

Looking for god in the university: examining trends in Christian higher education

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Published online: 20 August 2010
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Abstract Amid the many recent treatments of the global growth of both Christianity and higher education, little to no attention has been given to distinctly Christian higher education. The survey reported in this essay uses an understanding of Christian education developed from analytical work by Robert Benne to examine the number and nature of colleges and universities that retain and nurture a distinct Christian identity. The results indicate that Christian higher education continues to expand throughout the world, challenging the assumed linear trend toward secularization. This paper focuses upon the results of our survey in countries beyond Canada and the United States where most of the recent growth is occurring. We found a total 579 institutions outside of these areas. When we analyzed the origins, denomination, size, funding, and areas of study of these institutions we found some unique patterns that shed light upon the group as a whole and how they relate to larger trends within higher education.

Keywords Global · Christian · Higher education · Privatization · International

Fifty years ago numerous scholars and even *Time* magazine wondered whether God was dead. Sociological prophets of secularization theory, such as Peter Berger (1968), proclaimed to *The New York Times* that by “the twenty-first century, religious believers are likely to be found only in small sects, huddled together to resist a worldwide secular culture” (p. 3). Not surprisingly, writers addressing higher education, such as Christopher

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Jencks and David Riesman (2002/1968), reflected this cultural perspective when writing about the future of Protestant and Catholic colleges in America. They believed “the future of small-town Protestant colleges committed to orthodoxy is bleak indeed” (p. 333) and that Catholic universities would be “engulfed by academic professionalism” (p. 405). The larger cultural narrative of decline and decay dominated the story line and with good historical reasons (see Burtchaeil 1998; Marsden 1994; Marsden and Longfield 1992).

Scholars today, however, recognize that while secularization has always occurred throughout the history of higher education, secularization theory, which predicted the future decline of religious universities and colleges, largely hinged upon particular western experiences, presuppositions and perspectives as well as overly deterministic understandings of social life (Smith 2003; Stark 1999). Even an early proponent of secularization theory, Peter Berger (1999), later admitted, “The assumption that we live in a secularized world is false. The world today, with some exceptions...is as furiously religious as it ever was, and in some places, more so than ever. This means that a whole body of literature by historians and sociologists loosely labeled ‘secularization theory’ is essentially mistaken” (p. 2). He also confessed that the belief that “modernization leads to a decline of religion” has proven false (p. 2).

Western Europe, the home of numerous secularized universities, proves to be the one geographical region where secularizing trends reign in the midst of the “furiously religious world.” In addition, as Berger (1999) notes, another unique group not connected to any particular geographic fits the secularization thesis.

There exists an international subculture composed of people with Western-style higher education, especially in the humanities and social sciences, that is indeed secularized. This subculture is the principle “carrier” of progressive, Enlightened beliefs and values. While its numbers are very thin on the ground, they are very influential as they control the institutions that provide the ‘official’ definition of reality, notably the education system, the media of mass communication, and the higher reaches of the legal system (p. 10).

Thus, it should perhaps be unsurprising that higher education scholars easily bought into the secularization thesis. European universities as well as university cultures throughout the world were secularizing. Influenced by the cultural milieu, academics interpreted what was occurring around them as the trend of the future instead of closely examining the unique human and ideological factors behind the secular revolution (Smith 2003).

Today, in higher education there are reasons to reconsider the overly deterministic or prophetic elements of secularization theory. While a number of recent works have pointed to the continued vitality of some old and new North American religious colleges to make this point (Schuman 2010; Riley 2005; Sterk 2002; Benne 2001; Hughes and Adrian 1997), what has not occurred in the studies of religious higher education is what has occurred in sociological studies of religion as a whole. Sociologists of religion have paid increasing attention to religion outside of the two secularized worlds that Berger (1999) identifies and turned their eyes to the larger world. Since the secularization thesis advanced by sociologists has been proven mistaken based on more attention to religion outside the Western context, we decided it would be helpful to assess religious higher education on a global scale as a basis for better understanding the state of global Christian higher education.

Admittedly, we began this project with the hunch that the prophets of the secular future would also be proven wrong about global Christian higher education. We knew from anecdotal accounts and improvised internet surveys of dozens of new Christian colleges springing up over the last 20 years (Carpenter 2008; Glanzer 2008, 2009). Yet, in our

literature review we were surprised to learn that very little research has been done to examine the scope and direction of Christian higher education around the world (although the growth of Muslim higher education has received some attention—see Lindow 2007). Consequently, we thought it would be helpful to begin the process of collecting information at a global level that could be used to tell a more accurate narrative about the state of Christian colleges and universities around the world.

This paper presents the results of our efforts to assemble the first database of universities and colleges engaged in Christian higher education around the world. It also includes some analysis of the database and our reflections about some global trends in Christian higher education. Instead of a story of decline, our findings indicate that when it comes to the founding of Christian colleges and universities one can find various periods of innovative creation, stagnation, and renewed growth. The past 20 years in particular have been a time of significant development among Christian colleges and universities around the world. Like Christianity itself, Christian higher education is springing out from its bases in Western Europe and the Americas and is making significant inroads into the global south and east (Carpenter 2008). Moreover, the changes in global Christian higher education demonstrate some commonality with larger trends in higher education, particularly the privatization of higher education; nonetheless, new Christian colleges and universities also show the potential to be a different kind of force than many secular forms of private or state-controlled higher education.

Literature review

A tremendous amount of recent literature has explored the international dimension of higher education (see for example the many works by Philip Altbach at http://www.bc.edu/bc_org/avp/soe/cihe/publications/). In addition, various unique components of international higher education, such as private higher education, have also received focused attention (see for example the Program for Research on Private Higher Education 2010; Slantcheva and Levy 2007; Altbach and Levy 2005; Levy 1986). Nonetheless, only limited scholarly attention has been given to the area of international religious higher education. In striking contrast, numerous contemporary scholars have already addressed the past, present and future of Christian higher education in North America (Schuman 2010; Morey and Piderit 2006; Ringenberg 2006; Dovre 2002; Sterk 2002; Benne 2001; Burtchaell 1998; Hughes and Adrian 1997; Gleason 1995; Marsden 1994). One of the interesting disagreements in this North American literature concerns the state of North American Christian higher education. While Burtchaell (1998) advances the thesis that North American Christian universities are seeing *The Dying of the Light*, Benne (2001) argues that one can still find *Quality with Soul* and Schuman (2010) also disagrees with Burtchaell's thesis and contends "the light still shines brightly" (p. 1). We believe that a global examination of Christian higher education could help inform any assessment of Christian higher education.

While this new scholarship has provided tremendous insight into the North American scene, very little research has examined the scope and direction of Christian higher education around the world (Carpenter 2008). James Arthur's recent work (2006) proves to be the one major exception, and it provides a helpful beginning in his general overview of religious colleges and universities around the globe. In particular, he confirms that the institutional secularization of universities occurred around the world, although it occurred unevenly and for different reasons. Arthur also demonstrates that religious universities

around the world struggle with some of the same problems, such as faithfulness to their religious mission, questions about how religious authorities and beliefs should relate to university governance, how to relate a religious tradition to new and current knowledge and how to deal with matters of academic freedom. While Arthur's broad overview and comparison of these themes proves helpful, he does not provide extensive empirical insight into the current state of religious higher education. Overall, we still lack a clear idea of the numerical strength as well as basic data, such as enrollment, sources of funding, origins, programs of study, and institutional vision and direction.

Thus, our research project sought to provide more specific empirical data which can enrich future comparisons and understandings. In order to limit our empirical study, we decided to include only universities with an avowed Christian identity and mission in our database. Only by first gaining a clear empirical assessment of the context can larger theoretical questions about secularization, the integration of faith and learning, church-state cooperation in funding and governance, and others be addressed.

Definitions

Since our project sought to identify and list explicitly Christian colleges and universities around the world, we clearly defined each of the key terms: (1) Christian and (2) College or university.

Christian

Traditionally, scholars have approached the topic of religious higher education in North America by focusing upon “church-related” colleges and universities (see for example Cunnigim 1994). This approach proves advantageous in that one avoids the difficult question about what exactly comprises a “Christian” university. The problem with such a classification, however, is that it tells us very little about the degree to which a particular church or its theological beliefs and practices actually influence a college or university. Furthermore, in light of the secularization of a vast number of these institutions and the range of church relations they hold, one can rightly question whether some of these institutions would define themselves as Christian and in what way they might do so (Burtchae 1998; Marsden 1994).

In *Quality with Soul*, Robert Benne (2001) provides a helpful typology of the range of church-related colleges and universities that helps address this problem. Benne categorizes church-related colleges into four different types: orthodox, critical mass, intentionally pluralist, and accidentally pluralist. He suggests that one can determine the category of an institution by examining eight aspects of an institution's life: (1) the public relevance of its Christian vision; (2) public rhetoric; (3) membership requirements; (4) the role of the religion/theology department and whether any such courses are required; (5) the nature and frequency of chapel; (6) the overall ethos; (7) the degree of support by the sponsoring church; (8) the role of the associated church in matters of governance (p. 49). As the types move from orthodox to accidentally pluralist, they become more secular or permissive. For example, orthodox schools “want to assure that the Christian account of life and reality is publicly and comprehensively relevant to the life of the school by requiring that all adult members of the ongoing academic community subscribe to a statement of belief” (p. 50). Critical mass institutions, however, “do not insist that all members of the community be believers in their tradition or even believers in the Christian tradition, though they do insist

that a critical mass of adherents from their tradition inhabit all the constituencies of the academic enterprise—board, administration, faculty, and student body” (p. 50). The key dividing line, he claims, is between orthodox and critical-mass schools where “the Christian vision is the organizing paradigm” versus the pluralist schools which use “secular sources as the organizing paradigm” (p. 49). In other words, both orthodox and critical mass institutions hold the following:

...that the Christian account of life and reality is comprehensive, unsurpassable and central. This does not mean that the Christian account is their only source of knowledge and wisdom, but it does mean that the Christian account provides the umbrella of meaning and value under which all other knowledge is organized and critiqued, or alternatively, provides the conversation partner for all other perspectives (p. 51).

In contrast, the pluralist schools are guided by a postmodern framework that rejects a larger metanarrative, an Enlightenment mentality that places reason as the arbiter of all, or merely professional goals such as training students for a job.

