

**Graduate Program in Higher Education**  
**Christian Faith and the Academic Vocation**  
**Program Term-Tenure and Promotion Readings**

*Submitted by Program June 2018*

*Reviewed by Office of the Provost April 2019*

*Finalized by Dean of the Graduate School June 2019*

**Part One Readings:**

Eaton, P.W. (2011). A Story of Human Flourishing and the Work of the University (pp. 180-187). In P.W. Eaton, *Engaging the Culture, Changing the World: The Christian University in a Post-Christian World*. Downers Grove, IL: InterVarsity Press.

Schreiner, L.A. (2018). What Good Is Christian Higher Education?. *Christian Higher Education*, 17:1-2, 33-49, DOI: 10.1080/15363759.2018.1404362.

**Part One Prompt:**

What difference does a Christian perspective make for considering the mission of higher education? Philip Eaton (2011) argues that the college or university can change the world by turning to Christian faith tradition to frame its purpose. Laurie Schreiner (2018) identifies three 'goods' that are declared as central to the mission of Christian colleges and universities and analyzes research on related educational outcomes observed in students and alumni. From a Christian perspective, identify and argue for one distinctive way that higher education contributes to making the world a better place. Illustrate your argument with one or more specific educational outcomes that align with your argument. You are expected to engage the above readings in your response and are encouraged to engage and cite additional academic sources that support your point of view.

**Part Two Readings:**

Call, C. (2011). The rough trail to authentic pedagogy: Incorporating Hospitality, Fellowship, and Testimony into the classroom (pp. 61-79). In Smith, D., & Smith, J. (Eds.). (2011). *Teaching and Christian practices: Reshaping faith and learning*. Grand Rapids, MI: Eerdmans Publishing Company.

Woodiwiss, A. (2011). From tourists to pilgrims: Christian practices and the first-year experience (pp. 123-139). In Smith, D., & Smith, J. (Eds.). (2011). *Teaching and Christian practices: Reshaping faith and learning*. Grand Rapids, MI: Eerdmans Publishing Company.

**Part Two Prompt:**

As described in the texts for initial review, various models and traditions influence the ways faculty connect Christian faith and scholarship. Similarly, various perspectives and practices

influence how faculty connect Christian faith with their pedagogy. By way of illustration, Carolyn Call (2011) identifies hospitality as an authentic means of intersecting Christian faith with teaching practice. Ashley Woodiwiss (2011) suggests shifting the learner's orientation from 'tourist' to 'pilgrim' as a faithful teaching practice. Identify how you, as a faculty member, might adopt pedagogical strategies that reflect Christian faith tradition and describe how these strategies advance essential learning for higher education practitioners. You are expected to engage the above readings in your response and are encouraged to engage and cite additional academic sources that support your point of view.