.

## Core Book

Daniel Nayeri's *Everything Sad Is Untrue* is the Wheaton College 2023–2024 Core Book of the year. As the first contemporary young adult work selected for the program, *Everything Sad Is Untrue* addresses crucial topics such as religious differences, human migration, and refugee crises while incorporating elements of Persian legend, family history, and spiritual autobiography. On October 23, Nayeri gave an on-campus talk on his book's thematic content in Armerding Concert Hall. The following night, Dr. Esau McCaulley, Associate Professor of New Testament, and author Beth Moore joined Nayeri for an on-campus public panel discussion exploring the process and power of spiritual autobiography.

## International Missionary Book Mailing

This Christmas, alumni missionary families serving in 51 countries outside the United States will receive the following gifts, thanks to publishers who donate books and the College's Board of Trustees, which provides funds for shipping costs.

- *Overcoming Apathy: Gospel Hope for Those Who Struggle to Care* by Uche Anizor (Crossway, 2022)
- *In the Morning When I Rise: Life-Giving Conversations with God* by Ronald A. Beers, Katherine J. Butler, and Amy Mason (Tyndale, 2020)
- *Ministers of a New Medium: Broadcasting Theology in the Radio Ministries of Fulton J. Sheen and Walter A. Maier* by Kirk D. Farney (IVP Academic, 2022)
- *The Biggest Story Coloring Book* illustrated by Don Clark, Caleb Faires (Crossway, 2023)
- *52 Weekly Devotions for Family Prayer* by Karen Whiting (Tyndale, 2021)
- *Art for God's Sake* by Philip Ryken (P&R, 2006)
- *Wheaton* magazine, Winter and Summer 2023 issues



Read more Wheaton stories at [wheaton.edu/news](https://wheaton.edu/news)

# #MyWheaton

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**1** The Rykens set sail with the Wheaton College Sailing Club during Mastodon March, by Alina Kovalev '22. **2** Ministry and Evangelism members paraded through campus with other students for Mastodon March, by Alina Kovalev '22. **3** Student leaders gather before welcoming incoming freshmen and transfers for orientation, by Maxine Jump. **4** A student learns about Wheaton's HNGR program at the Study Abroad Fair, by Alina Kovalev '22.



**5** Students celebrate the first day of classes while walking from Edman Chapel, by Eliana Chow '21. **6** Wheaton Crew enjoys the sunrise of an early morning row on the Fox River, by Christina Carper '24. **7** Thunder football players walk to an afternoon practice at McCully Stadium, by Alina Kovalev '22. **8** The Wheaton Cheer Squad with Tor the Mastodon, by Alina Kovalev '22. **9** Passage students canoe during their time at HoneyRock before fall semester, by Emma Carrington '26. **10** A class enjoys the sunny weather of A Quad on Blanchard Lawn, by Alina Kovalev '22.



## Heir of Athletics

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*Words*  
Abby Dorman '17

*Photo*  
Tony Hughes

Sam Elsen '25 may be a present-day star athlete on the Wheaton track and cross country teams, but his record-setting career was set in motion decades ago. The legacy goes back to Elsen's great-great-grandfather Ed Coray '23, who helped shape Wheaton athletics as a player, coach, and athletic director. Then came his great-grandfather, legendary athlete and wrestling coach Pete Willson '50. Since then, other relatives competed in wrestling, soccer, track and field, basketball, swimming, cross country, tennis, lacrosse, and crew, including Sam's father, Paul Elsen '97, who was a six-time All-American in wrestling and track and field.

"My dad was a formidable athlete, and I always wanted to be like him," Sam said.

Paul Elsen admires how his son has forged his own path



at Wheaton. “He could compete in several track and field events but has focused on the 3000-meter steeplechase,” Paul said. “His natural stamina, size, and strength are real advantages in this grueling race.”

In the 2023 season, Elsen ran a time of 8:58:12 in the steeplechase. It was enough to put his name on the record board—right above his dad’s standing record in the decathlon.

More than any achievement, running at Wheaton has shaped Sam spiritually and relationally. Some of his most rewarding moments have come in the form of conversations with teammates on training runs and relying on the Lord for strength in a demanding sport.

“It’s a gift that we get to run,” he said. “We’re using what we have to worship the Lord and loving each other as we do it.” ●

## 8:58.12

School record time run by Sam in men’s outdoor 3,000-meter steeplechase

## 2

All-CCIW men’s cross country competitions

## 2

CCIW Championships won in track & field in 2023



### Throwback: Laura Koontz Bowers '07

Laura Koontz Bowers '07 excelled for Wheaton on the soccer field and on the track. A two-time All-American on the soccer field, she helped lead the team to two national championships in 2004 and 2006. In track and field, she set a school record in the 400-meter dash and contributed to her team’s school record in the 4×400-meter relay. “Wheaton Athletics truly taught me to play for a greater purpose than myself or any achievements I could be awarded,” she said. “It is not about what I can do on the field, but what God can do through me.”





# Reinterpreting *Sanjo*

*Dr. Soh-Hyun Park Altino's violin tour brings traditional Korean folk art music to the contemporary stage.*

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Words

Grant Dutro '25

Photo

Nah Seungyull

**O**n September 25, the Wheaton College Conservatory of Music presented a concert featuring Dr. Soh-Hyun Park Altino, Associate Professor of Music (Violin), as part of the 2023–2024 Faculty Artist Series.

Altino performed a violin interpretation of *sanjo*, a style of Korean traditional folk art music. The concert was the first on her five-stop tour, followed by performances at George Washington University, the Cleveland Museum of Art, the University of Michigan, and the University of Washington, which all offer Korean studies programs. The tour was funded by the 2023 Korean Studies Grant of the Academy of Korean Studies and Wheaton College's Faculty Global Research Award.

*Sanjo* is a genre of Korean traditional folk art music for a solo melodic instrument, accompanied by an hourglass-shaped drum called *jangu*. Although *sanjo* is typically played using traditional Korean instruments, such as the zither *ajaeng* and the flute *taegŭm*, Altino opted to bring the genre alive through the violin. *Sanjo*, which literally means “scattered melodies,” consists of several movements of increasing

speed built on unique Korean rhythmic patterns called *changdan*. The solo instrument plays dramatic and expressive melodic phrases that draw from the inflections of spoken Korean.

Altino, who was born in Korea, came to the U.S. at age 16 to pursue further opportunities for her violin studies. Under the tutelage of renowned American violinist Donald Weilerstein, Altino received her bachelor's, master's, and doctor of musical arts degrees in violin performance from the Cleveland Institute of Music.

She entered the world of traditional Korean music while studying the *kugak* (traditional Korean music) elements of “*Sanjo for Violin and Piano* (1955),” a work by her maternal grandfather, acclaimed composer La Un-Yung. Being a Western-trained violinist, Altino began studying *kugak* and its musicians to interpret *ajaeng sanjo* for the violin. She also trained in the Kim Ilgu School of *Ajaeng Sanjo* with composer-performer Kim Ilgu.

In appreciation of her Korean heritage, Altino hoped to gain a deeper understanding of Korean traditional music and to give *sanjo* a wider audience through this tour. ●

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Left: Dr. Soh-Hyun Park Altino, Associate Professor of Music (Violin)

## Welcoming New Faculty



**L-R:** Dr. Kelly Vazquez, Assistant Professor of Engineering; Captain Joshua Love, Assistant Professor of Military Science; Dr. James Cornwell, Director of Research and Associate Professor of Psychology; Dr. Grant Flynn, Visiting Assistant Professor of New Testament; Dr. Joel Chopp, Visiting Assistant Professor of Theology; Dr. Kevin Valson Jacob, Assistant Professor of Physics; Dr. Meredith Sommars, Assistant Professor of Genetics.

**Not pictured:** Dr. Sulina Baek, Guest Lecturer, Flute; Ignacio del Rey, Guest Lecturer, Trombone; Matthew Grant, Guest Lecturer, Tuba and Euphonium; Elizabeth Kapitaniuk '17, Guest Lecturer, Clarinet; Timothy McDunn, Guest Lecturer, Music Theory and Composition; Dr. Crystal Rebone, Guest Lecturer, Jazz Ensemble; Martha Van Zee, Assistant Lecturer in Mathematics.



Read more about our faculty at [wheaton.edu/news](http://wheaton.edu/news)

PHOTO BY DIANA ROWAN

## Faculty Publications



### *Beauty Is Your Destiny*

Dr. Philip Graham Ryken '88,  
President of Wheaton College  
Crossway, 2023

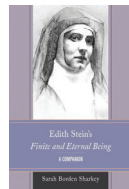
Adapted from Chapel messages given at Wheaton College, Ryken considers key components of Christian theology through the lens of beauty, describing how our longing for beauty “can only be satisfied in the face of Jesus Christ.”



### *Solitude*

Dr. Francisco Xavier Beteta,  
Assistant Professor of Music  
CD Baby, 2022

*Solitude* is a solo piano album featuring works by Chopin, Tchaikovsky, Ignacio Cervantes, Manuel Martinez-Sobral, and Cecile Chaminade, performed by Xavier Beteta.



### *Edith Stein's Finite and Eternal Being: A Companion*

Dr. Sarah Borden Sharkey,  
Professor of Philosophy  
Lexington Books, 2023

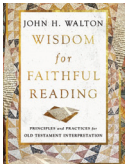
Due to the daunting nature of Edith Stein's *magnum opus*, which can be challenging to navigate, Borden Sharkey offers a guide to this great philosophical work.



### *Savoring Scripture: A Six-Step Guide to Studying the Bible*

Dr. Andrew Abernethy, Professor of Old Testament, Director of M.A. in Biblical Exegesis  
IVP Academic, 2023

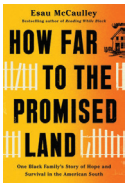
Drawing from his experience training students to study the Bible, Abernethy lays out six steps to help readers listen carefully to what God was saying to the original audience and what it means for us today.



***Wisdom for Faithful Reading: Principles and Practices for Old Testament Interpretation***

Dr. John H. Walton, Professor of Old Testament Emeritus  
InterVarsity Press, 2023

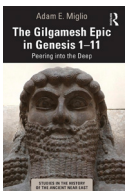
Through numerous examples within *Wisdom for Faithful Reading*, Walton equips Christians to read the Old Testament more knowledgeably, to pay attention to God's plans and purposes, to recognize valid interpretations, and to live the truth of Scripture more faithfully.



***How Far to the Promised Land: One Black Family's Story of Hope and Survival in the American South***

Dr. Esau McCaulley, Associate Professor of New Testament  
Convergent Books, 2023

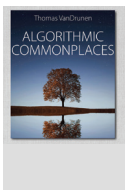
In this epic about being Black in America, McCaulley delves into his family's history as he questions narratives about poverty and upward mobility, giving voice to those typically written out of the American Dream.



***The Gilgamesh Epic in Genesis 1-11: Peering into the Deep***

Dr. Adam Miglio, Associate Professor of Archaeology,  
Director of M.A. in Old Testament Archaeology  
Routledge, 2023

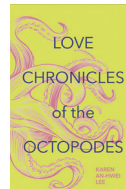
With broad appeal across religious studies, ancient history, and world literature, Miglio provides a substantive and accessible comparison of the Gilgamesh Epic and Genesis 1-11, investigating their humanistic themes of wisdom, power, and "the good life."



***Mathematics and Computer Science: Algorithmic Commonplaces (A Textbook for Data Structures and Algorithms)***

Dr. Thomas VanDrunen, Associate Professor of Computer Science  
Franklin, Beedle and Associates, 2023

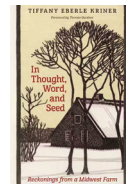
This textbook focuses on the key commonplaces of data structures and algorithms to systematize a student's knowledge of programming and endow that body of knowledge with rigor, expanding that student's mastery in algorithmic techniques and data structures.



***Love Chronicles of the Octopodes***

Dr. Karen An-hwei Lee, Provost  
and Professor of English  
Ellipsis Press, 2023

In this sci-fi novel that takes place in a dystopia of unregulated gene editing, Lee chronicles the adventures of Emily D., an octopus infused with the genetic material of poet Emily Dickinson, as she navigates her life in a lagoon as a voiceless cephalopod with a poet's mind.



***In Thought, Word, and Seed: Reckonings from a Midwest Farm***

Dr. Tiffany Kriner, Associate  
Professor of English  
Eerdmans, 2023

Connecting culture, ecology, faith, memoir, and literature, Kriner's essay collection explores what grows when we plant texts in the landscapes of our lives.



***Chinese through Scripture: textbook and workbook, both simplified and traditional character versions***

Shuguang (Rose) Wang, Associate Lecturer  
of Chinese Language and Culture, Chinese  
Language and Culture Section Coordinator  
Kharis Publishing, 2023

Filling a void in Chinese language materials, *Chinese through Scripture* uses a rich variety of Scripture passages, relevant readings, and challenging exercises to integrate the Bible into teaching the Chinese language.



***When Children Come Out: A Guide for Christian Parents***

Dr. Mark Yarhouse, Professor and Dr. Arthur  
P. Rech and Mrs. Jean May Rech Endowed  
Chair in Psychology; Director, Sexual &  
Gender Identity Institute  
IVP Academic, 2022

Informed by data from studies of Christian parents of LGBTQ+ children, *When Children Come Out* offers research-based insight and faithful wisdom to parents, their friends, and church leaders when navigating the terrain of a child coming out.

# Andrew Kirk '24

## *Undergraduate Student*

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**A**equitas Fellow. 2022 Sophomore class co-president. Gospel Choir singer. Center for Vocation and Career ambassador. Intramural athlete. ROTC student. Student Managed Investment Fund Club member. Wheaton Passage coach. Wheaton in Chicago student. Business/Economics major. These are just some of the titles Andrew Kirk '24 has held during his years as a Wheaton student.