We find Benne’s basic divide helpful since we seek to focus upon Christian colleges and universities that use their particular Christian identity and vision as an important organizing paradigm. Consequently, we are defining as “Christian” those universities or colleges that currently acknowledge and embrace a Christian or denominational confessional identity in their current mission statements and also alter aspects of their policies, governance, curriculum and ethos in light of their Christian identity (e.g., required courses in Christian theology or the Bible; the presence of Christian worship at protected times that is supported by the institution, a college-funded Christian chaplaincy). We are identifying those denominations as Christian that are historically understood as fitting within Protestant, Catholic or Orthodox confessions of faith.

In light of this definition, we exclude universities that merely recognize a historic connection to a church, denomination or Christianity (e.g., Oxford University and Yale University). In addition, we exclude colleges that are members of religious associations of colleges and universities due to these historical connections but that do not identify their religious identity as influencing their mission or as being central to their identity (e.g., many of the universities listed on denominational association web sites). Admittedly, this approach still results in some difficult borderline cases. We discuss how we decide these cases in the methodology section below.

We also exclude from our list state-funded universities that exist in nations with a state church that do not identify themselves primarily or equally as Christian institutions. For instance, state churches still exist in Denmark, England, Greece, Iceland, Malta, Norway, Scotland, and various cantons of Switzerland, and close links with particular churches exist in many other countries. Nonetheless, both the churches and Christian perspectives often play only a limited role in the life of the national universities in these countries. Moreover, universities in these countries identify themselves first and foremost as national institutions and not as Christian institutions (although they may sponsor a theology faculty linked to a particular church).

College or university

With regard to our understanding of college and university, we only include institutions that are the equivalent of baccalaureate colleges, master’s colleges and universities, and doctoral-granting universities. We did not include what the Carnegie classification would

describe as special focus institutions, such as seminaries, teachers colleges or schools of engineering and technology or associate's colleges (Carnegie Foundation for the Advancement of Teaching 2010). To make a clear delineation, we only listed colleges that offer majors in at least *two* distinct areas of study beyond those related to church vocations (e.g., theology, Biblical studies, church music, and Christian/Church education). We also only include universities that have at least one faculty/school beyond theology and/or canon law.

We also do not include colleges within universities that only refer to disciplinary units (e.g., college of arts and sciences) or residential colleges within universities that do not offer courses but largely provide accommodation or cocurricular related activities (e.g., some of the colleges listed on denominational lists).¹ However, we include colleges that exist in affiliation with larger universities and come under that university's jurisdiction. Certain colleges or university colleges in systems of education influenced by an English model of organization share this characteristic, especially in India. These colleges offer particular courses of study similar to liberal arts colleges in North America.

We believe this approach will provide clarity to a field currently lacking it. If one relied on denominational lists, most lists include a whole array of higher educational institutions. For instance, Arthur (2006) observes that there are around 1,000 institutions of education federated to the International Federation of Catholic Universities; however, many of these institutions are merely colleges affiliated with a larger secular university, theology departments in state universities, or seminaries (p. 2). We think it would prove more profitable to separate these types of institutions into different categories for purposes of study.

Methods

Using the definitions described above, we gathered information about Christian colleges and universities around the world using various web sites. We started by drawing upon existing lists connected to various organizations of Christian colleges and universities as well as lists of denominational schools. However, as mentioned above, we did not include institutions included on these lists unless they met our criteria. When we encountered a borderline case, we looked for answers to the following questions on each institution's web site:

1. Mission—Does the college acknowledge their Christian or confessional identity in the mission statement as more than a piece of history or “affiliation”?
2. Marketing—Is the Christian/denominational identity mentioned in the marketing to students, specifically the on-line viewbook?
3. Public Rhetoric—Does the president acknowledge the Christian or denominational identity in his or her web letter of introduction?
4. Are any Bible/Christian theology courses required?
5. Is Christian worship offered at protected times by the university?
6. Are the stated moral expectations of students different than a secular campus for specifically stated Christian reasons?
7. Are there any religious requirements for those in governance or on the faculty?

¹ See for example the institutions found listed as Colleges and Universities of the Anglican Communion (http://www.cuac.org/53810_53925_ENG_HTML.htm?menupage=61263) and the International Federation of Catholic Universities (<http://www.fiuc.org/cms/index.php?page=homeENG>).

In general, if the answer to the majority of these seven questions was no, we omitted the institution from the list. Nonetheless, we recognized that these criteria should not always be weighted equally in every context. For instance, in some contexts, such as India, a specifically Christian college may not have met four of the criteria due to the fact that a large majority of the population and the student body are Hindu and marketing and public rhetoric must understandably be altered, nonetheless; they clearly met three criteria (e.g., the Christian mission statement in a context where Christianity is a minority religion, Christian worship and the religious requirements for governance and faculty) and they also identified explicitly with the All India Association for Christian Higher Education. In cases such as these, we would include such a borderline case. We do not believe that these criteria can be applied in a robotic fashion without considering the context. In addition, since we recognized the limitations of using this information, we kept borderline institutions on our list and then tried to obtain additional information about the institution through a survey that we describe below.

When we identified an institution as a Christian college or university, we added them to our database. The database currently features contact information (e.g., address, phone, e-mail address, web address, etc.), and other basic data obtained through individual institutions' and broader agencies' web sites and publications. This additional data includes the following: (1) year began, (2) denominational affiliation, (3) mission statement; (4) enrollment, (5) courses of study and degree programs, (6) language of instruction, (7) financial sources (e.g., private, government, etc.), (8) Christian college organizational partnerships and (9) specific contact information. Where language proved to be a problem, we used native speakers (e.g., German, Japanese, Korean, Portuguese, Russian and Spanish) and in other cases translation programs (e.g., Google translation).

After compiling the database, we administered an e-mail/phone survey based on our findings in stage one. The instrument was designed to obtain information not obtained from the web sites (see the survey instrument in Appendix 1). In addition, it contained three short questions designed to uncover any distinct ways that Christianity influenced the nature of the university (e.g., Please describe how the Christian identity of your university influences its perspectives and practices). When we had access to translators, we translated the survey into a foreign language (e.g., German, Portuguese, Russian, and Spanish) and employed foreign-language representatives for phone follow-ups (e.g., Dutch, French, Korean, Russian, and Spanish).

Results and interpretations

Since this article focuses upon the international growth of Christian higher education, we will describe our study's results for those regions outside of Canada and the United States. Outside of these countries, we found 579 institutions that fit our categories (see Table 1).

As Table 1 indicates we divided the institutions according to the following basic regions: Africa, Asia—Middle East, Asia—Northeast (e.g., China, Japan, South Korea and Taiwan), Asia—Southeast (e.g., Indonesia, Philippines, and Thailand), Asia—South (e.g., India, Nepal and Pakistan), Europe (including Russia), Latin America (including the Caribbean), and Oceania. We list the specific institutions we found in Appendices 2–9 according to region and country along with their URLs.

Since we did not have a reliable e-mail address for 91 of these institutions, we sent follow-up e-mail surveys to 489 of the institutions. The survey asked for confirmation of the information we had found the web site as well as two additional questions regarding the

Table 1 Christian colleges and universities by region

Region	Number of institutions
Africa	68
Asia-Middle East	8
Asia-Northeast	73
Asia-Southeast	65
Asia-South	165
Europe (including Russia)	56
Latin America (including the Caribbean)	135
Oceania	9
Total	579

Christian nature of the institution (see Appendix 1). One hundred and fourteen e-mail surveys were returned by the servers for unknown reasons. Of the 375 remaining surveys, we received 92 replies for a response rate of a little less than 25% of those surveyed and 16% of the total institutions identified. We do not presume to claim that we have included every university and would welcome any feedback from those who believe we missed an institution. We should note, however, that some missing institutions may have merely failed to meet the definitions described earlier. In light of the breadth of the data, for this paper we will focus upon our empirical findings regarding the origin, size, majors, and funding of institutions.

Christian institutions created and sustained

The number and origins of Christian colleges and universities still in existence reveals some intriguing patterns and raises a number of questions. Table 2 shows the period of time or decade in which the institutions on our list originated. We should note that the chart cannot reveal the overall growth and secularization of Christian higher education over time since we did not identify previously Christian institutions that closed or are now secularized.

Nonetheless, Table 2 can still be used to identify certain patterns of interest. First, although thirteen institutions trace their origins prior to 1700 in Southeast Asia, Europe and Latin America, not one Christian college or university in Europe or Latin America founded between 1700 and 1850 sustained its religious identity and mission. Only one survived in Southeast Asia. This data reveals that secularization is not a consistent or inevitable historical process and may hinge upon factors particular to a certain time period. For example, we would suggest that the complete secularization of higher education institutions founded during this time period may be due to particular historical trends during the time, such as the tremendous growth of nationalism and national education and the state's tendency to take over universities (see for example Glanzer 2010; Anderson 2004). Although many nation-states had an affiliation with a national church, as the nation or national government secularized, so did the institutions of higher education.

Second, it would appear that the lack of creative activity within Christian higher education institutions in a region serves as a possible predictor of the future decline of institutional Christianity. For example, although Europe would likely be considered a Christian stronghold between 1850 and 1950, only eighteen higher education institutions

Table 2 Origin dates of christian colleges and universities

Years	Africa	Asia-NE	Asia-SE	Asia-South	Europe	Latin America	Middle East	Oceania
Pre 1600			1		6	1		
1600s			2		1	2		
1700s								
1800–1850				4				
1850–1859		1	1	4	1		1	
1860–1869		2		2	1			
1870–1879		1		2	3		1	
1880–1889		3		8	2	2		
1890–1899	1	2		3	2			1
1900–1909		2	9	3	1			
1910–1919		3	4	5	2	2		
1920–1929		1	2	10	3	4		
1930–1939		1	3	2	3	4	1	
1940–1949	2	11	8	19	1	8		
1950–1959	3	18	9	24	2	17	1	
1960–1969	3	8	12	39	4	26	1	1
1970–1979	5	1	1	11	1	11	1	1
1980–1989	5	5	5	17	5	15	1	3
1990–1999	20	8	4	12	15	24	1	3
2000–2009	28	3	2	1	3	4		
Total	67	70	64	165	56	120	8	9
Missing	1	3	1			15		

that developed during this time still remain Christian. Today Europe is one of the most secular areas in the world, although the secularity is not so strong in areas of Eastern Europe (see Jenkins 2007). In comparison, other regions of the world with a much smaller percentage of the Christian population actually proved equally or more creative and adept at sustaining the Christian identity of institutions. During this same time period, 27 originated in Northeast Asia, 28 in Southeast Asia, 59 in Southern Asia, and 20 in Latin America. These trends support Philip Jenkins' thesis (2002) that over the past century "the center of gravity in the Christian world has shifted inexorably southward, to Africa, Asia, and Latin America" (p. 2). In addition, it supports the sociological theory that well-organized religious minorities often serve as catalysts for educational creativity in higher education (Stark 2003). Often, as Andrew Walls details (2002), missionaries served as the catalysts for this religious educational creativity.

