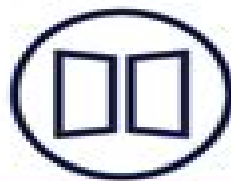




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Faith And Higher Education

Duane Litfin



Faith And Higher Education:

Faith and Learning David S. Dockery, 2012-05-01 Faith and learning scholarship and piety Christian tradition and intellectual inquiry head and hearts How do these things come together in an informative enriching and interdependent way The calling of Christian higher education is to reflect the life of Christ and to shine the light of truth That distinctive mission cannot be forced into an either or framework but rather a both and calling It is a commitment to Jesus Christ himself who is both fully God and fully human and who for Christian educators is both light and life This multi authored volume with dynamic contributions from entry level faculty members to seasoned scholars explores the question of the Christian faith s place on the university campus whether in administrative matters the broader academic world or in student life Philosophy Sociology Science Arts Business Media Faith and Learning explores how significant Christian thinkers have addressed such topics and their related issues throughout the history of the church The historical theological and biblical framework will help students interact with and engage contemporary challenges to the Christian faith in the various fields of study and inquiry Contributors include Harry L Poe Gene C Fant Jr Ken Magnuson Klaus Issler Gregory A Thornbury Taylor Worley John T Netland Scott Huelin James A Patterson Hunter Baker Roman R Williams Steve Halla Christopher W Mathews Kevin Trowbridge Mark Bolyard Jeannette Russ E Blake Watkins Mary Anne Poe Emily Lean Thomas Rosebrough Ralph Leverett Kimberly C Thornbury and C Ben Mitchell Christian Higher Education David S. Dockery, Christopher W.

Morgan, 2018-12-10 Our world is growing increasingly complex and confused a unique and urgent context that calls for a grounded and fresh approach to Christian higher education Christian higher education involves a distinctive way of thinking about teaching learning scholarship curriculum student life administration and governance that is rooted in the historic Christian faith In this volume twenty nine experts from a variety of fields including theology the humanities science mathematics social science philosophy the arts and professional programs explore how the foundational beliefs of Christianity influence higher education and its disciplines Aimed at equipping the next generation to better engage the shifting cultural context this book calls students professors trustees administrators and church leaders to a renewed commitment to the distinctive work of Christian higher education for the good of the society the good of the church and the glory of God

Faith, Freedom, and Higher Education P. C. Kemeny, 2013-03-11 While debates abound today over the cost purpose and effectiveness of higher education often lost in this conversation is a critical question Should higher education attempt to shape students moral and spiritual character in any systematic manner as in the past or focus upon equipping students with mere technical knowledge Faith Freedom and Higher Education argues that Christianity can still play an important role in contemporary American higher education George M Marsden D G Hart and George H Nash among its authors analyze the debate over the secularization of the university and the impact of liberal Protestantism and fundamentalism on the American academy during the twentieth century Contributors also assess how the ideas of Dorothy

