Faculty Publications

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Indexing Evidence of Faith Integration

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Indexing Evidence of Faith Integration

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Workshop Tasks

- Sign in – name & email

- Reflect on types of faith integration

- Consider what happens at an Adventist school or university

- Experience and critique a program faith integration index

LET'S MOVE!

Faith Integration

The *informed reflection* on and *discovery* of Christian faith within the academic disciplines, professional programs and *lived practice*, resulting in the *articulation of Christian perspectives on truth and life* in order to *advance the work of God* in the world.

Azusa Pacific University Faculty Handbook, 2012-2013, Section 13.4, p.1

Types of Faith Integration

- Vocational

- Ethical

- Practice-oriented

- Conceptual-Theoretical

- Aesthetic

- Psychological

- Relational

- Pedagogical

- Sociological

- Tradition-based

Faith ➡ Learning

Learning ➡ Faith

Pair Share

1. Which type of faith integration have you used in your teaching? Name the type and share one example

OR

2. Which type of faith integration can you envision using? Name the type and share one application you could implement soon

An Adventist school is a place where…

1. Students are immersed in God's Word invited to
   - Gain a true picture of the character of God,
   - Come to understand the plan of salvation,
   - Accept Christ as personal Savior and grow spiritually
2. Students of all faiths are welcomed and respected.
3. Respect for law and order matter. Discipline is maintained in kindness and Christian love.
4. Students develop a cosmic, eternal worldview.
5. A healthy, balanced life is gained through modeling and teaching. Work, worship, study and play come together harmoniously.

An Adventist school is a place where…

6. Character development and values are unapologetically pursued.

7. Students accomplish great things for God and humanity, inspired through faith-affirming learning.

8. There is a climate of educational excellence, cherished and affirmed in all its forms.

9. Students learn how to work and find personal fulfillment in a job well done. The community values graduates and provides service-learning opportunities.

10. Cooperation is emphasized over competition; selflessness and compassionate service are idealized.

An Adventist school is a place where…

11. Science and religion are in harmony. Creation perspectives on origins are freely taught and researched, and nature is studied as a reflect of God

12. Critical thinking and moral decision-making are taught and modeled.

13. Students form lifelong friendships. Life companions build the next generation of Christian families.

14. Students are encouraged to explore God's purpose for their lives.

15. Faculty, staff, and students are nurtured. Relationships grow change agents for God's kingdom.

4 Corners Activity

Whose job is it to integrate faith and learning?

- Administrators

- Faculty

- Staff

- Students

Explain your choice.

Andrews University Strategic Plan

- We will educate graduate students who consistently confirm their commitment to Seventh-day Adventist faith, service and wellness and whose personal stories have been changed by being at Andrews University. (p. 5)
- Transform the campus culture through focus on faith development, wellness, diversity and inclusion
- Continue being passionate about being a caring, inclusive, healthy community of faith (p. 8)
- 80% of master & doctoral graduates surveyed 5 years after graduation will indicate a personal commitment to an active life of faith (p. 21)
- 70% of alumni surveyed 5 years after graduation will indicate an active engagement in a church community (p. 21)

Graduate Faith Integration Committee (GFIC)

Purpose:

- Support graduate faculty in identifying and developing ways in which faith integration occurs in their department's graduate programs.

- Build connections between graduate faculty enabling them to learn from each other's experiences of faith integration.

- Work collaboratively with the *Center for Teaching and Learning,* and the *Undergraduate Center for Faith* to maximize AU faith integration

AU GFIC Responsibility

1. Consult with faculty on faith integration practices to build a list of best practices and inspire adoption of new practices.

2. Develop a set of guidelines with recommended resources to assist graduate faculty to improve faith integration in their programs.

3. Facilitate faculty sharing of best practices.

4. Understand accreditation requirements related to faith integration (AAA, Strategic Plan, etc.) in order to respond to inquiries.

AU GFIC Levels of Engagement

1. A continuing cycle of **campus-wide** attention to professional development in faith integration.

2. Encourage **departments** to consider how they can create faith-building spaces to nurture the spiritual enrichment of faculty and students and create shared goals of how the department will foster faith foundations within their discipline.

3. Encourage faculty to record **personal** faith integration goals and achievement thereof in one or more areas of their annual faculty report.

Where does faith integration best fit?

[Faith] integration is concerned with integral relationships between faith and knowledge, **the relationships which inherently exist between the content of the faith and the subject-matter** of this or that discipline; such connections do not have to be invented or manufactured. But they do need to be ascertained and developed; unless this is done faith and knowledge may appear to be, and for practical purposes may be in fact, alien and unrelated to each other. Finally, faith-learning integration is especially concerned with the disciplines into which our knowledge is organized**; the same concerns of subject-matter and methodology which lead to the distinction of disciplines also dictate that, initially at least, faith-learning integration is best pursued at the level of particular academic disciplines**.