“My adviser sometimes calls me the poster child for a liberal arts education,” said Kirk. “I love this idea of creating a person through an intersection of many different studies, rather than just being the best English or business student possible.”

As an achiever and a people person, Kirk thinks he would have sought out a variety of experiences at any college. In fact, he was more interested in large state schools than a place like Wheaton when he first started applying to colleges. But Wheaton had something unique that drew him in:

the Aequitas Fellows Program, an academic fellowship centered on themes like urban leadership. Kirk was drawn to the diverse and interdisciplinary nature of the program. As it turned out, that chance to draw on a variety of perspectives has been a highlight of his Wheaton experience.

“One of my favorite things about Wheaton has been how it has helped me find who I am,” he said. Through classes that ask questions like, What does it mean to live a good life? and What is a city? Through an internship in Thailand and a semester in downtown Chicago. Through programs and jobs and sports and extracurriculars, Kirk has tried enough of everything to narrow his understanding of what might be most relevant for him. “It all comes together to help me answer ‘Who am I?’ and ‘What do I really want to do?’”

Wheaton has given Kirk unique opportunities to pursue things he might not have known to consider at a larger school. “Because it’s smaller, you

know what’s going on,” he said. “You can find out about everything. Like Koinonia. At a bigger school, I probably wouldn’t have any idea they even had a club like that, and if they did, it’s probably way too big for me to get involved.”

As he thinks about his future, Kirk is asking what each of these experiences has taught him about himself, his gifts, and his calling in the kingdom. Although he doesn’t know what’s next for him, he’s not nervous about the future either, because he’s tried enough to know that he can thrive in many settings.

“I’ve really bought into this whole holistic education idea,” he said. “And I think Wheaton does that in more than just its education. This is definitely the school for trying things out and figuring out what you want to do.” ●

*Words*  
Jenna Watson '21

*Photo*  
Tony Hughes



# Da'Nesha Davis M.A. '24

*Graduate Student*

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**H**oly Spirit, be in my home,” Da'Nesha Davis M.A. '24, prayed in the Terrace Apartments during the fall of 2022, as well as in Fischer Hall in the spring of 2023. “I pray that whoever comes through my door will have an encounter with God.”

As she embarked on a period of service as a graduate resident adviser, the most important thing to this first-generation graduate student was to serve the undergraduates, offering them hospitality and love. Now, a year later, she still runs into former residents on campus who call her by name and thank her for her thoughtfulness, especially her care-filled weekly emails.

“Even with a small thing, showing kindness and showing love, even through emails, you can make a difference,” Davis said.

This propensity for love and service has led Davis to seek her master's

degree in higher education and student development. Her passion for making a difference in students' lives is evident in her voice when she tells her story. From her roots in Detroit to Trinity College in Florida, and now to Wheaton College, Davis earned an undergraduate degree and is currently studying for a master's. She walked the lonely road of a first-generation student, battling imposter syndrome, experiencing the brokenness of the world with sharp clarity, and learning self-love in order to make an impact on students. She has paved the road to make it smoother for those who come after her.

“My favorite quote is, ‘Behind every student who believes in themselves is a teacher who believed in them first,’” Davis said. “That's why I decided to pursue this course of work. So I can be to students what so many have been to me. So I can make a difference.”

Aside from her immense passion for education, Davis's life is a kaleidoscope of care, both for herself and others. Whether experimenting with new vegan recipes, visiting organic restaurants in the city, or unlearning the art of people-pleasing to become a better advocate, Davis continues to forge her own path. And when asked if there was one thing she could be certain of moving forward, the way-maker simply responded, “That I'm inside God's will for my life. I don't know what the future may hold, but no matter what it is, I'm going where he's leading and directing me.” ●

*Words*  
Cassidy Keenan '21

*Photo*  
Tony Hughes



# Dr. Francisco Xavier Beteta

*Assistant Professor of Music*

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Partway through his doctorate, Dr. Francisco Xavier Beteta was working on a cello piece with extended, or unconventional, techniques, but he had reached a wall. Something wasn't working, and he realized that the piece didn't have any substance to it.

"I was basically writing a piece for the sake of writing music, but it didn't have revelation. It didn't need to exist," Beteta recalled.

He decided to abandon the piece and return to composing primarily for the piano using the method he had always used—improvisation. Even today, he never starts a composition away from the piano. For him, it's important to let the music happen.

"I need to have physical contact with sound," Beteta said. "I need to feel it in my hands."

Originally from Guatemala City, Beteta began composing as a child. He would write small pieces based on whatever he was learning in his piano

lessons, like Mozart sonatas and Bach inventions. Improvising always came naturally to him.

Many of Beteta's pieces include religious themes and imagery, as well as the influence of Latin American history. His first piano concerto was based on paintings of the Passion of Jesus by 18th-century artist Tomás de Merlo. Three of these paintings were stolen in 2014 from the church in Guatemala known as El Calvario. The concerto was Beteta's way of bringing them back.

An accomplished pianist as well as a composer, Beteta had the opportunity to premier this piano concerto at the auditorium of the National Conservatory in Guatemala City. The concert hall is adorned with paintings by Efraín Recinos, and it was meaningful to return to the place where he had taken piano lessons as a teenager.

As a Christian, not only does he explore religious images and themes in his music, but the composition

process also has to have an element of inspiration, which he finds most readily through improvisation.

"Music needs to have that aspect of being revealed, of being given to you," Beteta said. "If the music doesn't have that, I just don't compose the piece. I cannot continue."

Later in the composition process, as he develops and fine-tunes his ideas, writing becomes more of an intellectual activity. However, he said the "original seed has to come from inspiration."

"You don't compose because you want to compose," Beteta said, "but I think God gives you the music." ●

*Words*  
Grace Kenyon '22

*Photo*  
Tony Hughes





# Laura Schmidt Stanifer '03

*Archivist at the Marion E. Wade Center*

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In the Marion E. Wade Center's Kilby Reading Room, archivist Laura Schmidt Stanifer '03 sits behind a wide wooden desk. Dusty sunlight pools in corners, weaving around stately bookshelves, dancing off glossed tables, and landing on the soft green floor as she surveys the authors' written legacies lining the walls.

This room, not Narnia—and maybe not even her beloved Middle Earth—is Stanifer's realm. She oversees it with the care and gravitas, yet also the delight, of a faerie queen in her forest.

Yet Stanifer had a relationship with the Wade Center long before it had its own building. When visiting her sister at Wheaton, Stanifer would run off to the Wade Center to read the authors she'd come to love deeply as a little girl. She wanted to attend Wheaton, but even more, she hoped to spend as much time in this delightful realm

as possible. She started as a student worker in 1999, and after studying information science in graduate school, she returned to the Wade Center as an archivist in 2005. She's been there ever since—acquiring, preserving, and helping people use the materials.

Although the stories have entranced her for years, the job is hard and serious work. Stanifer often reminds herself that she's handling materials that have power to inspire a life-changing imagination for one's faith, life, and relationships. "I have to remember the content is transformative to me, to others," she said. "I need to let that passion shine through what I'm doing."

Eventually, she saw an opportunity to bring that transformation into community. The Tolkien Society had met informally until Stanifer stepped in as a staff advisor for the circle of student fans. She also began the WhInklings writing group for students, bringing

the Wade Center authors' creative practices to life on campus.

"I love seeing the way God works through that community and gives encouragement to other people," Stanifer said. "I love being a part of it because then I can really see the fruit that comes out of that investment and ministry."

From a group of like-minded nerds to even her husband (a visiting researcher), Stanifer has discovered and cultivated a world she treasures through the Reading Room. ●

*Words*  
Kailin Richardson '20

*Photo*  
Tony Hughes





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# Technology for the Common Good

*How Wheaton graduates from a range of fields of study use technology to benefit society*

Words Liuan Chen Huska '09

Photos Courtesy of Alumni

From tech giants to startups, from missions to government, Wheaton graduates are leveraging technology for the common good in ways as diverse as their fields of study. Some offer their tech expertise at mission-driven organizations. Others approach technology from human-centered, values-driven, and sustainable perspectives. What these alumni have in common is a wide-ranging curiosity about God's world and an expansive vision of Christ's kingdom. They also share the agility, supported by a Wheaton education, to toggle from the details to the big picture and back, from one discipline to another, driven by a desire to see humans and the rest of creation flourish.

## **STEVEN DZIEDZIC '06, CHIEF PRODUCT OFFICER, TALKSPACE**

*Communication*

Since Steven Dziejdzic launched his first tech startup in 2010, he has learned to focus on values-aligned technology. He offers this caution to other startup founders he mentors: "If the way your product drives value for its users isn't aligned with how you make money, over time, it can ultimately corrupt the product." Successful *and* missional technology, Dziejdzic added, must pair user benefit with company profit.

In 2017, Dziejdzic launched the app Lasting, which helps couples maintain and heal their relationships. The company was recently acquired by Talkspace, where Dziejdzic now works as chief product officer. Talkspace offers virtual therapy and is a covered benefit for 110 million people in the United States. Dziejdzic's goal is to facilitate real human connections and make therapy dramatically more

accessible by lowering cost barriers and matching patients with suitable providers.

The ability to consider the long-term effects of any given technology in light of God's intentions for humanity is something a Christian liberal arts education taught him well, Dziejdzic said. "It's maybe the best thing Wheaton's given me while working at a company serving people at scale."

## **ALEXANDRIA KUO '17, SENIOR BUSINESS DEVELOPMENT MANAGER, ROBLOX**

*Political Science, Communication*

"We can't deny that new technologies will emerge," said Alexandria Kuo, "whether we actively engage with them or not." Kuo recently started a role managing strategic partnerships at Roblox, a social gaming platform that attracts over 65 million daily active users. The company aims to "connect billions of users to build friendships," Kuo said.

At Wheaton, Kuo gained the curiosity and openness to explore and understand various disciplines beyond her immediate work. This curiosity led her into the tech space after graduation, working at Uber and Google before her current role at Roblox. Kuo also credits her four years in Student Government at Wheaton, including serving as senior class president, for giving her leadership experience and foundational skills that translated to her career.

In our era of unprecedented tech expansion, Kuo believes that Christ-followers should engage in these innovations proactively. "We need to be at the forefront, building the future with discernment." Kuo sees her own ministry dovetailing with her company's mission: "creating a platform that encourages innovation," Kuo said, "all the while upholding strong ethical values and being purposeful in our approach."

**REBEKAH CHA '20, TEAM LEAD FOR PEOPLE OPERATIONS, VACO ONSITE AT GOOGLE**

*International Relations, History*

“It’s not about seeing results. It’s about being faithful.” Rebekah Cha jotted down this phrase from a first-year class at Wheaton College. It has guided her in the years since graduation, moving from an entry-level to upper-management position at Vaco, a third-party service provider for Google.

Cha oversees a team of content reviewers and language experts who rate and produce advertisements according to Google’s legal guidelines, including moral and ethical standards. Still early in her career, Cha doesn’t see this work as her long-term trajectory. However, she is able to apply her training in international relations and her cross-cultural background to managing team members and communicating with stakeholders across the globe.

When Cha started at Vaco, she thought she would need to rely on her technical skills to move up in the company. But she found that exemplifying patience, diligence, and kindness—the kind of personal integrity that Wheaton cultivated in her—has brought her further. “As simple as it may seem, it got really hard at one point,” Cha said. “My character was being trained in the most private moments, talking with an employee one-on-one or when I’m super stressed and frustrated.” That, for Cha, has been the most practical application of living out her faith at work.

**JOEL RAEDEKE '93, CHIEF TECHNOLOGY AND DATA SCIENCE OFFICER, BROADSPIRE**

*Psychology, Philosophy*

Joel Raedeke has led his company, Broadspire, which focuses on risk management, on what can be called a digital transformation. Throughout the process, Raedeke has been careful to remember that his business’s core aim is to bring value to people. “While technology is a core tool, people are at the heart of the business,” Raedeke said. He has found organic gardening to be a helpful analogy. The teams and foundational capabilities are the rich soil in which the product teams evolve and grow value for customers.

Raedeke deeply grounds software evolution in the people it serves. “Often our software development starts with user experience research, which is grounded in anthropology,” Raedeke said. “This customer or user is trying to accomplish something. They’re not trying to click buttons on a computer. How do you make software that enables their objective and doesn’t get in the way of what they’re trying to do?” Raedeke studied philosophy and psychology at Wheaton. “What is this person saying, what are they meaning, what’s going on in their heart, mind, experience?” These questions, which Raedeke asked in both his Wheaton classes and relationships, also serve him well in his current role.



STEVEN DZIEDZIC '06



ALEXANDRIA KUO '17



REBEKAH CHA '20



JOEL RAEDEKE '93

BRUCE KNOWLTON '85**BRUCE KNOWLTON '85, CLIENT SERVICES MANAGER,  
LEEPFROG TECHNOLOGIES***Social Sciences*

In the fall of 1981, Bruce Knowlton was a freshman sitting in the theology professor Dr. Herbert Jacobsen's Christian Thought class, learning about Christian humanism. "Dr. Jacobsen invited us to think about how to make technologies more human," Knowlton said. "Office layouts, city planning—are they humanly scaled? Do they respect the full image of God in our fellow humans? Do they express our love for them?"

These questions continue to animate Knowlton's work today. At the education company Leepfrog Technologies, Knowlton translates the needs of clients—usually university registrars' offices—to internal software developers who help streamline the course registration process. His current project helps level the playing field so students can access the courses they need to complete their degrees and make maximum academic progress. Knowlton previously worked at Wheaton College in digital content and education systems for 25 years.

What sticks with Knowlton is the framework that Wheaton provided. "Anything and everything can have ultimate importance in our relation to God," he said. "There's no area of human endeavor that doesn't have a whole lot of interesting questions around it about how we can do this in a way that glorifies God."