Third, in the past sixty years there appear to be two general periods of creative activity. The 1950s and 1960s proved the most productive for the creation of Christian higher education institutions in Northeast Asia (26), Southeast Asia (21), Southern Asia (63) and Latin America (43). For instance, the 1960s saw the creation of more than three times as many institutions than in the 1970s in these regions.

An even more striking period of innovation and growth for Christian higher education, however, has been the past twenty years. One hundred and twenty-three of the 579 colleges and universities we located were started since 1989. In Europe, more Christian colleges

and universities were started (18) than originated and survived the previous seventy years (17). In Africa, we have identified 68 Christian universities and colleges. Forty-eight of these institutions originated within the past two decades. Moreover, in the last decade, more Christian colleges and universities have started in Africa than in all other parts of the world combined (28 total). At least nine of these already educate over one thousand students. In this respect, a recent *Chronicle of Higher Education* story about the growth of Islamic colleges and universities in Africa missed the larger story (Lindow 2007). In actuality, both Islamic and Christian higher education institutions are growing in Africa, but there are more recent Christian universities in Nigeria alone (15 have started since 1996) than all of the Islamic universities across Africa described in the *Chronicle* article. What appears to be occurring is that the growth of Christianity in the Africa, Asia and Latin America that Philip Jenkins describes (2002, 2006) has started to result in the building of educational institutions to sustain that growth, serve the educational needs of a new cultural and religious constituency, and join in the classic educational task of nation building. Of course, it should also be noted that this growth correlates with the dramatic expansion of higher education occurring around the world, a “massification” scramble of historic proportions to keep up with rapidly growing educational demand (Schofer and Meyer 2005). Moreover, much of this growth is occurring in the sector of private higher education where religious institutions are more likely to be found (Levy 2006b).

Denominational affiliation and growth patterns

The largest number of Christian colleges and universities outside Canada and the United States are Catholic institutions (317.5)² with Protestants next (249.5), and then the Eastern Orthodox (12).

The Catholic institutions are not only the most numerous but they also show the greatest ability to resist secularization over long periods of time. The thirteen oldest institutions are all Catholic (see Table 2), while not one Protestant university that began before 1830 has survived (Interestingly, the oldest Protestant institution on our list is in India and not Europe). Our initial hypothesis would be that Catholic institution’s ability to resist secularization stems from the centralized nature of ecclesiastical authority, mature cultural vision and the consolidated resources of Catholicism. These traits have enabled the Catholic Church to act over and above political authorities and independently sustain its work in ways that are more difficult for Protestantism to match (see Arthur 2006; Noll and Turner 2008). Nonetheless, there are indications that many of these Catholic institutions in Latin America and elsewhere are succumbing to secularization pressures (Arthur 2006; Morey and Piderit 2006; Levy 1986, pp. 306–310) (Table 3).

The low number of Orthodox institutions, in light of that tradition’s long history, remains an odd and fascinating story for which scholars provide a variety of explanations (see Glanzer and Petrenko 2007). First, in contrast to the history of the Western Church where popes successfully achieved a greater degree of institutional autonomy and power, the Eastern Church more often found itself, for both political and theological reasons, serving in a less autonomous and powerful role within the dominant political structure. Consequently, when political entities designed and created institutions of higher education, the Orthodox Church had limited leadership and influence in institutions originally

² The .5 in both instances refers to the one rare institution in England, Liverpool Hope University that is an Anglican-Catholic joint partnership.

Table 3 Breakdown by tradition and denomination

Tradition or denomination	Africa	Asia-Mid East	Asia-NE	Asia-SE	Asia-South	Europe	Latin America	Oceania	Total
Anglican/Episcopal	6		3	1	10	1.5			21.5
Baptist	2		2	3	2	1	1		11
Catholic	18	6	15	31	104	36.5	104	3	317.5
Church of Christ	1			2					3
Evangelical	9	1	6	1	2	4	7	2	32
Lutheran	1		3		1	3	5		13
Methodist/Wesleyan and Nazarene	6		5	5	3		2	1	22
Orthodox					8	4			12
Pentecostal	8		1				1		10
Presbyterian	2		11				2		15
Protestant	3		23	11	31		2		70
Reformed	2			2	1	4	1		10
Seventh-Day Adventist	10	1	4	9	3	2	10	3	42
Totals	68	8	73	65	165	56	135	9	579

designed and created to serve the state's interests instead of the Church's ends. Second, during the time church-sponsored universities were developing in Europe and Asia, many Orthodox lands were ruled or threatened by foreign powers. Third, the educational institutions the Orthodox Church did develop in lands, such as Russia, were usually seminaries formed primarily for training priests. In fact, the first Orthodox college on our list actually started in 1952 in India (an institution associated with the Malankara Mar Thoma Syrian Orthodox Church). Finally, theological differences in conceptions about God and nature also made an important difference in the growth of scientific activity (and thus the growth of universities).

With regard to Protestant institutions, we were surprised to see the unique pattern of growth among different denominational groups (we should note that we could not find the specific denominational affiliation of 71 of the Protestant colleges). The largest number of new Protestant institutions comes from traditions that never received state sponsorship (e.g., Seventh-Day Adventist, Evangelical and Methodist). For instance, the Seventh Day Adventists have created the most institutions outside the US and Canada of any Protestant denomination (42). In fact, there are more Seventh Day Adventist institutions than all mainline Protestant institutions in Africa or Latin America (although it should be noted that many of these are small colleges). The Evangelical and Methodist or Wesleyan traditions have founded the second largest number of institutions outside of North America. Interestingly, where Protestant denominations such as the Anglican, Lutheran or the Reformed Church have received state sponsorship or financial support (e.g., Anglicanism in England, Reformed churches in the Netherlands and Scotland, Lutheranism in Germany and the Scandinavian countries), they have experienced little growth. In contrast, they continue to grow and establish institutions in areas where they receive no state support. Consequently, there are now more Lutheran and Presbyterian institutions in Latin America than in Europe. There are also more Anglican colleges engaged in overtly Christian higher education in Africa than in England. In this respect, Protestant higher education appears to be

aided by the lack of state support as well as the development of another recent trend described below.

Privatization and Christian higher education

As mentioned earlier, recent scholarship has identified privately funded higher education institutions as the fastest growing segment of postsecondary education around the globe (Levy 2006a, b, 2010; Altbach and Levy 2005; Altbach and Umakoshi 2004). Although our data is incomplete for some areas, it would appear that the vast majority of new Christian colleges and universities originated through the use of nongovernmental funding.³ As Levy (1986, 2006b) points out, Catholic institutions in Latin America were some of the first to initiate the growth of privatization; however, most of the recent private growth in that area is from secular schools. Our data would appear to confirm Levy's claim (2006b) that "religious organizations form of a kind of first wave for a nonprofit sector" (p. 3). More recently, Protestant institutions around the globe started by Protestant denominations that were never state-sponsored religions (e.g., Adventists, Methodists, Pentecostals, Evangelicals and Baptists) have participated in the massive growth of privatization that has been occurring, but it also applies to mainline Protestant traditions (e.g., Anglican, Lutheran and Presbyterian) outside of Europe. In Africa, all fifty of the institutions for which we obtained data were privately funded. In Asia, almost all such institutions are privately funded except for those in India, most of which receive some form of government support. Recently, Asia, home to "the largest and most diverse private higher education sectors in the world" (Umakoshi 2004, p. 34), has continued to experience significant growth among Christian colleges. In post-communist Europe, the story is the same. Eleven of the fifteen new institutions are privately funded endeavors (the institutions in Slovakia, Poland and Hungary receive funding from the government). In fact, the lack of Christian institutions in Western Europe can be attributed to both the secularization of these states and the limitations placed upon private higher education by the state (in contrast to Eastern Europe). As Levy (2006b) observes, this new growth also reflects the new religious plurality in private higher education which had previously been dominated by Catholicism. It should be noted, however, that the growth of private Christian higher education remains only a small percentage of the overall increase in private higher education institutions which has largely been in what Levy calls "demand absorbing" secular institutions (Levy 2006a, b, 2010).

While the growth of Christian higher education, especially Protestant and Orthodox higher education, appears linked to the growth of privatization, it also demonstrates some important differences. As scholars studying private education reveal (Altbach 2005; Levy 2006a, b), new private institutions are often linked to commercial or soft technical fields (e.g., accounting and IT rather than math and engineering) that are cheap to teach and promise immediate salaried jobs. They are very light on libraries, labs, cultural offerings, community service, and research. Often they leave all these expensive things to the research universities and see higher education less as a public good than as a private commodity (Altbach 2005; Levy 2006a, b). Our data demonstrates that the new private

³ Historically, one can also observe what appears to be a similar relationship between privatization and new Christian institutions. During the 1960s, as privatization emerged and flourished in Asia and Latin America, it was also the most productive time for the creation of Christian higher education institutions in both regions (Altbach 2005; Levy 1986).

Christian institutions, while clearly emphasizing practical professions (e.g., many of the new institutions have business or economics majors), also tend to focus on professions linked to the public good and liberal arts majors. In other words, they have a major interest in commercial/technical fields, but they offer majors in service fields as well—teaching, social work, nursing, community economic development. They also tend to offer majors in liberal arts disciplines such as theology, philosophy, and languages.