William Hasker, Faith-Learning Integration: An Overview *Christian Scholar's Review*, 1991, Volume XXI, Number 3, p. 235

Why program level?

- Student cohort-specific
- Faculty tool building inter-service partnerships
- Small enough locus of control to happen
- Large enough to build team ownership/support
- Potentially added component to program review

Program Faith Integration Index

- Marketing

- Communication

- Courses

- Faculty

- Advisors

- Long-range Impact

PROGRAM MARKETING

- Webpage information articulates faith connection
- Printed brochures, flyers, postcards include faith statements
- Social networking campaign/slogans reflect faith components
- Recruiter scripts and templates include faith foundations attractively
- Interest conversations note opportunities for critical thinking from a Christian worldview and spiritually nurturing climate
- Faculty and student life stories feature faith factors
- Spiritual growth is included on rubric used to evaluate applicant essays
- Interview talking points include faith-integrated questions

PROGRAM COMMUNICATION

- Department mission reflects Adventist faith connections as applicable
- Program description reflects Adventist faith connections as applicable
- Program outcomes reflects Adventist faith connections as applicable
- Program orientation includes articulation of Andrews mission that nurtures spiritual development respecting diversity

Reflect. Write. 4-Share.

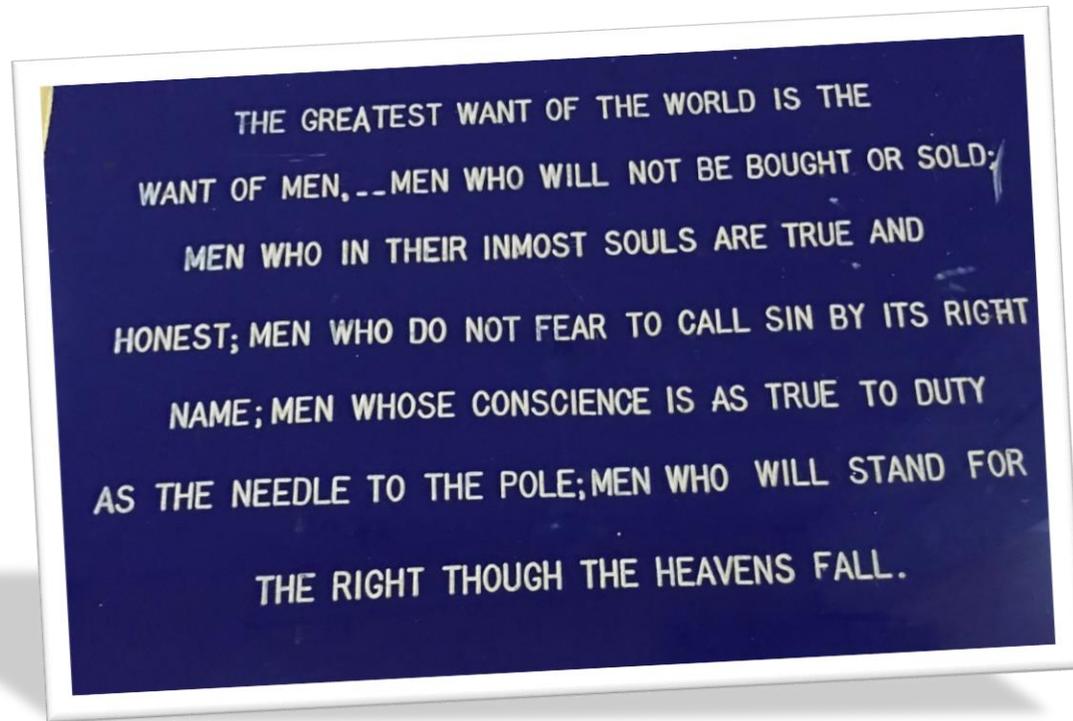1. Choose a program you know best

2. Individually consider it's:
   - Marketing
   - Communication

3. In groups of 4, share:
   - Your review
   - Implications

Use examples as prompts
Add your own items to investigate

Evidence report:

- 1-3 concise paragraph summary

- Reference supporting documentation collected

Appreciative Inquiry: BU IFL Public Evidence

THE GREATEST WANT OF THE WORLD IS THE WANT OF MEN.--MEN WHO WILL NOT BE BOUGHT OR SOLD; MEN WHO IN THEIR INMOST SOULS ARE TRUE AND HONEST; MEN WHO DO NOT FEAR TO CALL SIN BY ITS RIGHT NAME; MEN WHOSE CONSCIENCE IS AS TRUE TO DUTY AS THE NEEDLE TO THE POLE; MEN WHO WILL STAND FOR THE RIGHT THOUGH THE HEAVENS FALL.