RACHEL LAMB '12**RACHEL LAMB '12, SENIOR CLIMATE ADVISOR,  
MARYLAND DEPARTMENT OF THE ENVIRONMENT***Environmental Studies, International Relations*

Rachel Lamb entered Wheaton with a love for hiking, camping, and national parks, as well as a longing to pursue a career around environmental stewardship. Today, with a Ph.D. in geographical sciences from the University of Maryland, she uses cutting-edge modeling and remote sensing technologies to help the State of Maryland achieve its carbon emissions reduction goals. For her dissertation, Lamb used GIS (geographic information systems) and remote sensing data to understand how trees and forests in the United States are changing: how that could affect and be affected by ongoing climate change. She sees her work as a concrete way to love global neighbors who are impacted by climate change.

For Lamb, working with technology has always been application-oriented. "How can I use this tool, this new way of looking at the world, to better understand the problem and devise new, innovative solutions to address it?" she asks. Every day, she thinks about how to bring the latest research, including a new "spatial way of looking at the world" to bear on policy decisions, considering not only science, but also economics, politics, and global factors. "Wheaton wasn't training me to be an expert at forest carbon," Lamb said. "But it started my journey in being a systematic, holistic thinker. It gave me a framework to understand the things that matter and why they matter."

TIMOTHY SU M.A. '02AARON HEMPHILL '99



*“There’s no area of human endeavor that doesn’t have a whole lot of interesting questions around it about how we can do this in a way that glorifies God.”*

**TIMOTHY SU M.A. '02, CHIEF INFORMATION OFFICER,  
PARTNERSHIP TO END ADDICTION**

*Clinical Psychology*

Timothy Su’s life has been split between social and technological work. Su worked in computer assembly and repair in high school but studied psychology and sociology in college. Building on his undergraduate experience, Wheaton’s clinical psychology master’s program taught Su the value of relationship skills. “You can be a great musician or great programmer, but you also need to learn how to interact well with people,” Su said.

After working as a therapist in Singapore where his wife, Ann Chua Su M.A. '02, is from, their family returned to the States in 2006 and Su switched primarily to tech work. He joined the Partnership to End Addiction, a think tank focused on drug addiction issues in the country, where he currently serves as the chief information officer. Su runs the organization’s internal tech infrastructure, including cybersecurity. “My job is to help people do their job and do it more efficiently through technology,” Su said. While he finds meaning in his Monday-to-Friday work, Su’s higher calling is helping people know Christ. He and his family are fully committed to serving in their local church. In the complex world of New York City, Su aims to be the person “who is kind, gracious, and a blessing to others.”

**AARON HEMPHILL '99, LITERACY APPS  
DEVELOPMENT, SIL INTERNATIONAL**

*Spanish, Biblical and Theological Studies*

Before Aaron Hemphill developed a literacy skills app for minority language speakers, he worked in Guerrero, Mexico, in Bible translation. Working with speakers of the indigenous language Me’phaa, he saw children starting school in Spanish, a language they didn’t speak at home, which immediately put them at a disadvantage. “All over the world, children are expected to begin their school experience in an unknown language,” Hemphill said. “We just assume that the issues are going to work themselves out, but they don’t.”

The app, Alpha Tiles, is now available in 59 languages and teaches children basic literacy skills—like matching sounds to symbols—in their home language. This gives them a positive first learning experience to then translate to their school career, bridging the privilege gap between majority and minority language speakers. Hemphill doesn’t think he would have developed this solution without the cross-disciplinary, incarnational approach he learned at Wheaton. A Christian liberal arts education taught him to step into complex situations and ask big questions. “We were not extracting a project specification that we would hand off to the people who were trying to create the solution,” he said. “The people identifying the problem and the people trying to help were in a room together for years and years. That really increased mutual understanding.”

**SUNITA YEE '09, SERVICE DESIGN MANAGER,  
ACCENTURE SONG***Communication*

While developers focus on the “how” of technology, Sunita Yee’s work asks a broader question: “How can we create good customer experiences, and what technology is needed to support this?” Yee works with clients of the consulting firm Accenture Song to research and design apps, websites, and other digital platforms so they can best serve customer needs. She and her team conduct interviews, diary studies, ethnographic fieldwork, and co-creation workshops with clients to understand the context in which client products will be used, and customers’ goals in using them.

Based in Thailand, Yee’s clients range from supermarkets to banks to real estate. Designing technology does run the risk of perpetuating patterns and design that center profit over human needs, Yee said. But she believes the best designs meet business needs while also benefiting customers. “Technology is a tool that should hopefully make our day-to-day lives better,” she said.

Yee’s time at Wheaton equipped her to better understand people and the frameworks behind the values she and others hold. “A liberal arts education allowed me to develop a range of interests that I’m able to apply on a daily basis, from ethnographic work to social psychology,” Yee said. “Studying at Wheaton became a way to explore how to embody my values, particularly wholeness, a positive version of peace, and reconciliation.”

**CALEB WHITE '11, SOFTWARE DEVELOPER TEAM  
LEAD, EPIC***Computer Science, German*

Caleb White knew he wanted to develop software not just for entertaining people, but for a purpose. At Epic, where he has worked since graduating from Wheaton, White develops healthcare software. Although many people are familiar with MyChart, a medical records application for patients, White has also worked on a range of behind-the-scenes software to make healthcare more seamless for patients and coordinate patient records across multiple health systems. White’s current project involves translating the MyChart software into more languages and improving healthcare access for patients who don’t speak the same language as their clinicians.

“All people are made in God’s image, and their culture and language are a part of that,” White said. “My work in large part is to ensure people are treated with dignity no matter who they are.” White defines success as when the software is so intuitive to use that it allows providers to spend more time with patients to determine the best treatment plan rather than get held up by confusing technology.

At Wheaton, White developed a posture of ongoing learning which he carries into his work today. “There’s so much that you don’t know,” White said. “Really being

able to recognize what you don’t know instead of making assumptions can go a long way toward learning, leaning on those who do know a field, and becoming an expert yourself.”

**JUSTIN ADAMS '05, CO-FOUNDER AND CEO, AIWYN***Economics*

Although accountants are trained to do high-level thinking and mathematics, more than half their time on average is spent doing repetitive, rote tasks, like entering numbers into databases. “God didn’t create humans to be data movers,” said Justin Adams. As a mentor for Praxis Labs, an incubator for redemptive entrepreneurship, Adams helps others think through what it means to not just avoid exploitation or even operate ethically, but to build businesses that help people thrive. His company, Aiwyn, uses artificial intelligence (AI) to automate back-end accounting tasks, freeing people to apply their best skills to their work.

Adams sees AI as another tool that can be used for good or evil (assuming that machines don’t reach humanlike intelligence, he said, which would be another conversation). “It’s important for Christians to embrace and understand it to have credibility in these conversations,” he said.

AI has the potential to make some jobs obsolete, and Adams believes this is one reason why a Wheaton education is particularly valuable. “As things become more specialized and technical, the liberal arts framework is even more important,” he said. “What you learn may get outdated quickly. What will last is learning how to think critically but in redemptive ways.”

**VALERIE BROUCEK '99, UX/UI DESIGN DIRECTOR,  
CHRISTIANITY TODAY***Archaeology*

Valerie Broucek works on user experience and user interface for the magazine *Christianity Today*, using data from user feedback and analytics to design websites that are both pleasing and functional. From her home office in North Carolina, her work allows the ministry to reach millions of global readers with biblical and balanced Christian journalism. “When I think about the reach of the websites, it’s humbling,” Broucek said. “It’s a huge responsibility.”

Broucek spent an entire sophomore semester at Wheaton’s HoneyRock Center for Leadership Development studying classic disciplines of the Christian faith. Service became a driving force in her life, manifesting in her transition to the fledgling internet field after graduation. “Tech—and design, for that matter—is a behind-the-scenes job, and it’s done in service to others,” Broucek said.

Broucek sees her role at *Christianity Today* as the visual, practical fulfillment of the magazine’s mission, serving Christ’s kingdom. “My team brings CT’s mission to everyone. We put it out there in the world.” She added,



SUNITA YEE '09



CALEB WHITE '11



JUSTIN ADAMS '05



VALERIE BROUCEK '99



PETER COURT '13

“Everything is so divisive these days. There really needs to be a place that’s balanced and in the middle. We aren’t going to be touting one political view or another, but being Christ-centered and speaking the truth in love.”

**PETER COURT '13, CEO AND CO-FOUNDER, TETHER**

*Political Science*

Years after Peter Court graduated, he looked back on his Wheaton experience of living in close proximity with other Christians, challenging each other, growing, sometimes failing, and figuring out faith together. He realized it looked very much like what he wanted to help the broader church experience.

“We have a problem in the Western church,” said Court. Christians hear about the faith on a Sunday morning, but only a small percentage work out what following Jesus

means with each other beyond the weekly service. Many are asking, “How do I do this? How do I apply what I’m hearing?” “Consuming content is not the same thing as living it out,” Court said. In conjunction with Praxis Labs, Court recently launched the app Tether, which provides tools to keep members of churches and other mission-minded organizations connected and accountable in regular spiritual disciplines beyond the times they are together in person.

Tether leverages the same practice-based framework as apps like Peloton or Duolingo, but for spiritual growth. Court sees it as an opportunity to use technology in a redemptive way, “to redirect people’s attention back to what matters.” He added, “What you say yes to every single day is ultimately your life.” ●





# A History of Technology at Wheaton College

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*Words*

Melissa Schill Penney '22

*Photos*

Tower Yearbooks and Wheaton College  
Archives & Special Collections

Students seated in the Todd M. Beamer Student Center plug smartphones into communal chargers and scroll through social media while waiting for their friends to arrive. Electric scooters take students from Billy Graham Hall to Fischer Hall on the other side of campus in under a minute. Musicians plug their instruments into amplifiers while the sound technician adjusts the A/V setup in the back of Edman Chapel. Laptop screens light up classrooms.

Technology is woven into daily life on Wheaton's campus. But it hasn't always looked like this. So how did we get here? And where is technology headed next?

When Jonathan Blanchard founded Wheaton College in 1860, the passenger elevator had recently been unveiled in New York and the telegraph was considered relatively new technology. The world was still eight years away from the first typewriter and 16 years away from the first telephone.

Although those earliest generations are gone, archival remnants paint a picture of the ongoing advance of digital technology at the College. Former students and professors can tell the tales of the first time they touched a keyboard, used a digital printer, and connected to the world wide web. These days, students experience an entirely new wave of technology as innovation takes our devices to ever-expanding levels.

### MAJOR TURNING POINTS

There were a few technological advancements that unequivocally changed the way education—and the world—functioned. The telephone was just one. Invented in 1876, it had gained popularity and accessibility by the early 1900s.

In 1940, the senior class gifted an inter-office telephone system to the College. In 1965, Ray Smith '54, then president of the Wheaton Alumni Association, made the first touch-tone phone call. The call was to Billy Graham '43. Eventually, phones were so common and integral to daily life that each dorm room had a corded telephone installed on the wall.

One student, Stephanie Ault Justus '93, remembers using a long cord so she could find privacy in the hall or in a suitemate's room. She also remembers having to memorize a new number every time she changed rooms.

Then came cell phones. Fifty years ago, in 1973, the first cell phone call was made on what was referred to as “the Brick”—Motorola's DynaTAC model. It had enough power to last for 30 minutes of conversation.

Cell phones became more widely used at the end of the '90s and the early 2000s. The iPhone came out in 2007, ushering in a new era of mobile capabilities. Now, it's impossible to walk across campus without seeing a smartphone held up to an ear, clutched in a hand, or tucked into a backpack or briefcase.

The first computers appeared at Wheaton in the late 1960s for programming classes. By the '70s, computers were used for administrative tasks, and in the '80s, personal computers began cropping up around campus. By the early 2000s, nearly everyone—faculty, students, and staff—had a personal computer.

Email was born in 1971 and arrived at Wheaton as early as 1983. In the beginning, it was





Previous: 1985, Students type away in the computer science lab of the Armerding Science Building.

Clockwise from top left: 1980, Carol Parks '81 prepares for the day with a corded telephone visible in the background (photo by Anne Carter); 1964, A worker types input in the Computer Science Department; 1975, Two students chat in the computer lab; A student makes a call on a rotary dial phone; 1972, Computer science students focus on their work during a spring semester class; Students in a dorm room gather around the radio.



largely faculty who used it, and mostly for communicating with other institutions. Conversations took days: Batches of emails went out every 3–4 hours by means of a connection to Bell Labs, Wheaton College's dialup distribution hub.

Although email was available and accessible to anyone on campus, students were slower to adopt the technology initially. Because of Wheaton's smaller size, they could easily talk to professors in person. Wandering down the hall to a professor's office was sometimes just as convenient as sending an email.

As the internet became available to the public in the early 1990s, the Wheaton community at first accessed it using modems. Then, in the 1992–93 academic year, the College established Wheaton Online, the school's first personal network. It functioned at 56 kilobytes per second, a speed that would take over two days to download a movie, that is, if the line stayed active. Today, Wheaton's internet connection is 3.5 gigabits per second, millions of times faster.

Trying to quantify or qualify the impact of the internet is nearly impossible. From global connection to powerful search engines, the internet changed everything, especially for academia.

In 2015, to accommodate the ever-changing and ever-growing technological landscape, Wheaton hired Wendy Woodward, the first senior director of information technology and chief information officer at the College. Her role was to centralize all technology endeavors and ensure that the College could hone its focus and effectiveness in technological advancement and maintenance.