Developments in Europe provide a good example. Of the twenty Christian colleges or universities that achieved that status since 1987, a majority of them (11) provide a business, economics or management degree which indicates their practical orientation. Yet, their interest in caring for the public good is indicated by the fact that almost three-fourths (14) offer degrees in either teaching or social work. Furthermore, all of them offer liberal arts majors that do not fit a professional school model: Theology (16); Humanities majors such as language, music or philosophy (17). Understandably, the one obvious omission in all of these institutions is the hard sciences due to the financial limitations facing these institutions (only three offered majors in the hard sciences). Overall, their majors indicate that they have a strong emphasis on service majors and the liberal arts and are more like public universities in this sense.

African institutions provide another example although they clearly tend to lean toward the more practical side. Of the 48 institutions started since 1989, all but one provides a major in business, management, or commerce. Half (24) also provide majors in some kind of information technology. Interestingly, while twenty of the institutions offer majors in theology, 23 provide majors in the social sciences. Another 20 offer degrees in education, 12 offer degrees in the health sciences or nursing, 10 more offer degrees in agriculture and 9 offer law degrees. Thus, while the kind of practical focus that characterizes the new wave of private institutions of higher education exists, these Christian institutions also offer majors that encompass fields normally considered more related to service or the liberal arts.

We should also note that not all Christian higher education is privately funded and not all recent growth stems from the private sector. In Europe, the trend is a bit more mixed. For example, in the former Soviet Union (e.g., Russian, Ukraine and Lithuania) institutions are privately funded or perhaps receive some indirect funding through the government provision of property previously owned by the religious group before the Revolution. In other areas of Eastern Europe, however, the state has funded new Christian universities (e.g., Hungary and Slovakia) or now partially funds them (e.g., Poland, Romania). In Western Europe one finds the same mix. Catholic universities are largely privately funded in Italy, Portugal, Spain, and Switzerland, but they receive substantial or partial funding in Belgium, France, Germany, the Netherlands, and the United Kingdom (Comparative Legal and Financial Situation of the European Catholic Universities 2009). In almost all cases, Protestant institutions are privately funded except for Hungary, the Netherlands and the United Kingdom. Overall, in Europe Catholic institutions are often more successful in obtaining state funds due to the ability of the Vatican to be able to negotiate directly with a government as another political entity. Often, treaties are then established that specify funding agreements and levels. This same complexity emerges in some areas of South America as well as certain countries in Asia (e.g., India).

In sum, whether the state assists with the budgets of these new Christian universities or not, they seem significantly more committed to offering higher education that serves the broader public good and not individual financial betterment alone. In the increasingly diverse ecology of higher education, they seem to play an important mediating role. They are privately organized, but they offer an array of society-serving programs beyond the

commercial fields that are commonly offered in the new privates. They offer religiously-inspired alternatives to secular state-sponsored higher education, but they do this largely within standard, “secular” areas of study. They help nations meet rapidly increasing demand for higher education, but as observed in several nations, their enrollees fit neither a purely “access” nor an “elite” profile (Bernasconi 2006; Thaver 2003).

Areas for future study

We clearly recognize that our database is far from complete and would encourage others to suggest corrections to the database and to use the database for their own scholarly projects (for the entire database visit www.iapache.org and click the research tab). We anticipate that the database will need to be constantly updated. In addition, there are a number of areas of future study that are still needed.

First, it would be helpful to expand our list to include all religious colleges and universities throughout the world. The growth and resurrection of Christian higher education, when considered in light of the spread of Islamic universities through Africa (Lindow 2007) and Russia (Glanzer 2009), may indicate some resurgence in religious higher education although more study would need to be done. To fully determine this resurgence, in addition to a database of Christian institutions, we need a database of colleges and universities associated with other world religions. In this way, discussions about secularization in higher education would be grounded less in particular worldview or cultural biases, as occurred with the old secularization theory, and more in empirical data. In the future, we anticipate expanding this study to include such a list.

Second, in light of controversies about secularization theory (Smith 2003; Stark 1999), it would be worthwhile to try to determine the secularization rate of colleges and universities around the world when compared to the creation of religious colleges and universities. Determining this rate would require identifying religious colleges and universities in the past that have closed or secularized. Such a list may also prove helpful in determining possible country, region or time-specific specific factors that fostered institutional secularization of higher education.

Third, it would be helpful to correlate the expansion of religious colleges and universities with the expansion of private higher education. For instance, we observed a growth of religious schools in Latin America that correlates with the expansion of private higher education during that time, while we also found low levels of growth in Western Europe where state education controls almost 90 percent of the total (Altbach 2005, 1–2).

And finally, these new Christian universities are seriously understudied in regard to the scope and thrust of what they currently accomplish, what they aspire to do, and where those aspirations come from. Is “private” the right category for them, and to what extent do they fit the “privatization” categories that are being constructed in higher education studies? We have identified a remarkable movement in contemporary higher education worldwide, but relatively little is known about its players, both the institutions themselves and the educational entrepreneurs and supportive religious communities that undergird them.

Conclusion

Much of the story of religious higher education remains to be told, but the first international database of Christian colleges and universities offers the empirical tools to assess

the state of Christian higher education worldwide and identify major trends in its evolution. Contrary to the assumptions of secularization theory, the narrative of Christian higher education is not one of linear decline. Instead, it involves periods of regional secularization, as in the case of Western Europe after 1850, as well as periods of expansion and growth, particularly in Latin America, Asia and Oceania in the 1950s and 1960s and Africa, Asia and Eastern Europe since 1989. The fact that at least 579 avowedly Christian colleges and universities currently operate outside North America demonstrates the continued relevance and vitality of faith-based higher education and the gradual shift away from its historical roots in the Christian West toward the Global South. Moreover, many of these institutions originated in the latter half of the twentieth and early twenty-first century, a trend that indicates the potential for continued growth within the context of modernity.

The recent emergence of numerous Christian schools in Africa and Eastern Europe has occurred within the larger context of the privatization of higher education. This link between the growth of faith-based schools and an increased role of the private sector in higher education may prove to be crucial in explaining the ability of religious groups to establish colleges and universities and to maintain their religious identity over time. The decline or expansion of faith-based higher education may depend not on the modernization of society, as secularization theorists had argued, but on the extent to which states control their higher education systems. In other words, systems that allow colleges and universities greater autonomy from the state may be generally more conducive to the growth of schools affiliated with Christianity and other religious traditions.

Appendix 1

Questions from E-mail/Phone Survey.

1. Can you please tell us if we have the correct date of origin for your university? If this area is blank please fill in the year.
2. Can you confirm the size of your institution?
3. Can you confirm the major languages of instruction at your institution?
4. Can you please tell us if the list of majors or faculty we have for your university is correct?
5. Can you confirm if your religious affiliation is correctly listed? If one is not listed please list your affiliation.
6. Can you confirm that your mission statement is correct? If one is not listed please list your mission statement.
7. Please describe how the Christian identity of your university influences its perspectives and practices.
8. In what ways do you expect the faculty members of your institution to participate in its Christian mission?
9. Do you have required areas of study for all students? If so, what are they? (e.g., in theology, sciences, humanities, mathematics, or foreign languages)
10. With what other Christian higher education institutions do you collaborate or consult?

Appendix 2

See Table 4.

Table 4 Africa

Country	Institution name	URL
ANGOLA	Universidade Católica de Angola	http://www.fiuc.org/asunicam/ucan.html
CAMEROON	Adventist University Cosendai	http://www.uacosendai.net/
	Université Catholique d'Afrique Centrale	http://www.fiuc.org/asunicam/ucac.html
DR OF CONGO	Shalom University of Bunia	http://www.unishabunia.org/home.php?l=en
	Université Catholique de Bukavu	http://www.fiuc.org/asunicam/ucb.html
	Université Catholique du Congo	http://www.univcac.net/
	Université Catholique du Graben	http://www.ucg-rdc.org/
	Université Notre-Dame du Kasayi	http://www.ukardc.org/
	Université Protestante au Congo	http://www.upc-rdc.cd/
GHANA	All Nations University College	http://www.allnationsuniversity.org/
	Catholic University College of Ghana	http://www.cug.edu.gh/
	Central University College	http://www.centraluniversity.org/
	Christian Service University College	http://www.csuc.edu.gh/
	Ghana Christian University College	http://www.ghanacu.org/
	Maranatha University College	http://www.muc.edu.gh/
	Methodist University College	http://www.mucg.edu.gh/
	Pentecost University College	http://www.pentvars.edu.gh/
	Presbyterian University College	http://www.presbyuniversity.edu.gh
	Regent University College of Science and Technology	http://www.regentghana.net/
IVORY COAST	Valley View University	http://www.vvu.edu.gh/
	Université Catholique d'Afrique de l'Ouest	http://www.fiuc.org/asunicam/
KENYA	Africa Nazarene University	http://www.anu.ac.ke/
	Catholic University of Eastern Africa	http://www.cuea.edu/
	Daystar University	http://www.daystar.ac.ke
	Kabarak University	http://www.kabarak.ac.ke/
	Kenya Highlands Bible College	http://www.khbc.ac.ke/
	Kenya Methodist University	http://www.kemu.ac.ke
	Pan Africa Christian University	http://www.pacuniversity.ac.ke/
	St. Paul's University	http://www.stpaulslimuru.ac.ke/index.php?Cat_Id=home
	Tangaza College—The Catholic Univ of Eastern Africa	http://www.tangaza.org/
LIBERIA	University of Eastern Africa, Baraton	http://www.ueab.ac.ke/
	Cuttington University College	http://cuttington.org/
MALAWI	University of Livingstonia	http://www.ulivingstonia.org/