- BU mission, song, website, letter
- Gideon Troopers Hall
- Queen Esther Hall
- Faith/Hope/Love Courts
- Hope Channel in Guest House
- Worship charts
- Conversations with admin, faculty, staff & students

Professional Christian Organization Missions

Christian Veterinary Mission exists to share the love of Christ through veterinary medicine. Working in communities worldwide, CVM equips and encourages veterinary professionals and students to build relationships with others through the use of their veterinary knowledge and skills so that lives are transformed. cvmusa.org

Christian Medical & Dental Association exists to encourage, instruct and challenge members of our field to a deeper, more fulfilling walk with our Savior, equipping us to impact the lives of others with the gospel. cmda.org/about

Engineering Ministry International is a network of Christian design professionals who develop people, design structures, and construct facilities which serve communities and the Church. Our vision is to see people restored by God and the world restored through design. **emiworld.org**

Christian Pharmacists Fellowship International's mission is to serve Christ and the world through pharmacy. Core values:

- Provide Godly encouragement and fellowship among like-minded professionals
- Challenge and promote spiritual growth of members
- Advance student chapter ministries to strengthen and equip student pharmacists
- Encourage the advancement of knowledge and ethics in practice
- Promote evangelism and the integration of faith into practice
- Provide support and opportunities for Christian service and outreach **cpfi.org**

PROGRAM COURSES

- Course description reflects Adventist faith connections as applicable
- Syllabus – overview/theoretical foundations
- Syllabus - student learning outcomes
- Syllabus – project/assessment guidelines/rubric
- Syllabus – references include faith integrated sources
- Student learning outcomes and aligned activities include exploration of faith connections
- Assessments include measures of critical reflection from a Christian perspective

PROGRAM FACULTY

- Job descriptions include expectations for faith-full living reflected in faculty teaching, advising, scholarship and service

- Andrews mission and Adventist philosophy of education are reflected in faculty articulation of program outcomes

- Professional development expectations include discipline-appropriate integration of faith

- Course evaluations include comments on faith-connecting learning activities in and/or out of class with faculty leadership

Reflect. Write. 4-Share.

1. Choose a program you know best
2. Individually consider it's:
   - Courses
   - Faculty
3. In groups of 4, share:
   - Your review
   - Implications

Also discuss:
- Which documents would you include?
- Who would you interview?
- What actions can you take to overcome possible challenges?

[Cornerstone University Program Information & Course Descriptions](#)

PROGRAM ADVISORS

- Communication templates used by faculty and staff include spiritual nurture
- Mentoring expectations include a climate of holistic support, beyond academics only
- Student report they were informed about and encouraged to engage in university spiritual growth opportunities
- Thesis/dissertation research guidelines include ethical perspectives that connect faith foundations as applicable
- Internship/practicum supervision includes self-evaluation of faith connections as applicable

PROGRAM LONG-RANGE IMPACT

- Community building initiatives – service learning opportunities, forums, etc.

- Coaching/tutoring support – guidelines for tutors and expectations for students

- Career connections – Christian professionals re faith in workplace, vocational alignment of personal and professional priorities

- Alumni support – mentoring, story-telling, giving back invited in faith connections

Reflect. Write. 4-Share.

1. Choose a program you know best
2. Individually consider it's:
   - Advisors
   - Long-range Impact
3. In groups of 4, share:
   - Your review
   - Implications

Also discuss:

In order to use your own version of this index, what actions will you plan to take soon?
   - Individually?
   - as a department team?
   - Request campus-wide?

Program Index Evaluation

Pros

- An intuitive tool with an appreciative inquiry approach
- Prompts for wider collection of faith integration evidence
- Features student perspective
- Potentially increases awareness/partnerships across academic & service departments & levels
- Moves new faith integrators to actionable steps, and increases peer mentoring conversation points

Cons

- Essential element of spiritual growth of administrators, faculty and staff isn't indexed; the Growing Disciple Inventory could be encouraged for personal assessment of this vital element
- A new index begs refinement e.g. peer evaluation could fill in class climate and integrated teaching strategies evidence

Aim of Faith-Integrated Education

So what is the big idea? The intended outcome?

We should expect our graduates to be intellectually competent [and choosing personally] to represent the truths of God within the context for which their discipline is designed to send them into service.

Azusa Pacific University Faith Integration Faculty Guidebook 1.0

Resources

- CIRCLE curation of continuing education resources
- circle.adventist.org
- jae.adventist.org
- educators.adventist.org

- Glynis Bradfield, glynisb@andrews.edu