TECHNOLOGY IN THE CLASSROOM

Some pieces of technology, while seemingly mundane, have made a huge difference in day-to-day tasks for students and professors. Take the copy machine for example. Especially before laptops and digital materials, producing mass quantities of hard-copy articles, worksheets, and syllabi required copy machines and their many variations over the years. Dr. Lynn Cooper M.A. '74, Professor of Communication Emerita, claims that to this day her right bicep is an inch bigger than her left, thanks to time spent cranking papers through the Gestetner and mimeograph machines.

"A lot of my engagement with technology was driven by the students. I ran to keep up with them," Cooper said. "The College was always very generous in providing training for each new piece of technology that came, as well as good examples of how we could use it."

For Cooper, one of technology's most positive features was how it made standardization easier. In 2003, with the Instructional Technology, Computing, and Marketing Communication departments, Cooper created a standard grading rubric for speech classes to use. While students gave their speeches, professors filled out the digital rubric. Once the speech was over, the professor pressed send, speeding the rubric to the student's email inbox, and giving students nearly instantaneous feedback.

Cooper also built an online speech center, which housed video samples of good and poor speeches and gave students a common standard to reference. The online speech center model garnered accolades: It received an award, was published in several papers and textbooks, and became a model for other campuses.

Dr. David Maas '62, Professor of History Emeritus, was a proponent for the incorporation of visual aids when teaching to allow students to visualize historical events during lectures. "I tried to bring visuals as much as I could into the classroom," he said. "I'm a visual learner, probably like most people."

Incorporating visuals into lectures took some effort. At one point during Maas' career, the school only had three overhead projectors, which had to be reserved in advance. To show a movie, the school used 16-millimeter film. "You'd have to get into the class early and run the movie to the part you wanted to show the students," Maas said.

Not only did Maas use photographs to assist his students in learning, but he also used the visuals to help himself learn. At the beginning of each semester, he asked students to write their names on a piece of paper, then hold them up under their chin while he snapped a photo (Yes, like a mugshot). He then developed the film and studied each image to help him memorize their names quickly. Other professors caught wind of this idea and adopted it. Today, it is not uncommon for digital attendance sheets to include students' school ID photographs.

Maas was also an early proponent for adopting computers on campus. In collaboration with Dr. John Hayward '71, Associate Professor of Computer Science Emeritus, Maas



wrote up a manual outlining the benefits of computers for personal research and teaching. Maas eventually bought himself one of the first portable computers—an early iteration of the laptop—the Osborne 1.

As a chemistry major in the early '90s, Stephanie Ault Justus used computers for graphing data points. However, she and her classmates had to do most calculations by hand, and without Google or online catalogs, they used reference books to look up chemicals.

One of her favorite classes was Analytical Chemistry. In class, students tested molecules to determine each one's composition. Molecular composition describes the atomic makeup of molecules. For example, a water molecule is made up of two hydrogen atoms and one oxygen atom connected by chemical bonds.

When her daughter, Anastasia Justus Grotelueschen '22, committed to studying chemistry at Wheaton, Grotelueschen was excited at the prospect of learning analytical chemistry and following in her mom's footsteps. "Since I really liked it, she figured she might enjoy it, too," Justus explained. "But it's so different now; it's all computer-generated. It was a disappointment to her because it was so different from what I described."

Yet the growth of the sciences at Wheaton has resulted in many profound technological additions. In 1890, for instance, Wheaton College purchased its first telescope, fondly nicknamed "the Lemon" for its bright color and spherical shape. Faculty, students, and community visitors used the observatory, located on Blanchard lawn. Some wonder whether Edwin Hubble, who was raised in Wheaton, IL, visited the Lemon and gained early inspiration. The Lemon was moved to the HoneyRock Center for Leadership Development in 1972.

Meyer Science Center, the College's state-of-the-art science building completed in 2010, holds a wealth of valuable and powerful pieces of technology, from geological modeling software in the basement, all the way up to the PlaneWave Instruments CDK24 telescope in the rooftop observatory.





## THE STATE OF TECHNOLOGY TODAY

As headlines continue to suggest, advancements in technology are not slowing down. The recent explosion of artificial intelligence (AI) is just one area in which technology continues to expand and impact daily life.

Camden Flannagan '26, a computer science major, occasionally uses ChatGPT, an AI-powered language model that has generated significant public attention. He explained that it is useful for getting started on projects, like generating a speech format or writing boilerplate code. Although he recognizes the usefulness and power of AI, he does not anticipate that it will fully replace human influence when it comes to coding.

“As a computer science lover, ChatGPT both terrifies me and brings me so much joy to see it working,” Flannagan said. “On the one hand, it’s amazing, but on the other hand, it needs to stay in its place.”

Outside of coding, Flannagan’s other passion is music. He creates electronic music and publishes it on YouTube, a collision of software and social media that would have been unheard of just two decades ago.

“I love classical music,” Flannagan said. “I hear musicians doing these amazing things with their hands that I can’t. My computer gets me a bit closer to making those sounds. It’s amazing to me that I get to do that, even though I can’t actually play the piano all that well.”

In the same way that the internet connected people to information, resources, and people that they might have never known before, technology has continued to pave paths for people to achieve in areas that might have been otherwise inaccessible.

When looking back at the past decades of technology at Wheaton, Cooper reflected, “There has been quite a bit of change, but all to the advantage of students.” ●

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Left to Right: 1957, An instructor helps a student in a Wheaton typing class; 1935, V. Raymond Edman, fourth president of Wheaton College, teaches a history class using a blackboard and map; Early 1970s, two students work in the computer lab.

# Being Human in the Age of AI

*Wheaton Professors Consider the Indispensability  
of the Liberal Arts*

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Words Jen Pollock Michel '96  
Illustration Caroline Park '23

If modern biography is a tale of technological innovation, I know how my own story might begin. I arrived at Wheaton College in 1992 with a Macintosh Classic and no access to email outside of trips to the computer lab. After graduation, when I secured my first full-time teaching position on Chicago's North Shore, faculty were subjected to weekly administrative injunctions to *please use email instead of voicemail*. I finished my first master's degree in 2000, and most of my thesis research was conducted inside the physical building of University Library on Northwestern's campus.

By 2008, I was the mother of five young children. The most germane technology for my own life involved the dramatic improvement of cloth diapers. It was the same year I listened to a set of four lectures by Associate Professor of Communication Dr. Read Mercer Schuchardt, delivered at College Church and titled "Living in a World with No Off-Switch." The first iPhone had been released, though I didn't yet own one. To listen—today—to the first recording and the introduction of Schuchardt is to time-travel: *Welcome, everyone, to the second-annual Culture Impact series. How many of us had enough nerve to wear our cell phones on our belts this evening? How many of us have iPods? BlackBerries?*

The technological moment is the historical moment.

Gunpowder and the cotton gin; the smallpox vaccine and the gas-powered car; the calculator, Walkman, computer, and smartphone: each tool alters the known world and bookmarks our place in time. ChatGPT (Generative Pre-trained Transformer) is the most recent biographical timestamp, and though I'd read about the public launch of the text generator in the headlines at the end of 2022, I paid little heed. ChatGPT became a frequent topic of conversation among students in my MFA program. *We'll all be out of our jobs*, some predicted pessimistically.

Months later, I finally opened ChatGPT for myself. I prompted it to detail "various considerations and questions regarding the appropriate use of AI." Within seconds, 13 categories and 26 questions unfurled on the screen, as if magically handed down from heaven. Here's one example of those categories and questions:

Question 13: Education and Literacy.

How can we educate people about AI to ensure its capabilities and limitations?

What efforts are needed to increase AI literacy among the general public?

If this was the sophisticated language, or "thought" made possible by ChatGPT, it certainly seemed we were in trouble.

Summarize the Aeneid

\*  $\Delta t$  represents the change in time (final time minus initial time). This formula gives you the average velocity over a certain period, where distance is measured

"Phaedo" is a philosophical dialogue written by the young Plato. Socrates, the character of the dialogue, is sentenced to death. In the dialogue, Socrates discusses the nature of the soul and the possibility of immortality. He argues that the soul is immortal and that it is not destroyed by death. He also discusses the nature of justice and the importance of philosophy in one's life.

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"The Aeneid" is an epic poem written by the Roman poet Virgil. It tells the legendary story of Aeneas, a Trojan hero, who is guided by the gods to find a new homeland in Italy. The poem is divided into six books and covers Aeneas's journey, his battles, and the founding of Rome. It is considered one of the greatest works of Latin literature.

Summarize the Phaedo



*“Certainly, computers can do many specific tasks better and faster than we can, and it makes sense to offload some of our work to them. But at what point do our efforts at offloading tedium begin to diminish our own skillset, abilities, or character? Will using generative AI diminish our humanity?”*

On November 30, 2022, OpenAI released an early demo of its large language model, ChatGPT. Within five days, the text generator—with startling capacity for writing emails, wedding toasts, poems, college essays, computer code—had more than one million users. Within two months, ChatGPT had reached more than 100 million users. The chatbot’s swift success has proven a striking example of German sociologist Hartmut Rosa’s concept of technological *acceleration*, reminding us that the world we inhabit today, with its particular set of tools and devices, becomes estranged from us in shorter and shorter intervals, as new technologies supplant the old. The past is more quickly past, as the present is increasingly compressed. *Now* never lasts as long as it did yesterday.

The semester after ChatGPT’s online release, college students were quickly adopting the new technology, and Wheaton professors began to suspect—and sometimes confirm—its use for their own classroom assignments, despite forewarnings. One philosophy professor grew convinced AI was now generating some of the densely distilled 500-word summaries he assigned of the central claims and arguments of Plato’s *Phaedo*. Another member of the department received a final paper he later confirmed was written by AI. “The prose was a little bit smoother than I expected. Not to say that it was beautiful or deeply insightful. Just smoother, grammatically, syntactically.” There was also an obvious irony: “A couple of sources were made up.”

This particular professor described the hit he took when he received the paper: as a course instructor but also as a cultivator of *philosophy*, this ancient love of wisdom. He couldn’t help but see an obvious “pedagogical disconnect,”

given the course had sought to probe the human goods of love, responsibility, artistic creation, suffering, honesty, embodied engagement, authenticity, risk, and passion.

Professors I interviewed described the confusion many students face regarding the ethics of these technologies—and their own disappointment when students elect for such “efficiencies.” “These students are robbed of the opportunity to express themselves,” said Dr. Ryan Kemp, Associate Professor of Philosophy. In his essay published in *Zeal: A Journal for the Liberal Arts*, “AI and the Struggle to Think Humanly,” Kemp argues educators must take a stand for the digital student “misfit” and the “existential stakes” involved in writing.

To read his description is to realize he speaks of someone like me: “the technologically clumsy; the electronically backward and chronically under-informed; those with ink-stained fingertips and books made of paper; the ones who write poetry even though their cell phone turns a better phrase, and when you ask them why, they look at you blankly and say something ridiculous like, ‘*cause I have to.*’”

In May 2023, Dr. Richard Gibson, Professor of English, led the annual faculty seminar hosted by Wheaton’s Center for Applied Christian Ethics (CACE); this year’s theme—proposed to CACE Director Dr. Vincent Bacote by another member of Wheaton’s faculty, Dr. Nathaniel Thom—centered on AI and liberal arts education.

In Gibson’s estimation, the AI moment will be “decisive” for the College’s life. “There are competing education models,” Gibson explained, “and this is really a threat to what we do. There are some internal questions that must

be asked: how does our model get students ready for the marketplace and for life in this kind of technologically enhanced society? What is the degree to which our alumni will support us (financially) in re-imagining what we do?”

During his doctoral studies, Gibson became interested in the history of the book and the history of media, and those preoccupying questions became a hub for the digital humanities in the early 2000s. Gibson was at the “right place, right time to fall in love with computers again,” he told me in an interview, and for the past ten years, he has been studying text generators and publishing regularly on themes of the human and the digital in places like *The Hedgehog Review*.

Like many of the Wheaton faculty who attended a three-day seminar on AI and liberal arts education in May 2023, I had little interest in understanding, certainly not experimenting with, the capabilities of large language models until it was more fully explained to me by Gibson. According to Gibson, the most important thing to know is that LLMs are “prediction engines.” These models have taken in what he describes as an “enormous ocean of words”: most of the internet, including Google Books and Wikipedia. Having “learned” from the diet of language with which they were fed, these models can now “statistically describe the relationships between words in the most fine-tuned way.” But if their language has qualities of the “human,” the real achievement is not sentience but mimicry.

Chatbots do not understand the words they produce or the conceptual realities of the world they name. Indeed, their fluency breaks down in situations where language demands embodied knowledge of the physical world. In effect, the language that these models manipulate has been reduced to numbers, to meaningless representations of words. “Every little molecule in the linguistic ocean has a number,” Gibson said. What the models do is “analyze the relationships between all the numbers” and assign a magnetic attraction or repulsion between words—a kind of probability score of relationship.

“Our intellectual tradition didn’t prepare us to explain these things,” Gibson admitted.

For participating faculty in the May seminar on AI and liberal arts education, the pedagogical threat posed by LLMs seemed obvious. “I cannot afford to ignore ChatGPT, as a professor or as a participant in society,” concluded Dr. Aubrey Buster ’09, M.A. ’11, Associate Professor of Old Testament, who attended the seminar and wrote about her experience. Of the constituent writing tasks involved in creating the traditional exegetical papers Buster assigned in her classes, she could see the broad capacities of LLMs for accomplishing most of them: engaging close readings of the text, comparing English translations, outlining the structure of the passage, comparing work with that of the scholarly community. “The only thing that ChatGPT cannot accomplish,” Buster concluded, “is the accurate citation of sources.” For Buster, the most urgent question raised by LLMs is this one: *What does it mean to write?*

Faculty participants could immediately see that many traditional assignments, such as the *précis* assigned for

Plato’s *Phaedo*, would have to be revised, possibly even abandoned. And though many were loath to admit the inevitability of the change wrought by this new technology, Gibson underscored the realities sure to affect future education. “We do know word processors are going to incorporate LLMs into their software,” he said. “This will suggest to students that such tools are academically neutral, no different than spellcheck or Grammarly. We’re going to have tired students who are prone to making bad decisions.”