Table 4 continued

Country	Institution name	URL
MOZAMBIQUE	Universidade Católica de Mocambique	http://www.ucm.ac.mz/cms/index.php
NAIROBI	Nairobi Evangelical Graduate School of Theology	http://www.negst.edu
NIGERIA	Ajayi Crowther University	http://www.acu.edu.ng/
	Babcock University	http://www.babcockuni.edu.ng/
	Benson Idahosa University	http://www.idahosauniversity.com/
	Bingham University	http://ecwang.org
	Bowen University	http://www.bowenuniversity-edu.org/
	Caritas University	http://www.caritasu.edu.ng/
	Covenant University	http://www.covenantuniversity.com/
	Madonna University	http://cms.madonna.edu/
	Crawford University	http://www.crawforduniportal.com/
	Obong University	http://www.obonguniversity.net/default.aspx
	Redeemer's University	http://www.run.edu.ng/
	Salem University	http://www.salemuniversity.org/
	University of Mkar	http://unimkar.edu.ng/
	Wesley University of Science and Technology	http://www.wusto.com/portal/
RWANDA	Veritas University	http://www.veritas.edu.ng
	Adventist University of Central Africa	http://www.auca.ac.rw/
SOUTH AFRICA	Université Catholique de Kabgayi	http://www.uck.ac.rw/
	Helderberg College	http://www.hbc.ac.za/
	Huguenot College	http://www.hugenate.co.za/
	North-West University (Potchefstroom campus)	http://www.puk.ac.za
TANZANIA	St Augustine College of South Africa	http://www.staugustine.ac.za/
	Makumira University College	http://www.makumira.ac.tz/
	Mount Meru University	http://www.mmu.ac.tz/
	Saint Augustine University of Tanzania	http://www.saut.ac.tz/
	St John's University of Tanzania	http://www.sjut.ac.tz
UGANDA	University of Arusha	http://www.universityofarusha.ac.tz/
	Bugema University	http://www.bugemauniv.ac.ug/
	Central Buganda University	http://www.centralbugandauniversity.info/Home/Home_1.html
	Ndejje University	http://www.ndejjeuniversity.ac.ug/
	Uganda Christian University	http://www.ucu.ac.ug
	Uganda Martyrs University	http://www.umu.ac.ug
ZAMBIA	Zambia Adventist University	http://www.zauniversity.com/
ZIMBABWE	Africa University	http://www.africau.edu/
	Solusi University	http://www.solusi.ac.zw/

Appendix 3

See Table 5.

Table 5 Asia—Middle East

Country	Institution name	URL
ISRAEL	Bethlehem University	http://www.bethlehem.edu/
LEBANON	Haigazian University	http://www.haigazian.edu.lb/Default.aspx
LEBANON	Holy Spirit University of Kasilik (USEK)	http://www.usek.edu.lb/usek08/content/homepage_nod2766/pge2767/en/index.asp?langmode=pass
LEBANON	Middle East University	http://meu.edu.lb/
LEBANON	Notre Dame University - Louaize	http://www.ndu.edu.lb
LEBANON	Université Antonine	http://www.upa.edu.lb
LEBANON	Université La Sagesse	http://www.uls.edu.lb/
LEBANON	Université Saint Joseph de Beyrouth	http://www.usj.edu.lb/en/index.html

Appendix 4

See Table 6.

Table 6 Asia-Northeast

Country	Institution name	URL
HONG KONG	Chung Chi College Univ. of Hong Kong	http://www.cuhk.edu.hk/ccg/eng/
	Hong Kong Baptist University	http://www.hkbu.edu.hk/the_u/the_u.htm
JAPAN	Aoyama Gakuin University	http://www.aoyama.ac.jp/en/
	Doshisha University	http://www.doshisha.ac.jp/english/
	Heian Jogakuin (Saint Agnes') University	http://www.heian.ac.jp/
	Ibaraki Christian College	http://www.icc.ac.jp/
	International Christian University	http://www.icu.ac.jp
	Japan Lutheran College	http://www.luther.ac.jp/
	Keiwa College	http://www.keiwa-c.ac.jp/foreign/
	Kwansei Gakuin University	http://www.kwansei.ac.jp/english/
	Kyoto Notre Dame University	http://www.notredame.ac.jp/
	Kyushu Lutheran College	http://www.klc.ac.jp/etc/outline-english.html
	Meiji Gakuin University	http://www.meijigakuin.ac.jp/index_en.html
	Nagasaki Wesleyan University	http://www.wesleyan.ac.jp/
	Nanzan University	http://www.nanzan-u.ac.jp/English/
	Notre Dame Seishin University	http://www.ndsu.ac.jp/6000_engl/6000_engl.html
	Obirin University (J.F.Oberlin University)	http://www.obirin.ac.jp/en/
	Osaka Christian College (& Seminary)	http://www.occ.ac.jp/

Table 6 continued

Country	Institution name	URL
S. KOREA	Poole Gaukuin University	http://www.poole.ac.jp/eng/index_e.html
	Rikkyo (Saint Paul's) University	http://english.rikkyo.ac.jp/
	Saint Andrew's University	http://www.andrew.ac.jp/english/
	Saint Catherine University	http://www.catherine.ac.jp/english/
	Saint Thomas University	http://www.st.thomas.ac.jp/english/
	Saniku Gakuin College	http://www.saniku.ac.jp/hp/index.html
	Seigakuin University	http://www.seigakuin.jp/english/ab.html
	Shikoku Christian College	http://www.sg-u.ac.jp/
	Sophia University	http://www.sophia.ac.jp/e/e_toppage.nsf
	Tohoku Gakuin University	http://www.tohoku-gakuin.ac.jp/en/
	Tokyo Christian University	http://www.tci.ac.jp/
	University of the Sacred Heart	http://www.u-sacred-heart.ac.jp/english/
	Baekseok University	http://www.bu.ac.kr/english/
	Catholic Sangji College	http://english.csangji.ac.kr/
	Catholic University of Daegu	http://www.cataegu.ac.kr/english/main/main.htm
	Catholic University of Korea	http://www.cuk.ac.kr/
	Catholic University of Pusan	http://www.cup.ac.kr/
	Chongshin University	http://www.chongshin.ac.kr/eng/main.asp
	Daeshin Christian University	http://www.daeshin.ac.kr/
	Ewha Womans University	http://www.ewha.ac.kr/english/
	Handong Global University	http://www.handong.edu/
	Hannam University	http://www.hannam.ac.kr/eng_new/
	Hansei University	http://www.hansei.ac.kr/
	Hoseo University	http://eng.hoseo.ac.kr/
	Incheon Catholic University	http://www.iccu.ac.kr/
	Jeonju University	http://www.jj.ac.kr/
	Kangnam University	http://builder.kangnam.ac.kr/user/knueng/index.html
	Keimyung University	http://www.kmu.ac.kr/english/
	Korea Baptist Theological University	http://www.kbtus.ac.kr/
	Korea Nazarene University	http://www.kornu.ac.kr
	Korean Bible University	http://www.bible.ac.kr/template/Temp_english.aspx
	Korean Christian University	http://www.kcu.ac.kr/
	Kosin University	http://www.kosin.edu
	Myongji University	http://www.mju.ac.kr/ENG/index.jsp
	Sahmyook Ganho Bogeon Daehak (Sahmyook Nursing and Health College)	http://www.syhc.ac.kr/english
	Sahmyook University	http://www.syu.ac.kr/
	Seoul Christian University	http://www.scu.ac.kr/
	Seoul Jangsin University	http://www.sjs.ac.kr/
	Seoul Theological University	http://www.stu.ac.kr/homepage/en/main_en.jsp
	Seoul Women's University	http://www.swu.ac.kr/english/

Table 6 continued

Country	Institution name	URL
TAIWAN	Sogang University	http://www.sogang.ac.kr
	Soongsil University	http://eng.ssu.ac.kr/index.jsp
	Sung Kong Hoe University	http://www.skhu.ac.kr/Main/Homepage/Eng/main.aspx
	SungKyul Christian University	http://en.sungkyul.ac.kr/Pages/default.aspx
	Sungkyul University	http://sky.sungkyul.ac.kr/english
	Yonsei University	http://www.yonsei.ac.kr/eng/
	Chang Jung Christian University	http://www.cjcu.edu.tw/english/
	Christ's College	http://www.christc.org.tw/
	Chung Yuan Christian University	http://www.cycu.edu.tw/cycu_e/cycuwebsite/index.htm
	Fu Jen Catholic University	http://140.136.240.107/english_fju/
	Providence University	http://www.pu.edu.tw/english/
	Saint John's University	http://www.sju.edu.tw
	Soochow University	http://www.scu.edu.tw/eng/index_style_eng.html
	Taiwan Adventist College	http://www.sdatac.org.tw/
	Tunghai University	http://www.thu.edu.tw/english/enindex.htm

Appendix 5

See Table 7.

Table 7 Asia—Southeast

Country	Institution name	URL
INDONESIA	CSI Artha Wacana Christian University	http://www.recweb.org/index.php?section=78
	Indonesian Adventist University	http://www.unai.edu/
	Maranatha Christian University	http://www.maranatha.edu/
	Petra Christian University	http://www.petra.ac.id/
	Sekolah Tinggi Teologi Bethel	http://www.sttbethel.co.cc/www.bethel.nu
	Universitas Atma Yaya Yogyakarta	http://www.uaay.ac.id/
	Universitas Katolik Atma Jaya Indonesia	http://www.atmajaya.ac.id
	Universitas Katolik Parahyangan	http://www.unpar.ac.id/
	Universitas Katolik Widya Mandala	http://www.wima.ac.id/
	Universitas Katolik Soegijapranata	http://www.unika.ac.id/
	Universitas Klabat	http://www.unklab.ac.id/home/
	Universitas Kristen Duta Wacana	http://www.ukdw.ac.id/
	Universitas Kristen Indonesia	http://www.uki.ac.id/
	Universitas Kristen Krida Wacana	http://www.ukrida.ac.id
	Universitas Kristen Satya Wacana	http://www.uksw.edu.id/
	Universitas Palangka Raya	http://www.upr.ac.id/
	Universitas Pelita Harapan	http://www.uph.edu