Sayers C S Lewis Wendell Berry and Allan Bloom can be used to improve Christian higher education Finally the volume examines the contributions Christian faith can make to collegiate education and outlines how Christian institutions can preserve their religious mission while striving for academic excellence Faith and Knowledge Douglas Sloan,1994-01-01 Sloan explores the impact that the Protestant theological renaissance 1925 1960 had on American colleges and universities focusing in particular on the church s most significant claim to have a continuing voice in higher education He traces the role of the national ecumenical and denominational organizations and studies the changing place of college chaplains **Faith and Learning** Alexander Miller,1960 Christ-Centered Higher Education David L. McKenna,2012-09-12 If the Christ centered college or university did not exist would it have to be invented Back in the 1950s the answer was in doubt With few exceptions Christian colleges wallowed in defensive self doubt and divisive competition while under attack from the rising public sector Students of American higher education predicted that they would soon become as extinct as the whooping crane Rather than succumbing to doomsayers leaders in Christian higher education bonded together around the commanding truth that all things come together in Jesus Christ They drove their stake for the future in the integration of faith and learning as the reason for the existence of Christ centered higher education Out of this commitment came a renaissance movement of common cause and unprecedented cooperation through the Consortium of Christian Colleges and the Council for Christian Colleges Universities Will integration continue to be the energizing and all pervasive influence that gives the Christ centered institution its reason for existence Trustees presidents deans and faculties in each generation must think and rethink the concept in the light of theological academic technological and cultural change David McKenna opens the conversation by remembering where we were confirming who we are and envisioning what we can be Models for Christian Higher Education Richard Thomas Hughes,William B. Adrian,1997 This is a print on demand book and is therefore non returnable This timely look at the state of Christian higher education in America contains descriptive historical narratives that explore how fourteen Christian colleges and universities are successfully integrating faith and learning on their campuses despite the challenges posed by the increasingly pluralistic nature of modern culture Written by respected representatives from seven major faith traditions Roman Catholic Lutheran Reformed Mennonite Evangelical Wesleyan Holiness and Baptist Restorationist these narratives are also preceded by introductory essays that define the worldview and theological heritage of each given tradition and ask what that tradition can contribute to the task of higher education Faith and Learning on the Edge David Claerbaut,2004 Beginning with an autobiographical journey through his disappointing experiences with faith and learning both in his student and professorial career in Christian colleges David Claerbaut addresses the issues of faith and learning in higher education *Teaching as an Act of Faith* Arlin C. Migliazzo,2002 Interest in church related higher education increased greatly in recent years and books and articles are available that sharpen the sense of mission and provide necessary theological and theoretical foundations for the work of

church related colleges and universities Yet what actually happens in the classroom has been largely overlooked Teaching as an Act of Faith is a practical guidebook on strategies to incarnate mission and epitomize theological and theoretical reflection in the classroom In original essays distinguished practitioners from fourteen liberal arts disciplines and Roman Catholic Wesleyan Anabaptist Lutheran and Reformed traditions demonstrate how they have been able link religious values more directly to their teaching

The Christian Academic in Higher Education John Sullivan, 2018-01-23 This book offers a Christian engagement with the realities of academic life and work Examining this topic from intellectual institutional and spiritual perspectives the author explores how the two identities as a Christian and an academic can both coexist and complement one another The author provides a road map for academics demonstrating the interaction between religious faith and the responsibilities challenges and opportunities of university scholarship and teaching Addressing questions such as the contentious nature of religious faith in the university environment the expression of faith within the role of professor and the consequences of consecrating oneself to learning this pioneering and practical volume will be relevant to Christian scholars in any academic discipline

Community Engagement in Christian Higher Education P. Jesse Rine, Sandra Quiñones, 2020-12-29 Originally published as a special issue of Christian Higher Education this volume showcases diverse forms of community engagement work carried out by faith based colleges and universities throughout the US Acknowledging the rise of community engagement as a contemporary expression of a longstanding civic impulse Community Engagement in Christian Higher Education explores how religious mission and identity animate institutional practice across various forms of Catholic and Protestant Higher Education Offering perspectives from faculty members administrators and community partners at nine different US institutions chapters highlight effective initiatives that have been actively implemented in rural urban and suburban contexts to meet local needs and serve the public good With a focus on practical community work the text demonstrates the very concrete ways in which Christian values can inform and foster community engagement This volume will be of interest to scholar practitioners researchers and academics in the fields of higher education sociology of education religious education and practical theology More broadly the text offers important insights for faith leaders and the faculty of faith based institutions exploring issues of community identity and shared purpose

Christian Faith and Scholarship: An Exploration of Contemporary Developments Todd C. Ream, Perry Lynn Glanzer, 2007-09-17 In the twenty first century religious faith has reemerged from the margins of modernism and moved back to the center of contemporary scholarly conversations When Jacques Derrida died Stanley Fish recently wrote I was called by a reporter who wanted to know what would succeed high theory and the triumvirate of race gender and class as the center of intellectual energy in the academy I answered like a shot religion A group of evaluators of the Lilly Endowment's Initiative on Religion and Higher Education recently agreed There is today more discussion about the role of religion in the academy than at any time in the past 40 years and more commitment to the project of Christian higher education than there was just ten years ago