The seminar raised large and looming questions, questions left unresolved by participants who, no matter their degree of relative enthusiasm or suspicion, shared a collective anxiety about the potential harm of these technologies on “developing minds.” These questions were “ultimate” in nature, according to Dr. Denise Daniels ’91, Hudson T. Harrison Professor of Entrepreneurship and seminar participant. “Certainly, computers can do many specific tasks better and faster than we can, and it makes sense to offload some of our work to them,” Daniels concluded. “But at what point do our efforts at offloading tedium begin to diminish our own skillset, abilities, or character? Will using generative AI diminish our humanity?”

How then could Wheaton’s model continue to cultivate habits of deep reading, sustained intellectual attention, logical and beautiful self-expression? What academic policies would be needed for the college most broadly—and each department, more narrowly? If students were afforded the opportunity for the efficiencies LLMs could provide, when were those “shortcuts” appropriate (akin to the operations of a calculator) and when were they dishonest? Further, how might Wheaton students continue developing the habits of virtue that willingly choose struggle for the sake of academic and spiritual formation? Against which standards of success would students be measured?

These challenges are paramount, and many faculty with whom I spoke expressed renewed commitment to the model of liberal arts education, especially as compared with models interested primarily in job skills and professional competencies. “Our educational goals at Wheaton College are person formation, not just helping people become receptacles of information,” said Bacote. Dr. Adam Wood, Associate Professor of Philosophy and Department Chair, seconded Bacote: “In the Christian liberal arts tradition, we are primarily concerned with developing virtues in our students. You are freed from vices by developing virtues. I take it that’s what Wheaton College is primarily about, and I think this is really important work.”

“We are not only interested in turning out glistening products,” said Gibson. “Many of the questions we ask students are ultimate questions that have been answered before. The liberal arts tradition has always held as its principal question: What does it mean to be human? Each particular child of God must ask and answer the question for herself. We’re not expecting a novel answer. What matters to us is that our students have thought their answers through.”

As Buster reminded me, writing is a technology that is understood in “culturally contingent” ways. As she outlined in her written reflection from the seminar, what was once the province of the ancient scribe has become the purview of the contemporary author. “The concept of what writing is and its relationship to the human mind has changed before. Perhaps the large language models will change the way that we think about writing and authorship yet again.”

Although I’ve never gone full Wendell Berry and fore-sworn owning a computer, I don’t reflexively grant the truth that technology—its many forms, its many uses—can be a faithful expression of Christian commitment. Given my penchant for technological pessimism (and maladroitness), it was refreshing to speak with Associate Professor of Computer Science Dr. Thomas VanDrunen, to consider an alternate perspective of AI. (For technical reasons, VanDrunen prefers to speak of “machine learning” rather than “artificial intelligence.”) “I think of computer science as a creative field,” he said. “It’s about making virtual things, algorithms, creating virtual worlds that run on computational technology. With machine learning, we can create things, tools, and technologies that can benefit people. These are the things God commanded us to do when he said to take dominion of the earth.”

Bacote, whose scholarly interests have focused on theology and culture and theological anthropology, as well as faith and work, echoed VanDrunen’s theological formulation. “Humans are created in the image of God, endowed with capacities for creation,” Bacote said. “These capacities are how we get technologies. We’re making something of the world, working with what’s here, producing things. Technology is an expression of what we do as humans.” Bacote also cited the cosmic repair we often seek through technological innovation—the ways we hope to alleviate, even eliminate suffering as we can. Machine learning wasn’t simply learning a tool for cheating on college essays; it was learning to perform life-saving tasks, such as cancer diagnoses.

Dr. Alan Wolff, Wheaton’s Chief Information Officer, added his own moderated enthusiasm about technology, emphasizing the important functions AI performs on behalf of the College’s administrative operations and cybersecurity. “I’m a technologist,” he said. “I love tech; it’s done a lot for the world, even if it won’t be able to solve people’s fundamental problems.”

It is tempting to formulate facile responses to the harms of AI technology, but this is to ignore its many benefits as well as the *ecological* change wrought with technological innovation. (Cue one of the most important insights I learned from Schuchardt’s 2008 lectures—that it’s not only the pot that deserves attention for killing the frog, but the boiling water.) Even if we might forfeit the use of a tool for ourselves, we can’t reverse the expectations it creates in society at large. Whether we embrace the efficiencies of text generators for our own tasks, we aren’t likely to escape the appetite for quick fixes of other kinds. Because this is technology’s fundamental promise to us: more benefit with less effort and time.

Indeed, one might see that the appetite for more and more text, in less and less time (such as LLMs produce) is a further stop on the runaway media train Henry David Thoreau identified in the middle of the 19th century, which he characterized as an age of “mental dyspepsia.” “I do not know but it is too much to read one newspaper a week,” Thoreau said in a lecture titled “Life Without Principle.” His arguments about the dangers of “news-as-spectacle” can be even more easily assigned to our era of computer-generated text than to his own era of newspapers printed by steam power. The danger, in other words, isn’t separate from the efficiencies but inherent to them. It’s the danger Kemp identified, that to avail ourselves of LLMs, “We will have been more efficient. We will have saved time. But at the end of the day, we may have nothing to say.”

Still, this technological moment (and its philosophical apprehensions) may not be as unlike previous moments in history as we might have thought. As Wood mentions, in one of Plato’s dialogues (which I might have ostensibly remembered from Dr. Robert O’Connor’s Philosophy 101 course at Wheaton), Phaedrus and Socrates engage in a debate about the relative virtues and vices of writing things down. If we write things down, Socrates argues, our interlocutor won’t be able to converse with us face-to-face. “Virtue won’t be developed through dialogue if we are reading dead letters,” summarized Wood, while also admitting the irony of the argument’s provenance. “Scholars of Plato disagree on what exactly to make of it since he is writing this down.”

Just as societies transitioned from oral tradition to written record, we are undergoing another communicative sea change: from human utterance to digital text generators. This is a moment for the Christian technologist and the Christian theologian, the Christian professor and pastor and parent: not simply to decide technological convictions but to recover what it means to be human, in all its limitation and glory.

To anyone who thinks the answer to this question is straightforward, Dr. Marc Cortez, Acting Dean of the Litfin School of Ministry and Theological Studies and Professor of Theology, emphasized that after a semester-long course attempting a response, students still didn’t have it resolved. We know at least this much, Cortez said: that to be human is to be “made in the image of God” but also in “need of process of redemption.”

Most importantly, Cortez emphasized, “If Christ is the image of God, as we know from Colossians 1:15, our understanding of humanity reveals itself in him.”

Since at least 2004, when Gunther H. Knoedler Professor of Theology Dr. Daniel Treier attended a faculty seminar on technology led by then-Wheaton professor Dr. Alan Jacobs, Treier has understood the need for a robust theology of technology. Recently, he’s begun work on a monograph that examines the work of four important Christian thinkers (or groups of thinkers) on technology: Jacques Ellul, Wendell Berry, Albert Borgmann, and the Neo-Calvinists. Although the book as it is

*“Just as societies transitioned from oral tradition to written record,  
we are undergoing another communicative sea change: from  
human utterance to digital text generators.”*

currently conceived isn't poised to address AI specifically, each of these thinkers' insights are meant to help us form a rubric for Christian technological discernment that might be applied to questions raised by LLMs.

“Ellul would raise, certainly, the question of power,” Treier explained. “In what ways does this new technology enhance the power of technological elites? In what ways does it enhance the power of the lowest common denominators of mass culture?” (Treier reminded me that Wheaton College has the largest North American Ellul archive, on the third floor of Billy Graham Hall, a place he spent considerable time during his sabbatical as he began this project.)

Wendell Berry, another of Treier's interlocutors, “values embodied relationship and the significance of physical spaces.” In Treier's words, Berry asks, “To what degree are we doing more internet-generated/enhanced work, expecting productivity to be enhanced, but not enhancing craft?” Philosopher Albert Borgmann, on the other hand, examines the formative nature of practices. “We can see that ChapGPT might have good uses, in general,” explains Treier, “but it won't be fostering deep thinking and writing. It will be encouraging shortcutting and outsourcing that aren't likely to be formative unless we are intentional.” Finally, according to Treier, the Neo-Calvinists raise the question of progress, how technological progress relates to providence. “There is a temptation to baptize anything that comes along,” Treier concluded.

To consider Treier's project, in light of my own recent learning about AI, is to envision the communal conversation that an institution like Wheaton College might host. “I doubt we can discern/resist technologies unless we get into thicker forms of community,” Treier noted. Although differences of conviction and commitment will be evident in such a conversation, as in the May faculty seminar, I might hopefully imagine acts inspired by the Christian liberal arts tradition: sustained (and prayerful) probing, searching, submitting, investigating, instructing, comparing, analyzing, contrasting, attending, learning, unlearning, testing, self-expressing.

Are those activities to describe the reasoning capacities of which LLMs, trained by algorithms and nourished on human language, are becoming capable? Apart from “prayerful,” perhaps. But as Gibson pointed out, “A computer can't undertake its own tasks for its own pleasures and desires.” Maybe this is what the liberal arts tradition means to inculcate most—and a learning of which AI will never be capable. It's this *philosophy* Kemp spoke to me about—this educated love for a range of human and divine goods, not limited to knowledge, not greater than charity itself.

**A**t noon on an August day, I paused work on this article and opened my prayer book to the midday office. The selected psalm—Psalm 100—rang out from the page. “Know that the Lord, he is God; it is he who made us, and not we ourselves. We are his people and the sheep of his pasture.”

*People* was the word to jar that day, as I worried about the threatening capacities of machines. Would I, as a writer, be replaced by text generators? In our interview, I asked Dr. VanDrunen for technological prognostications, but the computer science professor resisted answering. Beyond *he will judge the living and the dead*, there isn't much we know for certain, he said.

I suspected that the growing use of AI would drive readers to expect more and more text in less and less time, as they already did. I suspected I myself would be tempted to avoid the hardship involved in learning, the patience involved in good work. But to pray the ancient psalm was to remember my humanity and its many attendant gifts. We are the *people* of God, made in the image of God, for the pleasure and purpose of God. We are God's workmanship, or *poetry* as the apostle Paul put it in his letter to the Ephesians. We are his handiwork, even an expression of his *artifice*.

Whatever the future, this was a status we could never lose. ●





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# Alumni News

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## Dr. Scott Moreau '77

*For over three decades of championing the Wheaton College Graduate School and empowering faculty and students through pedagogical innovations and relational bridge-building, the Wheaton College Alumni Association names Dr. Scott Moreau the 2023 Alumnus of the Year for Distinguished Service to Alma Mater.*

Words  
Eliana Chow '21

Photo  
Tony Hughes

When Dr. Scott Moreau '77 was a sophomore at the University of Illinois Urbana-Champaign, he attended what he thought would be a routine prayer meeting at a local church.

"Suddenly, I wasn't at the prayer meeting anymore," he said. "Instead, I was standing before the Lord, and he asked me, 'What are you going to do with your electrical engineering degree?'"

Although he now recognizes how any career presents an opportunity for ministry and evangelism, younger Moreau could only sit speechless. At the time, he didn't necessarily see his engineering trajectory in terms of ministry.

"That's right," Moreau recalled the Holy Spirit telling him. "It's time to move on."

Moreau believes that was the moment God called him into full-time ministry. It was the first of several providential pivots that would come to mark Moreau's lifelong career in ministry and teaching, ultimately leading him to contribute decades of service to Wheaton College. He was a 20-year-old college student aiming for a stable career in engineering, and God was asking him to reroute. Moreau couldn't ignore that voice. After looking into several Christian colleges, he transferred to Wheaton for his junior year in 1975, committing to a physics degree and the gymnastics team while he tried to figure out what ministry service would look like for him.

It was something akin to culture shock transferring from a large public institution to a small Christian college. Everything Moreau did at a secular school came with a missional lens, but at Wheaton, everything was already assumed to be Christian, which posed its own confusing adjustment. Nonetheless, he persevered and began exploring how to combine his passion for science with this newfound call. God moved powerfully, and Moreau followed.

A Chapel talk on the need for science and math teachers in Nigeria. An opportunity to tutor international students in physics. Just enough money to

attend Urbana '76. What some may call coincidence, Moreau identified as the Lord's leading. When he graduated in 1977, he accepted an offer to be on Cru staff full-time, packed up his life, and moved to Eswatini (formerly Swaziland).

Moreau worked with Cru for the next 14 years, ten of them in Africa. He taught and served in administrative leadership roles in schools, accreditation committees, and council boards throughout Eswatini and Kenya. In 1980, he temporarily returned to the U.S. to complete his M.Div. and D.Miss. with Trinity Evangelical Divinity School before resuming his roles in southern Africa.

As the decade turned over, Moreau's wife, who was an administrator in Kenya, proposed a permanent move back to the States. Moreau was reluctant. "I had thought Africa was a lifetime commitment for me," he said. "For 18 months, my wife and I prayed the Lord would unify our desires. Finally, I felt my heart release from Africa and toward the U.S."

Around that 18-month mark, Moreau attended a conference in Kenya for theological educators, where his path intersected with Dr. Jim Plueddemann, then a professor at Wheaton (and later a trustee), who had also left Africa after serving as a missionary there for 13 years. Plueddemann encouraged Moreau to apply for an open faculty position at Wheaton.