Table 7 continued

Country	Institution name	URL
PHILIPPINES	Adventist International Institute of Advanced Studies	http://www.aiias.edu/
	Adventist University of the Philippines	http://www.aup.edu.ph/3/
	Aldersgate College	http://www.aldersgate-college.com/
	Angeles University Foundation	http://www.auf.edu.ph/
	Aquinas University	http://www.aq.edu.ph/
	Asbury College	http://www.asburycollege-anda.org/
	Assumption College-San Lorenzo	http://www.assumption.edu.ph/
	Ateneo de Davao University	http://www.addu.edu.ph/
	Ateneo de Manila University	http://www.ateneo.edu/
	Ateneo de Naga University	http://www.adnu.edu.ph/
	Ateneo de Zamboanga University	http://www.adzu.edu.ph/
	Central Philippine Adventist College	http://www.cpac.edu.ph/
	Central Philippine University	http://www.cpu.edu.ph/
	Colegio de San Juan de Letran	http://www.lettran.edu/
	De la Salle College of Saint Benilde	http://www.dls-csb.edu.ph/
	De la Salle Lippa	http://www.dlsl.edu.ph/
	De La Salle University	http://www.dlsu.edu.ph/
	Filamer Christian College	http://www.filamer.edu.ph
	Harris Memorial College	http://www.harris.edu.ph/
	Holy Angel University	http://www.hau.edu.ph/
	Holy Cross of Davao College	http://www.hcdc.edu.ph/
	Lorma College	http://lorma.org/index.php
	Manila Adventist Medical Center and Colleges	http://mamcci.ning.com/
	Miriam College	http://www.mc.edu.ph/
	Mountain View College	http://www.mvc.edu.ph/
	Our Lady of Fatima University	http://www.fatima.edu.ph/
	Philippine Christian University	http://www.pcu.edu.ph/
	Philippine Women's University	http://www.pwu.edu.ph/
	Saint Louis University	http://www.slu.edu.ph/
	Saint Mary's University of Bayombong	http://www.smu.edu.ph/
	Saint Paul University	http://www.spup.edu.ph/
	Saint Scholastica's College	http://www.ssc.edu.ph/
	Silliman University	http://www.su.edu.ph
	South Philippine Adventist College	http://spaonline.org/portal2/
	Southern Baptist College	
	Trinity University of Asia	http://www.tua.edu.ph
	Union Christian College	http://www.ucc.edu.ph/
	University of Regina Carmeli	http://www.urc.edu.ph/
	University of San Agustin	http://www.usa.edu.ph/
	University of San Carlos	http://www.usc.edu.ph/
	University of Santo Tomas	http://www.ust.edu.ph/

Table 7 continued

Country	Institution name	URL
THAILAND	University of the Immaculate Conception	http://www.uic.edu.ph/
	Wesleyan University	http://www.wesleyan.edu.ph/
	Xavier University Ateneo de Cagayan	http://www.xu.edu.ph/
	Assumption University	http://www.apiu.edu/
	Christian University of Thailand	http://www.au.edu/
	Mission College	http://www.christian.ac.th/
	Payap University	http://www.payap.ac.th/english/
	Christ's College	http://www.christc.org.tw/
	Chung Yuan Christian University	http://www.cycu.edu.tw/cycu_e/cycuwebsite/index.htm
	Fu Jen Catholic University	http://140.136.240.107/english_fju/
	Providence University	http://www.pu.edu.tw/english/
	Saint John's University	http://www.sju.edu.tw
	Soochow University	http://www.scu.edu.tw/eng/index_style_eng.html
	Taiwan Adventist College	http://www.sdatac.org.tw/
	Tunghai University	http://www.thu.edu.tw/english/enindex.htm

Appendix 6

See Table 8.

Table 8 Asia–South

Country	Institution name	URL
INDIA	Ahmednagar College	http://www.aca.edu.in/
	All Saints College	http://www.keralauniversity.edu/allsaints.htm
	Sam Higginbottom Institute of Agriculture, Technology and Sciences	http://www.aaidu.org/
	Alphonsa College	http://www.alphonsacollege.in/
	Andhra Christian College	http://www.accollegeguntur.com/
	Andhra Loyola College	http://www.andhraloyolacollege.ac.in/
	Annai Velankanni College	http://www.annaicollege.org/
	Arul Anandar College	http://www.arulanandacollege.edu.in
	Assumption College	http://www.assumptioncollege.in/
	Auxilium College	http://www.auxiliumcollege.edu.in/
	B.C.M. College	http://www.bcmcollege.org/
	Baldwin Women's Methodist College	http://www.baldwinwomensmethodistcollege.com/
	Bankura Christian College	http://www.bankurachristiancollege.in
	Baring Union Christian College	http://www.buccbatala.org
	Bharata Mata College	http://www.bmc.ac.in/

Table 8 continued

Country	Institution name	URL
	Bishop Appasamy College of Arts and Sciences	http://www.csibacas.org/
	Bishop Cotton Women's College	http://www.bcwclc.com/
	Bishop Heber College	http://www.bhc.ac.in/
	Bishop Kurialacherry College for Women	http://www.bkcollege.org/
	Bishop Moore College	http://www.bishopmoorecollege.in/
	C.M.S. College	http://www.cmscollege.ac.in/
	Carmel College	http://www.carmelcollegemala.org/
	Carmel College for Women	http://www.carmelcollegegoa.org/
	Catholicate College	http://www.catholicatecollege.co.in/
	Christ Church College	http://www.christchurchcollegekanpur.com/
	Christ College	http://www.christcollegeijk.edu.in/
	Christ College	http://www.christcollegerajkot.edu.in/index.html
	Christ University Bangalore	http://www.christuniversity.in
	Christian College	http://www.keralauniversity.edu/christian/index.htm
	Crossland College	http://www.crosslandcollege.org/
	CSI Ewart Women's Christian College	http://csiewartcollege.org
	Deva Matha College	http://www.devamathacollege.ac.in/
	Fatima College	http://fatimacollegemdu.org/
	Fatima Mata National College	http://www.fatimacollege.net/
	Flaiz Adventist College	http://www.fl aiz.net/
	Fr.Agnel College of Arts and Commerce	http://fragnelcollege.com
	Gossner College	http://www.gcran.org/home.php
	Holy Cross College, Nagercoil	http://www.holycrossngl.in/
	Holy Cross College, Tiruchirappalli	http://www.holycrossindia.ac.in/
	Indore Christian College	http://www.indorechristiancollege.com/
	Isabella Thoburn College	http://www.itcollege.ac.in/
	J.M.J College for Women	http://www.jmjcollege.ac.in/ncc.htm
	Jayaraj Annackiam College for Women	http://www.annejac.com/
	Jesus and Mary College	http://www.jmcdelhi.com/
	Jesus Mary Joseph (J.M.J.) Degree College for Women	http://www.jmjcollege.ac.in/
	Jyoti Nivas College	http://www.jyotinivas.org/
	Karunya University	http://www.karunya.edu
	Kittel Arts College	http://kittel.collinfo.com/
	Kittel Science College	http://kittelsciencecollege.com/
	Kuriakose Elias College	http://www.kecollege.in/
	Kuriakose Gregorios College	http://www.kgcollege.ac.in/
	Lady Doak College	http://www.ladydoak.org/

Table 8 continued

Country	Institution name	URL
	Loreto College	http://www.loretocollege.org/
	Loyola Academy	http://www.loyolaacademy.ac.in/
	Loyola College	http://loyolacollege.edu/
	Lucknow Christian Degree College	http://www.lcdc.edu.in/
	Madras Christian College	http://www.mcc.edu.in/
	Mar Gregorios College	http://www.margregorioscollege.net/
	Mar Ivanios College	http://www.mic.ac.in
	Mar Thoma College	http://www.marthomacollege.org
	Marian College Kuttikkanam	http://www.mariancollege.org/
	Maris Stella College	http://www.marisstella.ac.in/
	Mary Matha Arts And Science College	http://www.marymathacollege.org/
	Mercy College	http://xavierboard.com/view_col_info.asp?ccode=Mercy_Palakkad
	Morning Star Home Science College	http://www.morningstarhomescience.org/
	Mount Carmel College	http://www.mountcarmelcollegeblr.co.in/
	Nazareth Margoschis College	
	Newman College	http://www.newmancollege.org/
	Nirmala College	http://www.nirmalacollege.ac.in/
	Nirmala College for Women	http://www.nirmalacollegeonline.com/
	Nirmalagiri College	http://nirmalagiricollege.org/
	Noble College	
	Patkai Christian College	http://patkaicollege.com/
	Patna Women's College	http://www.patnawomenscollege.in/
	Pavanatma College	http://pavanatmacollege.org/
	Pope's College	http://popescollege.com/
	Prajyoti Niketan College	http://prajyotiniketan.edu.in/
	Providence College	http://www.providencecoonoor.com/
	Providence Women's College	http://providencecollegecalicut.com/
	Rajagiri College of Social Sciences	http://www.rajagiri.edu/
	Rev. Jacob Memorial College of Arts and Science	http://www.tamilnadu colleges.com/Arts_Science/jacob_arts.htm#profile
	Rosary College of Commerce and Arts	http://www.rosarycollege.org/
	S.T.B.C. Degree College	
	Sacred Heart College, Arcot	
	Sacred Heart College, Kochi	http://www.shcollege.ac.in/
	Sacred Heart College, Madanthayar	http://www.sacredheartcollege.net/
	Sacred Heart College, Thrissur District	http://www.shcollege.org/
	Sacred Heart College, Tirupattur	http://www.shctpt.edu/
	Saint Agnes College	http://www.stagnescollege.org/
	Saint Aloysius College, Edathua	http://www.aloysiuscollege.org/
	Saint Aloysius College, Jabalpur	http://www.staloysiuscollege.ac.in/
	Saint Aloysius College, Mangalore	http://www.staloysius.ac.in/
	Saint Andrew's College of Arts, Science and Commerce, Mumbai	http://www.standrewscollege.ac.in/

Table 8 continued

Country	Institution name	URL
	Saint Andrew's P.G. College, Gorakhpur	http://www.st-andrews-college.org
	Saint Ann's College for Women	http://www.stannspgmallapur.com/
	Saint Augustine's College	
	Saint Bede's College	http://stbedescollege.in/
	Saint Berchman's College	http://www.sbcollege.org/
	Saint Cyril's College	http://www.keralauniversity.edu/stcyril.htm
	Saint Dominic's College	http://www.stdominicscollege.org/
	Saint Edmund's College	http://sec.edu.in/
	Saint Francis College for Women	http://stfranciscollege.ac.in/
	Saint Francis De Sales College	http://www.sfscollege.org.in/
	Saint Gregorios College	http://www.keralauniversity.edu/grgorious.htm
	Saint John's College, Kollam	http://www.keralauniversity.edu/anchal.htm
	Saint John's College, Tirunelveli	http://www.stjohnscsi.org
	Saint Joseph's College, Bangalore	http://www.sjc.ac.in/
	Saint Joseph's College, Darjeeling	http://stjosephsdarjeeling.org.in/
	Saint Joseph's College, Jakhama	http://www.stjosephjakhama.ac.in
	Saint Joseph's College, Ranchi	
	Saint Joseph's College, Thrissur	http://stjosephs.edu.in
	Saint Joseph's College, Tiruchirappalli	http://www.sjctni.edu/
	Saint Joseph's College for Women, Alapuzha	http://www.keralauniversity.edu/stjoseph.htm
	Saint Joseph's College for Women, Visakhapatnam	http://stjoseph-vizag.com/
	Saint Joseph's Evening College	http://www.sjec.edu.in/
	Saint Jude's College	
	Saint Mary's College, Manarcadu	http://www.stmaryscollege.net.in/
	Saint Mary's College, Shillong	http://smcs.ac.in/
	Saint Mary's College, Sulthan Bathery	http://stmaryssby.org/
	Saint Mary's College, Thrissur	http://www.stmaryscollegethrissur.edu.in/
	Saint Mary's Syrian College	http://smscollege.org
	Saint Paul's Cathedral Mission College	http://www.stpaulscmcollege.org/
	Saint Peter's College	http://www.stpeterscollege.ac.in/
	Saint Philomena's College, Mysore	http://www.stphilos.ac.in
	Saint Philomena's College, Puttur	http://www.philomenaputtur.com/
	Saint Stephen's College, Delhi	http://www.ststephens.edu/
	Saint Stephen's College, Uzhavoor	http://ststephens.net.in/
	Saint Teresa's College, Ernakulam	http://www.teresas.ac.in/
	Saint Theresa's College for Women, Eluru	http://www.chsd-theresacollege.net/
	Saint Thomas College, Bhilai	http://www.stthomascollege.net/
	Saint Thomas College, Kozhencherry	http://www.stthomascollege.info/
	Saint Thomas College, Pala	http://www.stcp.ac.in/
	Saint Thomas College, Ranni	

Table 8 continued

Country	Institution name	URL
	Saint Thomas College, Thrissur	http://www.stthomas.ac.in/
	Saint Xavier's College, Kolkata	http://www.sxccal.edu/
	Saint Xavier's College, Mapusa-Goa	http://www.xavierscollege-goa.com
	Saint Xavier's College, Mumbai	http://www.xaviers.edu
	Saint Xavier's College, Ranchi	http://www.sxcran.org/sxc/
	Saint Xavier's College, Thiruvananthapuram	http://www.stxavierstumba.org/
	Saint Xavier's College, Tirunelveli	http://stxavierstn.edu.in/
	Saint Xavier's College for Women	http://www.stxaviersaluva.ac.in/
	Salesian College	http://www.salesiancollege.net/
	Sarah Tucker College	http://www.csitirunelveli.org/ministry/ministry.htm
	Scottish Church College	http://www.scottishchurch.ac.in/
	Sophia College for Women	http://www.sophiacollegemumbai.com
	Sophia Girls' College	http://sophiacollegeajmer.edu.in/
	Spicer Memorial College	http://www.spicermemorialcollege.org/
	Stella Maris College	http://www.stellamariscollege.org/
	Stewart Science College	http://stewartsciencecollege.org/index.php
	Synod College	http://www.synod-college.com/
	Teresian College	http://www.teresiancollege.org/
	The American College	http://www.americancollege.edu
	Tranquebar Bishop Manikam Lutheran College	http://www.tbmlcollege.com/
	Union Christian College, Aluva	http://www.uccollege.edu.in/
	Union Christian College, Umiam	http://www.unionchristiancollege.com/index.htm
	United Mission Degree College	http://www.umdcbllr.org/
	Vidya Jyothi Degree & P.G. College	http://vjdpgc.org/
	Vimala College	http://vimalacollege.edu.in/
	Voorhees College	http://www.voorheescollege.in/
	Wesley Degree College	http://www.wesleydegrecollege.com
	William Holland University College	
	Women's Christian College, Tamil Nadu	http://www.wcc.edu.in/
	Women's Christian College, West Bengal	http://womenschristiancollege.net/
NEPAL	Saint Xavier's College, Kathmandu	http://www.sxc.edu.np/index-1.html
PAKISTAN	Pakistan Adventist Seminary and College	http://www.pasc.edu.pk/

Appendix 7

See Table 9.

Table 9 Europe

Country	Institution name	URL
AUSTRIA	International University of Vienna	http://www.iuvienna.edu/
	Katholisch Theologische Privatuniversität Linz	http://www.ktu-linz.ac.at/
BELGIUM	Katholieke Universiteit Leuven	http://www.kuleuven.ac.be/english/
	Université Catholique de Louvain	http://www.uclouvain.be/en-index.html
FINLAND	Diaconia University of Applied Sciences	http://english.diak.fi/
FRANCE	Lille Catholic University	http://www.univ-catholille.fr/
	Université Catholique de l'Ouest	http://www.uco.fr/
	Université Catholique de Lyon	http://www.univ-catholyon.fr/
GERMANY	Catholic University Eichstatt-Ingolstadt	http://www.ku-eichstaett.de/en
HUNGARY	Károli Gáspár University of the Reformed Church in Hungary, Faculty of Theology	http://www.kre.hu/
	Pázmány Péter Catholic University	http://www.ppke.hu/index_eng.html
	LUMSA University	http://www.lumsa.it/LUMSA/site/878/home.aspx
ITALY	Pontificia Studiorum Universitas a S. Thoma Aquinate in Urbe	http://www.angelicum.org/
	Pontificia Università della Santa Croce	http://www.pusc.it/eng/
	Pontificia Università Gregoriana	http://www.unigre.it/
	Pontificia Università Lateranense	http://cms.pul.it/index
	Pontificia Universitas “Antonianum”	http://www.antonianum.ofm.org/
	Università Cattolica del Sacro Cuore	http://www.unicatt.it/
	Università Pontificia Salesiana (Pontifical Salesian University)	http://www.ups.urbe.it/
	LCC International University	http://www.lcc.lt
NORWAY	Ansgar College and Theological Seminary	http://ansgarskolen.ekanal.no/sider/tekst.asp?side=6
	Diakonhjemmet University College	http://www.diakonhjemmeths.no/web/english/
POLAND	Mediehogskolen Gimlekollen	http://www.mediehogskolen.no/
	The John Paul II Catholic University of Lublin	http://www.kul.pl
PORTUGAL	University of Cardinal Stefan Wyszyński	http://www.uksw.edu.pl/
	Universidade Católica Portuguesa	http://www.ucp.pt
ROMANIA	Emmanuel University	http://www.emmanuel.ro/
	Partium Christian University (PCU)	http://www.partium.ro/
RUSSIA	Russian Christian Humanities Academy	http://rchgi.spb.ru/Engl/index.php
	Russian-American Institute	http://www.racu.org
	Saint John University	http://www.rpiofficial.ru/

Table 9 continued

Country	Institution name	URL
SLOVAKIA	Saint Petersburg School of Religion and Philosophy	http://srph.ru/en/index.html
	Saint Tikhon University	http://pstgu.ru/
	Zaoksky Adventist University	http://www.zau.ru/
	Catholic University in Ružomberok	http://www.ku.sk/en/
SPAIN	Universidad Cardenal Herrera CEU	http://www.uch.ceu.es/
	Universidad Católica de Valencia “San Vicente Mártir”	https://www.ucv.es/index_ing.asp
	Universidad de Deusto	http://www.deusto.es
	Universidad de Navarra	http://www.unav.es/english/
	Universidad Pontificia Comillas	http://www.upcomillas.es/eng/
	Universidad Pontificia de Salamanca	http://www.upsa.es/
	Universidad San Pablo CEU	http://www.ceu.es/pages/ingles/eng_introduction.htm
	Universitat Ramon LLULL	http://www.url.edu/en/index.php
SWITZERLAND	Université de Fribourg	http://www.unifr.ch/
THE NETHERLANDS	Christelijke Hogeschool Ede, Christian University of Applied Sciences	http://www.che.nl/
	Gereformeerde Hogeschool (Reformed University of applied sciences)	http://www.gh-gpc.nl/
	Radboud University Nijmegen	http://www.ru.nl/english
UK	Tilburg University	http://www.tilburguniversity.nl/
	Canterbury Christ Church University	http://www.canterbury.ac.uk/
	Liverpool Hope University	http://www.hope.ac.uk/
	Newbold College	http://www.newbold.ac.uk/
	Newman University College	http://www.newman.ac.uk/
	St Mary’s University College Twickenham	http://www.smuc.ac.uk
UKRAINE	Ukrainian Catholic University	http://www.ucu.edu.ua/eng/
VATICAN	Pontificia Università Lateranense	http://cms.pul.it/
	Pontificia Università Urbaniana	http://www.urbaniana.edu/it/

Appendix 8

See Table 10.

Table 10 Christian colleges and universities around the Word by Country: Latin America

Country	Institution name	URL
ARGENTINA	Pontificia Universidad Católica Argentina	http://www.uca.edu.ar
	Universidad Adventista del Plata	http://www.uapar.edu/es/
	Universidad Austral	http://web.austral.edu.ar/
	Universidad Católica de Córdoba	http://www.ucc.edu.ar/
	Universidad Católica de Cuyo	http://www.uccuyo.edu.ar

Table 10 continued

Country	Institution name	URL
BOLIVIA	Universidad Católica de la Plata	http://www.ucalp.edu.ar/
	Universidad Católica de Salta	http://www.ucasal.net/
	Universidad Católica de Santa Fe	http://www.ucsf.edu.ar/
	Universidad Católica de Santiago de Estero	http://www.ucse.edu.ar/
	Universidad del Norte Santo Tomás de Aquino	http://www.unsta.edu.ar/
	Universidad del Salvador	http://www.salvador.edu.ar/
	Universidad FASTA	http://www.ufasta.edu.ar/
	Universidad Adventista de Bolivia	http://www.uab.edu.bo/
	Universidad Católica Boliviana San Pablo	http://www.ucb.edu.bo/
	Universidad Católica Boliviana San Pablo Cochabamba	http://www.ucbcba.edu.bo/
	Universidad Católica Boliviana San Pablo Regional Santa Cruz	http://www.ucbscz.edu.bo/
	Universidad Católica Boliviana San Pablo Tarija	http://www.ucbtja.edu.bo/
	Universidad Cristiana de Bolivia	http://www.ucebol.edu.bo/
	Universidad Evangélica Boliviana	http://www.ueb.edu.bo/
BRAZIL	Centro Universitário Adventista de São Paulo	http://www.unasp.edu.br/
	Centro Universitário Luterano de Manaus	http://www.ulbra-mao.br/
	Centro Universitário Luterano de Palmas	http://www.ulbra-to.br/
	Centro Universitário Luterano de Santarém	http://www.iles.edu.br/
	Centro Universitário Metodista Izabela Hendrix	http://www.metodistademinas.edu.br/
	Centro Universitario Sao Camilo	http://www.saocamilo-es.br/centrouniversitario/a_instituicao.php
	Colegio Adventista UNASP	http://www.colegiounasp.com.br/site/
	Facultad Frassinetti do Refice (FAFIRE)	http://www.fafire.br/
	Facultad Salesiana Dom Bosco	http://www.fsdbr.com.br
	Pontificia Universidad Católica de Campinas	http://www.puc-campinas.edu.br
	Pontificia Universidad Católica de Paraná	http://www.pucpr.br
	Pontificia Universidad Católica de Sao Paulo	http://www.pucsp.br
	Pontificia Universidad Católica do Rio Grande do Sul	http://www3.pucrs.br/portal/page/portal/pucrs/Capa/
	Pontificia Universidade Católica de Minas Berais	http://www.pucminas.br/