The transition to teaching in the graduate school of his *alma mater* had its hurdles. "It was a divine coincidence that I came back here," Moreau said. He was hired with only a one-year contract. After the dependability of Cru, the uncertainty necessitated a leap of faith. Yet for all his hesitations, he trusted God had work for him to accomplish and people to serve at Wheaton. Together with his wife and children, Moreau made the move to Wheaton. He stayed for 32 years.



Moreau worked in the Wheaton College Graduate School in a variety of roles, though cross-cultural communication and contextualization remained his primary focus. He was tenured in 1998 and went on to serve in several administrative roles within the intercultural studies department and over the Graduate School as a whole.

As associate dean, Moreau played an integral role in establishing the Graduate Council, a body of Graduate School faculty and staff responsible for governance and curriculum efforts that are separate from undergraduate decision-making. He was also deeply involved, with then-Dean Nick Perrin and fellow graduate faculty, in developing fresh mission and vision statements for the Graduate School that emphasized the needs of an increasingly global student body.

“As a world-class scholar and global authority on cross-cultural mission, Scott Moreau was a force for transformation at Wheaton College,” said President Philip Ryken ’88. “As he saw opportunities for the Graduate School to expand its educational reach for Christ and his kingdom, he carried them out with a clear commitment to his esteemed colleagues and his beloved students from around the world.”

The new structure was groundbreaking. Previously, changes in the Graduate School had to be approved by an undergraduate committee, which was less efficient. “The new vision allowed us to be more nimble and adapt to the needs of our students,” said Moreau. “The change also helped us propose programs, develop and offer new degrees and certificates, and start shifting to the online world.”

Although Wheaton’s undergraduate programs are residential, many of its graduate students serve in contexts worldwide. The early 2000s introduced a shift in student demographics among those interested in studying at the Graduate School—moving from American students with some cross-cultural experience to largely second-career individuals and international students. With his colleagues, Moreau recognized the opportunity to offer Wheaton’s graduate education to mid-career individuals who may not be able to leave their contexts for a full-time residential program.

“I always appreciated how Scott championed our identity as a global institution serving global partners,” said Professor of Psychology Dr. Terri Watson, former Dean of Psychology, Counseling & Family Therapy. “Wheaton attracts international students from around the world, and Scott was focused on how we could provide courses that were more accommodating to their contexts and distance learning needs.”

Throughout his tenure, Moreau brought a global lens to Wheaton and Wheaton to the world. Under his leadership, the Graduate School began offering flexible learning options for most master’s programs. Degrees can be earned via asynchronous coursework that learners complete from their home country, all taught by Wheaton faculty. Moreau also forged partnerships across Asia and Europe to host Graduate School faculty for in-person intensive classes with their remote students, giving learners an additional chance to connect with their professors and network with their peers.

The key to flexible learning is technology, and Moreau is a self-described geek when it comes to integrating

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*“Scott is completely trustworthy, humble, collaborative, and always inviting multiple perspectives to the table. His thinking about Wheaton and our academic work always has the world and the Lord in mind.”*

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technology with pedagogy. When the internet took off in the late 1990s, Moreau was one of the early faculty members from Wheaton to take courses at the University of Illinois on how to develop curricula conducive to online learning. Almost immediately, thanks to Moreau’s enterprising leadership, intercultural studies professors started incorporating distance learning into their courses. Eventually, the entire Graduate School was on board.

“We were one of the early precursors at Wheaton to the whole online environment,” Moreau said. “I loved it. I see both challenges and great opportunities for teaching with the internet.”

Naturally, when the campus closed for the early months of the pandemic in March 2020, college administrators turned to Moreau for guidance. He was tasked with mobilizing Wheaton faculty and staff to shift to remote work models. With decades of experience in adapting his pedagogy for technological and cultural differences, and a résumé filled with classes taught in online, residential, and hybrid environments, Moreau was the perfect fit to lead an educational shift that was, it turned out, not quite so unprecedented after all.

Watson speaks highly of Moreau’s character: a servant-hearted Christ-follower who never hesitated to step in where he saw a need. “Scott is completely trustworthy, humble, collaborative, and always inviting multiple perspectives to the table,” she said. “His thinking about Wheaton and our academic work always has the world and the Lord in mind.”

Dr. Karen Lee, who as provost has led the academic division and curriculum development at Wheaton since 2020, agrees. “I am grateful for Dr. Moreau’s interculturally astute leadership and his interpersonal ‘ministry of presence,’” said Lee. “He is a wellspring of encouragement, goodwill, and compassion to our colleagues and students—as well as a fountain of fun.”

If Moreau was an enabler of dreamers and an engineer of achievers on the administrative side of his work, he was even more committed to the relationships that operated

within the systems he strove to improve. “The first thing that comes to mind is when the light bulbs turn on in their eyes,” he said, reflecting on the most rewarding aspects of his role as an educator. “They start sharing stories from their own lives. They make what I’m teaching come alive for themselves and for others in the classroom.”

The content Moreau teaches isn’t easy. Things can get vulnerable fast when discussing intercultural communication, requiring learners to be open to seeing the world through other perspectives and acknowledge their own limitations, each with unique contexts that inform their interpersonal understanding. Such training goes beyond informing future educators, too. Faculty interact with students from a variety of backgrounds and often travel for teaching and speaking engagements. Moreau participated in efforts at Wheaton to train current and future faculty in cross-cultural communication.

“Our international students are always amazing to me because the bulk of them are working in a second, third, or fourth language,” he said. “It’s fun to debrief after class and hear from them—to see a mirror of myself in their eyes but in a way that makes me look strange. I really appreciate listening to them, growing from them, and hearing their stories that I often use when I’m speaking and teaching in intercultural settings.”

In July 2023, Moreau formally retired from Wheaton College, though he retains a packed traveling schedule. Since then, he’s taught classes in Australia, Taiwan, and Thailand, continuing to meet and recruit graduate students for Wheaton. He sees it as continuing the work God called him to do all those years ago.

Moreau’s teaching and eye for change develop from the stories others entrust to him and the values he has personally lived out throughout his career, spanning the entire globe and yet, providentially, bringing him right to Wheaton’s doorstep. ●



## Dr. Daniel L. Hill Ph.D. '19

Words Carolyn Waldee '18  
Photo Philip Adcock

**D**r. Daniel L. Hill Ph.D. '19 never dreamed of growing up to be a professor, much less one of theology. Although his parents—both ordained children's ministers—raised him and his seven siblings in the church, Hill did not even consider himself a Christian when he left the Midwest to study English and pre-law at Hampton University.

But by the start of his junior year, Hill remembers, "I was coming to the end of myself and realizing the futility of the things I was pursuing." He had recently suffered the loss of several family members and was struggling for answers. Christian friends surrounded him with the truth of the gospel and invitations to church, and at a pivotal moment, a professor and mentor turned to even more direct methods.

"He handed me his Bible, told me to read through Ecclesiastes, and then to get out of his office," Hill recalled. "And I did." By the summer before his senior year, Hill had given his life to Christ.

Hill was named the 2022 Emerging Public Intellectual, an award sponsored by Redeemer University, Cardus, the Acton Institute, the Centre for Public Justice, the Henry Institute, the Council for Christian Colleges and Universities, and The Richard John Mouw Institute. Hill's forthcoming book, *Gospel Freedom*, examines the work of three African American abolitionists from the 19th century as a foundation for evangelical participation in public life. In his journey from new believer to member of the theological academy, Hill cites Wheaton as a major piece of the puzzle.

"I'm really thankful for Wheaton and the space it occupies," he said. "The skills that you learn in Wheaton's Ph.D. program, you will not learn anywhere else: how to read the Bible in conjunction with theology. When I find a theologian who knows how to read the Bible, every time it's surprising because of how rare it is."

Hill himself endeavors to be one of these theologians. In describing his main research focus—*theological anthropology*, or the study of the human creature as it relates to God—Hill can't help but quote the Bible.

"When we're studying *theological anthropology*, the doctrine of humanity, we say, 'What is man, that thou art mindful of him? Or the son of man, that you consider him?'" Hill said, paraphrasing Psalm 8. He continued with another example, this time citing Psalm 90. "You're studying the theology of death? The response should be, 'Teach us, O Lord, to number our days, that we might get a heart of wisdom.'"

This idea of theology as inspiring a personal and reverent relationship with God is one that Hill is clearly passionate about. He described it as one of his hobbyhorses. As he begins his second year of teaching at Truett Theological Seminary, it's also a key message he wants to pass on to his students. "I want them to see that theology is ultimately an act of worship that we're offering up to God," Hill said. "It's not just about learning a bunch of rote, formulaic words to say. It also ought to be welling within us the spirit of the Psalms." ●

# CENTRAL DETROIT CHRISTIAN COMMUNITY DEVELOPMENT





## Lisa Anderson Johanon '82

Words Bethany Peterson Lockett '20  
Photo Jesse Green

“I just fell in love with the city of Chicago; it’s an easy city to love, isn’t it?” said Lisa Anderson Johanon ’82, reflecting on her time at Wheaton. Johanon was drawn to the city. While at Wheaton, she requested special permission to live in Chicago. Although it was years before a Wheaton in Chicago program was offered, Wheaton decided to support her desire to devote herself to the city. “When I look back on it, I can’t believe I did that,” Johanon said with a laugh. “But I’m really grateful Wheaton was flexible enough to do that, because not all schools would have.”

That experience began a great love for urban life and ministry that still propels Johanon forward, though she would soon learn to love a very different city—Detroit.

After graduating from Wheaton, Johanon accepted a position with Youth For Christ in Detroit. But after seven years, “they said it was too emotionally and financially draining to do urban ministry. I said, ‘Yes, it is; that’s why we need to be doing it.’”

Johanon felt discouraged by the decision. “Is this the time to pick it all up and go for the white picket fence and the dog and two kids?” she and her husband, Daniel, wondered. But after two years of praying and trying to be faithful in the transition, they felt the Lord calling them to stay.

Today, Johanon is the executive director of Central Detroit Christian Community Development Corporation, a nonprofit, faith-based organization

she co-founded in 1993. “We’re here to be salt and light in a community of great need,” she said.

CDC’s work centers on four pillars: education, employment, economic development, and evangelism. The 17 businesses they founded or support include a soup packaging plant that gives teenagers job skills, a laundromat that services a prestigious downtown hotel (and employs community members), a produce market that delivers to vulnerable seniors (once unexpectedly visited by former First Lady Michelle Obama), construction and property management companies, and a five-star preschool (of which Johanon is particularly proud).

“Time and time again I can point to where we’ve seen God’s goodness,” Johanon said.

CDC’s current programs are as different as could be—literacy and home repair. The CDC staff’s emphasis on listening to the community often leads them down unexpected paths.

Still, Johanon said, “I don’t have the answers. Poverty is so complex . . . but I am just blessed and grateful that I even know how to formulate the right questions.”

In the Gospels, there is a moment when Jesus looks over the city of Jerusalem and cries out to it, “Jerusalem, Jerusalem,” expressing his great love and longing for the city’s healing. “That’s how I feel,” Lisa said about Detroit. “I feel confident that this is where God wanted us.” ●

# A Wheaton College Heritage: Sons and Daughters of Alumni

*Photos of second-, third-, fourth-, fifth-, sixth-, and seventh-generation Wheaties*



## 2nd Generation:

**Row 1 (L–R):** Kaleigh M. Flowers (Jamie Lloyd Flowers M.A. '97, father); Elizabeth G. Adams (Jon '02 and Sara Simpson Adams '02, parents); Ren Lingerman (Kristin Guiduli Lingerman '91, mother); Kathryn R. Lewis (Donna Warner Lewis '91, mother); Abby M. Sanderson (Jeremy '01 and Sarah Williams Sanderson '00, parents); Jennalie K. Hemphill (Aaron '99 and Christy Larson Hemphill '99, parents); Micah Y. Young (Justin '99 and Grace Ho Young '98, parents); Emily J. Koenigsberg (Joel '98 and Deborah Anders Koenigsberg '97, parents); Bruce Koenigsberg HON, grandparent; Katie J. O'Connor (Todd O'Connor '92, father); Ada Y. Roth (Ken '96 and Emily Beplat Roth '96, parents); Anna Z. Hammer (Dave '97 and Amy Vance Hammer M.A. '00, parents); Bekah L. Naus (Eric Naus '02, father); Isabelle G. Caldwell (Bob '94 and Sarah Landau Caldwell '95, parents); Anna E. Aukerman (Sheila Beth Aukerman '88, mother); Tabb S. Wilhite (Gordy Wilhite '94, father); Catherine M. Wilhite (Gordy Wilhite '94, father). **Row 2 (L–R):** Abby M. Smith (Andrew '91 and Renae Schauer Smith '91, parents); Emma K. Smith (Andrew '91 and Renae Schauer Smith '91, parents); Jocelyn C. Erbele (Phillip Erbele '93, father); Joshua J. Levering (Brandon Levering M.A. '07, father); Luke R. Bruno (Chris Bruno Ph.D. '10, father); Caleb J. Alexander (Joel '91 and Inger Abrahamsen Alexander '91, parents); Naomi A. Eckdahl (Mike '98 and Melissa Thompson Eckdahl '98, parents); Abigail J. Ellenburg (Chad '94 and Lisa Sandie Ellenburg '95, parents); Adelle M. Hullinger (Amanda Wasson Hullinger '96, mother); Lily E. Lindquist (Tim Lindquist '89, father); Sadie G. Chelsen (Paul '91 and Laura Farnsworth Chelsen '91, M.A. '96, parents); Ben L. Foulk (Dave '00 and Mary Dominguez Foulk '99, parents); David J. Huber (Karl Huber '84, father); Asher S. Jones (Michael '93