Table 10 continued

Country	Institution name	URL
CHILE	Pontificia Universidade Católica do Rio de Janeiro	http://www.puc-rio.br/
	Pontificia Universidade Católica do Rio de Janeiro	http://www.puc-rio.br/
	Universidad Católica de Pelotas	http://www.ucpel.tche.br
	Universidad Sao Francisco	http://www.saofrancisco.edu.br/
	Universidade Católica de Brasília	http://www.ucb.br/
	Universidade Católica de Goiás	http://www.ucg.br/
	Universidade Católica de Pernambuco	http://www.unicap.br/
	Universidade Católica de Petrópolis	http://www.ucp.br/
	Universidade Católica do Salvador	http://www.ucsal.br/
	Universidade do Vale do Rio dos Sinos	http://www.unisinos.br/english/
	Universidade Luterana do Brasil	http://www.ulbra.br/
	Universidade Metodista de Sao Paulo	http://www.metodista.br/
	Universidade Presbiteriana Mackenzie	http://www.mackenzie.br/
	Universidade Santa Ursula	http://www.usu.br/
	Pontificia Universidad Católica de Chile	http://www.uc.cl
	Pontificia Universidad Católica de Valparaíso	http://www.ucv.cl/
	Universidad Adventista de Chile	http://www.unach.cl/
	Universidad Alberto Hurtado	http://www.uahurtado.cl/
	Universidad Católica Cardenal Raúl Silva Henríquez	http://www.ucsh.cl/
	Universidad Católica de la Santísima Concepción	http://www.ucsc.cl
COLOMBIA	Universidad Católica de Temuco	http://www.uctemuco.cl/
	Universidad Católica del Maule	http://www.ucm.cl/
	Universidad Católica del Norte	http://www.ucn.cl/
	Universidad de los Andes	http://www.uandes.cl/
	Fundación Universitaria Luis Amigó	http://www.funlam.edu.co
	Instituto Universitario CESMAG	http://www.iucesmag.edu.co/
	La Gran Colombia Universidad	http://www.ulagrancolombia.edu.co/
	Temuco Catholic University/ Univ ersidad Catolica de Temuco	http://www.uctemuco.cl/
	Universidad Católica de Colombia	http://www.ucatolica.edu.co/easyWeb/
	Universidad Católica de Manizales	http://www.ucm.edu.co/
	Universidad Católica de Oriente	http://www.uco.edu.co
	Universidad Católica Popular de Risaralda	http://www.ucpr.edu.co/
	Universidad de la Sabana	http://www.unisabana.edu.co/inicio.htm
	Universidad de la Salle	http://unisalle.lasalle.edu.co/
	Universidad de San Buenaventura-Bogotá	http://www.usbbog.edu.co/

Table 10 continued

Country	Institution name	URL
	Universidad del Rosario	http://www.urosario.edu.co/
	Universidad Mariana	http://www.umariana.edu.co/
	Universidad Pontificia Boliviriana	http://www.upb.edu.co/
	Universidad Reformada Colombia	http://www.unireformada.edu.co/
	Universidad Santo Tomás	http://www.usta.edu.co
COSTA RICA	Universidad Católica de Costa Rica	http://www.ucatolica.ac.cr/
	Universidad Evangélica de las Americas	http://www.unela.net/
DOMINICAN REPUBLIC	Pontificia Universidad Católica Madre y Maestra	http://www.pucmm.edu.do/
	Universidad Adventista Dominicana	http://www.unad.edu.do/
	Universidad Católica de Santo Domingo	http://www.ucsd.edu.do/
	Universidad Catolica Nordestana	http://www.ucne.edu/ucne/
	Universidad Nacional Evangelica	http://www.unev.edu.do
ECUADOR	Pontifica Universidad Católica del Ecuador Sede Ambato	http://www.pucesa.edu.ec/
	Pontifica Universidad Católica de Ecuador Sede Santo Domingo	http://www.pucesd.edu.ec/
	Pontifica Universidad Católica del Ecuador Sede Ibarra	http://www.pucei.edu.ec/
	Pontificia Universidad Católica del Ecuador	http://www.puce.edu.ec/
	Universidad Católica de Azogues	http://sitio.ucaazo.edu.ec/
	Universidad Católica de Cuenca	http://www.ucacue.edu.ec/
	Universidad Católica Santiago de Guayaquil	http://www2.ucsg.edu.ec/
	Universidad Cristiana Latinoamericana	http://www.ucl.edu.ec/
	Universidad Politécnica Salesiana	http://www.ups.edu.ec/
EL SALVADOR	La Universidad Católica de El Salvador	http://www.catolica.edu.sv/
	Universidad Cristiana de las Asambleas de Dios	http://www.ucad.edu.sv/index.htm
	Universidad Evangélica de El Salvador	http://www.uees.edu.sv/
	Universidad Luterana Salvadorena	http://www.uls.edu.sv/
HAITI	American University of the Caribbean	
	Queensland University	http://www.uqstegnetwork.org
	Universite Adventiste d'Haiti	http://www.unah.edu.ht/
	University Notre Dame of Haiti	http://www.undh.org/
HONDURAS	Universidad Católica de Honduras “Nuestra Señora Reina de la Paz”	http://www.unicah.edu/
JAMAICA	Northern Carribean University	http://www.ncu.edu.jm
MEXICO	Instituto Libre de Mexico de Estudio Superiores	http://ilmes.net/
	Universidad Anahuac-Cdad. México	http://www.anahuac.mx/
	Universidad Anahuac-Puebla	http://www.anahuacpuebla.org

Table 10 continued

Country	Institution name	URL
NICARAGUA	Universidad Anahuac-Sur	http://ols.uas.mx/infoweb/
	Universidad de Panamericana	http://www.up.edu.mx/
	Universidad Intercontinental	http://www.univa.mx
	Universidad Pontificia de Mexico	http://www.pontificia.edu.mx
	Universidad Vasco de Quiroga	http://www.uvaq.edu.mx/
	Ave Maria University	http://www.avemaria.edu/ni
	Universidad Católica Agropecuaria del Tropicó Seco	http://www.ucatse.edu.ni/
	Universidad Católica “Redemptoris Mater”	http://www.unica.edu.ni/
	Universidad Cristiana Autónoma de Nicaragua	http://www.ucan.edu.ni/
	Universidad Evangélica Nicaragüense	http://www.uenicmlk.edu.ni/
PANAMA	Universidad Politécnica of Nicaragua (UPOLI)	http://upoli.edu.ni/
	Universidad Católica “Santa María la Antigua”	http://www.usmapanama.com/
PARAGUAY	Universidad Católica “Nuestra Señora de la Asunción”	http://www.uc.edu.py/
PERU	Universidad Evangelica de Paraguay	http://www.uep.edu.py/
	Pontificia Universidad Católica de Perú	http://www.pucp.edu.pe/
	Universidad Antonio Ruiz de Montoya	http://www.uarm.edu.pe/
	Universidad Católica de Santa María	http://www.ucsm.edu.pe/
	Universidad Católica de Trujillo	http://www.uct.edu.pe/
	Universidad Católica San Pablo	http://www.ucsp.edu.pe/
	Universidad Católica Santo Toribio de Mogrovejo	http://www.usat.edu.pe/
PUERTO RICO	Universidad Católica Sedes Sapientiae	http://www.ucss.edu.pe/
	University of Piura	http://www.udep.edu.pe/
	Pontificia Universidad Católica de Puerto Rico	http://www.pucpr.edu/
	Universidad Adventista de las Antillas (Antillean Adventist University)	http://www.uaa.edu/
TRINIDAD & TOBAGO	Universidad del Sagrado Corazón (University of the Sacred Heart)	http://www.sagrado.edu/
URUGUAY	University of the Southern Caribbean	http://www.usc.edu.tt/
	Universidad Católica de Uruguay del Antonio Dámaso Larranaga	http://www.ucu.edu.uy/
VENEZUELA	Universidad de Montevideo	http://www.um.edu.uy/universidad/
	Central University of Venezuela	http://www.ucv.ve/
	Universidad Católica Andrés Bello	http://www.ucab.edu.ve/
	Universidad Católica Cecilio Acosta	http://www.unica.edu.ve/
	Universidad Católica de Táchira	http://www.ucat.edu.ve/
	Universidad Católica Santa Rosa	http://www.santarosa.edu.ve/default.htm

Appendix 9

See Table 11.

Table 11 Oceania

Country	Institution name	URL
AUSTRALIA	Australian Catholic University	http://www.acu.edu.au
	Avondale College	http://www.avondale.edu.au/
	Christian Heritage College	http://www.chc.edu.au
	Tabor College (Western Australia)	http://www.tabor.edu.au/perth
	The University of Notre Dame Australia	http://www.nd.edu.au/
	Wesley Institute	http://www.wesleyinstitute.edu.au
PAPUA NEW GUINEA	Divine Word University	http://www.dwu.ac.pg/
	Pacific Adventist University	http://www.pau.ac.pg/
	Sonoma Adventist College	http://www.adventistyearbook.org/default.aspx?page=ViewEntity&EntityID=13298

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