and Beth Isch Jones '93, parents); Chase W. Waltrip (Steve Waltrip '90, father); Ally G. Collett (Paige Endres Collett '97, mother); Ryan S. Walter (Nate '97 and Faith Wen Walter '97, parents). **Row 3 (L–R):** Jake D. Vallieres (J. P. Vallieres '03, father); Rachel J. Schmidt (Kevin Schmidt '96, father); Megan R. Heydt (Laurie Friesen Heydt '86, mother); Benj D. Maher (Cherie Halter Maher '92, mother); Caitlyn R. Coddling (Eric Coddling '90, father); Maia R. Peterson (Jon Peterson '94, father); Abby C. Rickard (Brian Rickard '98, father); Nathanael K. Santi (Jinsun Park Santi '85, mother); Simeon J. O'Donnell (Douglas '96, M.A. '98 and Emily Seward O'Donnell '98, parents); Owen Hoffner (David '01 and Sarah Owen Hoffner '02, parents); Noah J. Hittie (Pam Hittie M.A. '22, mother); Graham I. Flynn (Nathanael Flynn '97, father); Ben R. Sisson (Rhonda Swanson Sisson '96, mother); Jonny J. Stoner (Tom Stoner '89, father); Ty B. Gascho (Andrew '93 and Vicki Christensen Gascho '93, parents). **Row 4 (L–R):** Sam R. McFadden; Anna M. Schudel (Rachel Krumsieg Schudel '97, mother); Houston J. Heinrich (Angie Packard Heinrich '98, mother); Caleb C. Apinis (Bryan '00 and Kathryn Bull Apinis '00, parents); Micah S. Smith (Ronny '95 and Michele DeVries Smith '94, parents); Luke B. Roen (Erik '96 and Suzanne Saadeh Roen '96, parents); Rebecca A. Thompson (Nathan Thompson '95, father); Joshua H. Brown (Dan '89 and Krista Hull Brown '91, M.A. '92, parents); Caleb K. Walter (Doug '98, M.A. '01 and Carolyn Christensen Walter '99, parents); Andrew S. Ruch (Molly Holst Ruch '93, mother); Max S. Kingsbury (Bob '89 and Michelle Menard Kingsbury '89, parents); Jonathan J. Valliere (Dylan '01 and Kari Holladay Valliere '01, parents); Joseph E. Kruse (Sandy Johnston Kruse '91, mother); Ty P. Ferguson (Paul M.A. '05 and Michelle Bollier Ferguson '02, parents); Jake M. Vogel (Mike '99 and Elizabeth Moulton Vogel '00, parents); Joshua H. Whelan (Chris '97 and Sarah Rosborough Whelan '98, parents); Rory L. Rilea (Rod Rilea M.A. '90 and Kimberly Boyd-Rilea '90, parents).



### 3rd Generation:

**Row 1 (L-R):** Lela R. Plankeel (Jeff Plankeel '98, father; John '65 and Dona Fales Plankeel '66, grandparents); Kara E. Puckett (Sam Puckett '95 and Pia Fahs '95, parents; Sammy '69 and Karen Ison Puckett-Stenson '68, grandparents); Lillian D. Evans (James '76, M.A.'77 and Denise Loizeaux Walton '75, grandparents); Ciarra K. Rockness (Dave Rockness '92, father; David '65 and Miriam Huffman Rockness '65, grandparents); Frances P. Kendziera (Saskia Doctor Kendziera '97, mother; Richard '69 and Paulina Vander Sluis Doctor '70, grandparents); Phoebe R. Tanacea (Heidi Dunkerton Tso '93, mother; James Dunkerton '58, grandfather); Kayla R. Sennese (Jason '98 and Julianne Perciante Sennese '97, parents; Terry '67 and Ginny Thompson Perciante '66, grandparents); Karoline J. Ryken (Philip '88 and Lisa Maxwell Ryken '88, parents; Leland HON and Mary Graham Ryken M.A. '88, grandparents; James '52 and Elaine Arison Maxwell '51, grandparents); Julia W. Garrett (Coray '97 and Katie Tindall Garrett '97, parents; Jane Van Ande Garrett M.A. '94, grandmother). **Row 2 (L-R):** Samuel D. Raedeke (Joel '92 and Susan Brewer Raedeke '92, parents; Ron '61 and Lois Postmus Raedeke R.N. '66, grandparents); Dacia N. Smith (Peter '95 and Wendy Tuggy Smith '96, parents; Marilyn Brady Smith '56, grandmother); Philip I. Itano (Carolyn Lou Sprunger Munro R.N. '57, B.S. '59, grandmother); Paris J. Griffin (Don '70 and June Ferkingstad Griffin '70, grandparents); Anna P. Puckett (Joshua '00, M.A. '02 and Susan Gahres Puckett '00, parents; Sammy '69 and Karen Ison Puckett-Stenson '68, grandparents); Anna Y. Schlamann (John Schlamann '92, father; Nona Lawson Schlamann '51, grandmother); Kristen A. Black (Jim '94 and Laurie Brock Black '98, M.A. '98, parents; Carolyn McFarland Brock '66, grandmother); Karis A. Plankeel (Jeff Plankeel '98, father; John '65 and Dona Fales Plankeel '66, grandparents). **Row 3 (L-R):** Jacob R. Crockett (Mark Crockett '89, father; Ruth Riley Crockett '53, grandmother); Jackson T. Durbin (Eric '02 and Annika Whitaker Durbin '02, parents; Howard Whitaker '63, grandfather); Benjamin M. Coley (Dave '86 and Kathleen Kaiser Coley '86, parents; Elna Fisher Coley '57, grandmother; Walt Kaiser '55, '58, grandfather); Alden C. Wakefield (Scott '95 and Dagny Huehnergath Wakefield '98, parents; Steve White '78, grandfather); Gracie C. Crowder (Hall '93 and Courtney Holt Crowder '94, parents; Hall Crowder '68, grandfather; Don '57 and Lolita Larson Holt '60, grandparents); Catherine K. Hartrim-Lowe (Wayne '68 and Nancy Crawford Lowe '69, R.N. '67, grandparents); AnnaBelle G. Beard (Jeff '92 and Margaret Ryken Beard '93, parents; Leland HON and Mary Graham Ryken M.A. '88, grandparents); Eli A. Hamer (Sam Hamer '96, father; Paul Hamer '72, grandfather); Zack P. Romberger (Ronald Romberger '91, M.A. '92, father; Gorden L. Romberger '60, grandfather).



### 4th, 5th, 6th, and 7th Generations:

**Row 1 (L-R):** Gloria G. Woodruff (Joel '85 and Jacqueline Thesz Woodruff '86, parents; Stephen Woodruff '57, grandfather; Albert Woodruff '29, great-grandfather); Lucy D. Anderson (Joshua '03 and Kimberly Sandberg Anderson '05, parents; Roger '75, M.A. '76 and Rebecca Miller Sandberg '74, grandparents); Jerry '52 and Dorothy Deter Miller '52, great-grandparents); Madison J. Grinstead (Tim M.A. '02 and Lois Kuhn Grinstead '99, M.A. '00, parents; Steve '69 and Carol Gunderson Kuhn '70, grandparents; Glenn '39 and Lois Nixon Gunderson '39, great-grandparents); Marcia R. Anderson (Evan '95 and Catherine Barnes Anderson '96, parents; Ross '68 and Barbie Wessner Anderson '70, grandparents; David '69 and Marcia Boehm Barnes '69, grandparents; Ken '44 and Norma Cook Wessner '44, great-grandparents; Marion Barnes HON, great-grandfather). **Row 2 (L-R):** Wade I. Watkins (Bruce M.A. '73 and Elaine O'Connell Watkins '72, R.N. '70, grandparents; Bill Watkins '47, great-grandfather); Simeon L. Shedd (Andy Shedd '98, father; Jim Shedd '74, grandfather; Hudson Shedd '47, great-grandfather); Susanna J. Snively (Mark '95 and Kelly Pierucki Snively '95, parents; John Pierucki '69, grandfather; Susan Baker Wolfe '70, grandmother; Dave Baker '42, great-grandfather); Elena G. Fromm (Joel '98 and Louanne Priest Fromm '97, parents; Mary Lageschulte Priest '64, grandmother; Pat '35 and Betty Pollock Lageschulte '35, great-grandparents). **Row 3 (L-R):** Leif A. Michaelson (Bethany Brown Michaelson '93, mother; Don '66 and Lucia Twite Brown '66, grandparents; Dave Brown '36, great-grandfather); Ephram S. Nitz (Steve '92 and Crystal Dodds Nitz '92, parents; Stan Dodds '60, grandfather; Howard Cleveland '31, great-grandfather); Andrew S. McKay (Doug McKay '90, father; Margaret Crossett McKay '61, grandmother; Vince '30, M.A. '48 and Margaret Elliott Crossett '29, great-grandparents); Isaac S. Martin (Amy Haugen Martin '00, mother; Phil '73 and Judi Guth Haugen '74, grandparents; Chuck Guth '47, great-grandfather).

# Homecoming 2023

*Celebrating the 100th Homecoming*



Read more about 100 Years of Homecoming:  
[alumni.wheaton.edu/homecoming100](https://alumni.wheaton.edu/homecoming100)



1



2



3



4



5

1 Children join their parents for Homecoming. 2 Reconnecting with college friends and roommates on the quad. 3 Wheaton's first Homecoming took place in 1923. 4 Former RAs from the Class of 1953. 5 Dr. Matthew Milliner '98 speaks at Homecoming Chapel and celebrates his 25th class reunion.



PHOTOS BY MIKE HUDSON, JOSH OKERMAN, TOWER YEARBOOKS

**6** Alumni check in for Homecoming reunion dinners and events. **7** Children of alumni show their school spirit with Wheaton gear. **8** Tor makes a special appearance at the 2013 and 2003 class dinners. **9** Free stickers, pens, books, and other memorabilia for Homecoming attendees.

# Homecoming 2023: Class Reunions

*Photos by Josh and Alexa Adams*



## Class of 1993

*30-Year Reunion*

**Row 1 (L-R):** Tammie Lansingh, Greg Lansingh, Robert Clinton '92, Michael Clinton, Heidi Lehman, Julia Van Valin Sanders, Christa Thomas Dittmar, Nicole Toritto, Kurt Lightner, Chris Peterson, Debbie Garver Peterson, Kathy Albertson Poynor, Karen Blom Prigodich, Jeff Beard '92, Margaret Ryken Beard, Rebecca Harness Gallo. **Row 2 (L-R):** Jeannine Bush Clinton '93, M.A. '08, Christopher Williams, Ted Graffam, Heather Avery Graffam, Gail Prichard Schoonmaker, Matt Hsieh, Tom Mills, Steve Ivester

'93, M.A. '03, Eric Hamsho, Joseph Tsang '93, M.A. '93, Kyuboem Lee, Deb Gasoske Kim, Mary Kim '24, James Kim, Dave Lukens. **Row 3 (L-R):** Beth Isch Jones, Kyle Arney, Chad Smith, Chad Klopfenstein, Michelle Mack Fiore, Amy Mueller, John Marshall, Janna Sawyer Marshall, Sara Havens Fridline, Carol Missel, Kari Semmen White, Rob White, Julianne Donle Groezinger, Shawn Fox, Millie Fox. **Row 4 (L-R):** Ingrid Skytte Huber, Cherish Poland Morris, Elizabeth Kavalich Lewis '93, '96, Bethany



Brown Michaelson, Bruce Graham, Kim Franklin Graham, Bret Swigle, Jay Smelser, Heidi Wilhelm Harrison, Connie Van Wynen Henschel, Jennifer Cate, Aimee Schilling, Jeff Capuano, Kathy Camillone Capuano, Jack Derrico. **Row 5 (L-R):** Molly Holst Ruch, Andrea Scott, Kelvin Schill, Polly Mayhew Schill, '93, M.A. '04, Stephanie Ault Justus, Karen Fulghum Sear, Stephanie Benware Sleeth, Lauri Robinson Stanley, DaVinda Jacobson Hsu, Brad Nielsen, Abby Nielsen, Donna Peterson Nielsen, Ann Castleberg

Vollendorf, Duane Vollendorf, Tobias Klauder. **Row 6 (L-R):** Tim Klingler, Randy Heinig, Dan Battle, Kathleen Wyrzen Simpson, Benny Simpson, Scott Hosier, Mary Hosier, Rachel Starmer, Jeff Uhlenberg, Robert von Edeskuty, Kristen Larson von Edeskuty '95, Courtney Holt Crowder '94, Hall Crowder, Paul Van Der Werf, Elgin Kim, Jim Auker.



## Class of 1998

### *25-Year Reunion*

**Row 1 (L-R):** Jess Duncan, Matt Duncan, Samuel Duncan, Abbie Duncan, Chad Moore, Hannah Moore, Abby Moore, Ruth Slagg Moore, Jennifer Roberts Biddison, Kristina Paulsen Hagenbaumer, Stephanie Seim, Shana Fields Duinick, Rebecca Kuhlmann Taylor, Hazel Taylor, Gray Taylor, Roy Taylor, Isabella Springer, Dave Kuhlmann Taylor. **Row 2 (L-R):** Santiago Tucker '26, Brian Tucker, Sonia Tucker, Steve Petry '98, M.A. '99, Stephen Petry, Elijah Petry, Janine Brown Petry '99, M.A. '00, Naomi Eckdahl '27, Melissa Thompson Eckdahl, Michael Eckdahl, Katie Isch Wilson, Todd Wilson '98, M.A. '01. **Row 3 (L-R):** Elizabeth Morris Olympio, Ellie Martin, Jeff Martin '98, M.A. '03, Sarah Cuny, Dave Cuny, Micaela Andes, Alicia Takushi Andes, Nila Andes, Erik Apahnis, Grady Apahnis, Rachel Kuseske Janzen, Dan Janzen. **Row 4 (L-R):** Belle Heinrich, Angie Packard Heinrich, Carolyn Christensen

Walter '99, Doug Walter '98, M.A. '02, Caleb Allen, Elijah Allen, Jacob Allen, Claire Allen, Elijah Herriott, Matthew Herriott, Nicole Kendzierski Herriott, Jim Herriott, Jacob Herriott, Brooks Locke. **Row 5 (L-R):** Joel Eckert, Tracy Wilner Eckert '02, Ryan Funk, Brittany Funk, Sue Knapp Funk, Todd Funk '96, Christopher Dons, Alyssa Hrubes Dons, Laura Sullivan Michel, Brent Michel '97, Kathleen Kepley M.A. '98, M.A. '99, Lisa Ellison Bovey. **Row 6 (L-R):** Clare Hoashi-Erhardt, Wendy Hoashi-Erhardt, Christoph Hoashi-Erhardt, Paul Springer Jr. '95, Jacob Springer, Emily Springer, Paul Springer III, Melissa Totman Springer.





## Class of 2003

### 20-Year Reunion

**Row 1 (L-R):** Jen Weber Henneberry, Rob Henneberry, Lyla Henneberry, Evelyn Henneberry, Molly Henneberry, Noah Harris Thom, Titus Harris Thom, Nate Harris Thom, Asher Harris Thom, Judah Harris Thom, Sarah Harris Thom, Brook Lewis Malcolm, Aylan Feddani, Leslie Davis, Judah Horton, Noelle Brison, Sean Klock, Saunders Klock, Ellie Klock, Kinsey Klock, Marta Norton Klock, Mya Kok, Elliot Kok, Arthur Kok, Ella Grace Westerhaus, Felicity Westerhaus, Jocelyn Westerhaus, Thaddeus Westerhaus, Liliana Westerhaus. **Row 2 (L-R):** John Glass, Jackie Glass, Audrey Glass, Bennett Glass, Kate Glass, Julia Glass, Tyler Ranney '02, Amanda Leggett Ranney, Titus Perkins, Luke Perkins, David Perkins, Lizzie Perkins, Brittany Kok Perkins '04, Katie Perkins, Jo Kok, Anja Walter Westerhaus '02, David Westerhaus. **Row 3 (L-R):** Jon Adams '02, Carson Adams, Sara Simpson Adams '02, Tanya Oxley Roth, Asher Miller, Lindsay Vowels Miller, Brooke Veith Craven, Nora Miller, Jed Miller, Luke McFadden, Meghan Kraft McFadden, Sarah Sharp Cudney, Nick Cudney, Ressa Darnauer, Caleb Darnauer, Jeff Darnauer, Kristi Darnauer. **Row 4 (L-R):** Matthew Wood, Andrew Logemann, Katie Marshall Logemann, Dustin Marlett, Kendra Marlett, Meredith Smith Day, Johanna Gill Soyars, Joy Salzman Yerly, Allison Corey Milne, Iris Milne,

Annie Sayer Rose '02, M.A. '03, Malena Rose, Emily Mason Johnson, Peter Johnson, Esther Geist Osgood '02, Jonathan Osgood, Anastasia Osgood, Jude Osgood, Christopher Martinez. **Row 5 (L-R):** Noah Wood, Adam Morehouse, Rachel Brown Morehouse, Mike Kasdorf, Liesel Kasdorf, Hans Kasdorf, Maureen Buchanan Kasdorf, Margie Koppin Strauss, Nathaniel Strauss, Andy Strauss, Annie Messing, Dustin Guidry '04, Emily Malone McCall, Paul McCall, Susanna McCall, Ella McCall, Nora McCall, Carolyn Lauderback Whitmore, Nathan Whitmore. **Row 6 (L-R):** Austin Wood, Laura Wood, Chris Kamienski, Sarah Griswold Kamienski, Noah Kamienski, Jack Kamienski, Ansley Kamienski, Clayton Barnett, Ike Barnett, Luke Barnett, Celeste Elsenheimer Barnett '04, Paige Barnett, Elizabeth Gosnell Kletzing, Sarah Gartland Parks, Kari Geske, Nancy Mehlberg Guyer, Minette Piper Ericson, Linnea Meyer Taylor, Austin Ochs, Jeff Baxter, Naomi Farmer Beskow, Alissa Shabaz. **Row 7 (L-R):** Chris Wilkins, Gretchen Meissner, Lauren Smith Gyorfi, Micah Gyorfi, Caleb Gyorfi, Paul Gyorfi '03, M.A. '04, Tyler Shook, Joel Shook, Kristin Schaller Thompson, Betsy Trim Sentamu, Andrew Johnson, Laura Schmidt Stanifer, John Stanifer, Nathanael Brice, Bruce Binger, Lucy Binger.



## Class of 2013

### *10-Year Reunion*

**Row 1 (L-R):** Ian McGregor, Knox McGregor, Owen McGregor, Joanna Helm Panner, Ben Panner '09, M.A. '11, Simeon Panner, Jeremiah Panner, Piper Panner, Levi Panner, Seth Panner, Christopher David '21, Hilary Dirks Norton, Joseph Allan Norton, Joan Norton, Abraham Norton, Ryan Augustine, Megan Simons Augustine, Naomi Augustine, Chloe Augustine, Selah Augustine, Val Battisti, Nick Battisti, Myla Battisti, Megan Romberger Etter, Eric Etter, Michelle Morency Oslund, JJ Oslund '12. **Row 2 (L-R):** Garrett Cook, Judah Cook, Jonelle Maida Cook, Elias Cook, Melody Parker David, Michelle Peterson Gates, Taylor Gevry, Elizabeth Selin, Rebecca Russ McCordic, Kyle McCordic '14, M.A. '16, Elaine Rau, Pamela Medrano Jackson, Elian Jackson, Luciana Bella Jackson, Todd Jackson, Rachel Sommers Ponton, Olivia Ponton, Gabriel Ponton. **Row 3 (L-R):** Ben Meyer, Rebecca Queen Meyer, Caleb Meyer, Lydia Meyer, Trey Martin, Mary Walsh Martin '13, M.A. '18, Magnolia Martin, Bear Martin, Mary Nussbaum, Keri Shannon Sawyer, Lindsay Johnson Solfelt, Kai Solfelt, Anna Curato Sanan, Meaghan Zang Falkanger, Brooks Falkanger, Callum Falkanger, Jared Falkanger '13, M.A. '19, Caleb Burr, Elias Halberg, Becky Baker Halberg '13, M.A. '20, Aharon Halberg, Mark Sommerville, Adam Zarn, Ryan Fisher. **Row 4 (L-R):** Ana Akin, Chelsea Reed Reinhold, Asher Reinhold, Ellie Christenson, Drew Bard Varges, Kyle Courtright, Isabelle Courtright, Martha Givler Courtright, Liam Courtright, Keri Kerns, Erik Most, Ben Souders, Annie Chestnut Tutor,

Aaron Tutor, Todd VanKerkhoff, Ellie VanKerkhoff, Jude VanKerkhoff, Julia Carey VanKerkhoff, Emma VanKerkhoff. **Row 5 (L-R):** Katy Foltz, David Querfeld, Donovan Querfeld, Sydney Seagren Querfeld, Harriett Law Inouye '13, M.A. '18, David Inouye, Ezer Inouye, Caroline Dolman Herlin, Peter Herlin '15, Steve Chapa, Hilary Kitchen Chapa, Anna Larson '13, M.A. '19, Jake LaFlamme, Andy Warlow, Erin Pyne Warlow, Tanner Gesek, Emily Cole Greenwald, Miles Greenwald. **Row 6 (L-R):** John Macikas '13, M.A. '15, Lily Bowen Friske, Dan Scheaf, Margaret Scheaf, Beth Phillips Scheaf, Erika Oslund Tuttle, Ava Tuttle, Jack Tuttle, June Tuttle, Addie Tuttle, Phil Tuttle, Everett Geno, Alec Geno, Kira Geno, Linnea Peckham Geno, Nikki Toyama, Kaitlyn Murphy, Andrew Keeler, Matthew Arildsen, Haleluya Arildsen. **Row 7 (L-R):** Brooke Olson Reiter, Drew Reiter, Lincoln Reiter, Elliot Reiter, Jordan Golz '14, Micah Golz, Roger Underwood, Kyungho Rhee, Shelby Swart Rhee, Elena Aronson, Hayden Hobby, Holly Bachilas, Amanda Gregornik Liu, Megan Mitchell Bedford-Strohm, Jonas Bedford-Strohm, Chiara Bedford-Strohm, Amos Bedford-Strohm. **Row 8 (L-R):** Cole Adams, Amy Hiben, Dan Hiben, Hank Phillips, Mark Phillips, Emily Schwaller Phillips '13, M.A. '18, Jackson Phillips, Lauren Caporaso Bowman, Marissa Shults Ellsworth, Emma Ellsworth, Annie Ellsworth, Owen Ellsworth, Sean Ellsworth, Lily Miser, Lauren Ide Miser, Jon Miser '12, Jayne Jaderholm Betina, Shea Betina, Sylvi Betina, Timo Betina, Trevor Smith, Valerie Wright Smith.



**Class of 2018**  
*5-Year Reunion*

**Row 1 (L-R):** Abbey Fuster Bollman, Chris Williams, Kari Miller Williams '19, Kelly Parks Hayden '20, Caroline Coulter Fugate, Andrew Morbon, Charles Nystrom, Michael Polimenakos. **Row 2 (L-R):** Natalie Flemming Carter, Kirsten Ryken Collins, Ben Arildsen, Jesse Hayden, Luke Fugate, Seth Humeniuk, Jennifer Martens Morton, Hayley Rost Han, Philip Han.

**Row 3 (L-R):** Jacob Van Dyke, David Gates, Austin Chu, Payden Carter '18, M.A. '20, Tyler Jones, Matthew Peneycad, Luke Andersen, Richard Green. **Row 4 (L-R):** Grant Bollman '19, Drew St. John, Charissa Fort, Emma Camillone Hamm, Matt Hamm, Kara Considine, Adam Considine, Hannah Japp, Morgan Whitman.



## Discharging Olive Branches

*By Kirk D. Farney, Vice President for  
Advancement, Vocation, and Alumni Engagement*

**A**s we contemplate the Savior's birth in a stable and recall the coming of the Holy One in gentle flesh, as we sing of a "Silent Night, Holy Night," where "all is calm, all is bright," or of a "Little Town of Bethlehem," where "still we see thee lie," the contrast of that setting with our present cacophony is striking. Today, we find ourselves in an extended season when civil discussion and free exchange of ideas have been replaced by polarized invective, shutting down any serious interest in opposing opinions or genuine discourse.

While all of this is disturbing generally, it is especially disappointing to see these trends manifest themselves among those who declare allegiance to the occupant of the manger. Across political and theological arenas, those claiming to speak "truth in love" present a rather parochial version of the former and a well-camouflaged version of the latter. Vitriol and condemnations are one thing. Framing such rhetorical modes "in Christ" is jarringly incongruous. While Jesus unleashed righteous wrath on temple money changers, exercising our own self-perceived "righteous wrath" is perilous.

"Blessed are the peacemakers," promises our Lord. And

I suspect that most of us see ourselves as peacemakers or aspire so to be. Yet are we peacemakers only once our opponents acknowledge their wrongheaded opinions?

During the 19th-century English "Oxford Movement," theological tensions arose between prominent scholarly clerics. Anglican Edward Pusey became increasingly polemical toward opposing former colleagues, prompting his friend John Henry Newman to admonish: **"You discharge your olive branch as if from a catapult."**

To be clear, Newman did not advocate muted religious convictions or reluctance to boldly state opinions. To him, thoughtful debates on such matters were the hallmarks of a sound education—a liberal arts education. But for any disagreement to have purpose, it needed to be discussed with civility and open-mindedness.

Wheaton remains committed to fostering productive, edifying discourse on our campus. We endeavor to inculcate such habits in our students so that as they graduate, they will join generations of alumni in modeling such behaviors. Grace and peace to you at the Advent of the Prince of Peace. ●

Alumni Association President Eric B. Fowler '81 President-Elect Jerard Woods '12 Past President Dr. Beverly Liefeld Hancock '84 Executive Director Cindra Stackhouse Taetzsch '82 Alumni Trustee Representatives Eric B. Fowler '81, Jerard Woods '12, Beverly Liefeld Hancock '84 Board of Directors Serving through 2024 Barbara Bates Alexander '77, Mary Ashley Miller '69, Leigh Naraine Pylman '08, Manette Galvan Turner '92, M.A. '98, Jim Wilkes '79 Board of Directors Serving through 2025 Naissa Charles '21, Noah Chung '12, Priscilla Barclay Kibler '12 Board of Directors Serving through 2026 Jim Black '94, M.A. '99, Stephen Franz '09, Doug Goebel '90 Board of Directors Serving through 2027 Brent Armstrong '91, Jim Hawthorne '88, M.A. '92, Lisa Biehle Files '83, Hannah Tan Follett '06



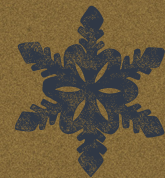
# LET THE STABLE STILL ASTONISH

Let the stable still astonish:  
Straw-dirt floor, dull eyes,  
Dusty flanks of donkeys, oxen;  
Crumbling, crooked walls;  
No bed to carry that pain,  
And then, the child,  
Rag-wrapped, laid to cry  
In a trough.

Who would have chosen this?  
Who would have said: "Yes,  
Let the God of all the heavens and earth  
be born here, in this place." ?

Who but the same God  
Who stands in the darker, fouler rooms of our hearts  
and says, "Yes, let the God  
of Heaven and Earth  
be born here ----

in this place."



—Leslie Leyland Fields



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*“What does it mean to be human? Each particular child of  
God must ask and answer the question for herself. We’re  
not expecting a novel answer. What matters to us is that  
our students have thought their answers through.”*