In recognition of these developments this particular monograph offers an overview of the various ways conversations about religion and religiously informed scholarship are increasing in the academy Although a growing number of faith traditions are finding their place in this conversation the Christian tradition in its various forms is still the dominant voice This monograph addresses the history of secularization in American higher education and scholarship the historical and resistance by dominant religious traditions to that secularization the contemporary ways that individual scholars networks and institutions approach the question of religious faith and scholarship the concerns such a question raises for academic freedom and the relationship between religious faith and scholarship

Consider No Evil Brandon G. Withrow, Menachem Wecker, 2014-07-10 Even casual acquaintances of the Bible know that the Truth shall set you free but in the pursuit of that Truth in higher education particularly in Christian or Jewish seminaries there are often many casualties suffered along the way What happens when faculty and students at religious academies butt heads with senior staff or dare to question dogmas or sacred cows that the institution cherishes *Consider No Evil* examines seminaries affiliated with two faith traditions Christian and Jewish and explores the challenges as well as prospective solutions confronting those religious academies when they grapple with staying true to their traditions as they interpret them while providing an arena that incubates honest and serious scholarship

Conceiving the Christian College Duane Litfin, 2004-09-24 This book is designed to help those who are interested in Christian higher education explore anew the unique features opportunities and contemporary challenges of one distinct type of educational institution the Christian college What distinguishes *Conceiving the Christian College* from the many other books on this subject is its incisive discussion of a set of crucial ideas widely misunderstood in the world of Christian higher education Now serving in his eleventh year as president of one of the nation's foremost Christian colleges Duane Litfin is well placed to ask pressing questions regarding faith based education What is unique about Christian colleges What is required to sustain them How do they maintain their bearing in the tumultuous intellectual seas of the twenty first century Litfin's themes are large but they are meant to refocus the conceptual challenges to Christian education in ways that will strengthen both the academic environment of today's Christian colleges and their impact on culture at large

Fundamentalist U Adam Laats, 2018-02-01 Colleges universities and seminaries do more than just transfer knowledge to students They sell themselves as experiences that transform young people in unique ways The conservative evangelical Protestant network of higher education has been no different In the twentieth century when higher education sometimes seemed to focus on sports science and social excess conservative evangelical schools offered a compelling alternative On their campuses evangelicals debated what it meant to be a creationist a Christian a proper American all within the bounds of Biblical revelation Instead of encouraging greater personal freedom and deeper pluralist values conservative evangelical schools thrived by imposing stricter rules on their students and faculty In *Fundamentalist U* Adam Laats shows that these colleges have always been more than just schools they have been vital intellectual citadels in America's culture wars These

unique institutions have defined what it has meant to be an evangelical and have reshaped the landscape of American higher education. Students at these schools have been expected to learn what it means to be an educated evangelical in a secularizing society. This book asks new questions about that formative process. How have conservative evangelicals hoped to use higher education to instill a uniquely evangelical identity? How has this identity supported the continuing influence of a dissenting body of knowledge? In what ways has it been tied to cultural notions of proper race relations and proper relations between the sexes? And perhaps most important, how have students responded to schools' attempts to cultivate these vital notions about their selves? In order to understand either American higher education or American evangelicalism, we need to appreciate the role of this influential network of dissenting institutions. Only by making sense of these schools can we make sense of America's continuing culture wars.

Shaping a Christian Worldview David S. Dockery, Gregory Alan Thornbury, 2002. *Shaping a Christian Worldview* presents a collection of essays that address the key issues facing the future of Christian higher education. With contributions from key players in the field, this book addresses the critical issues for Christian institutions of various traditions as the new century begins to leave its indelible mark on education.

Educating for Faith and Justice Thomas P. Rausch, 2010-01-01. Catholic colleges and universities play a crucial role in handing on a rich faith tradition to young adults today. As these institutions have become more professional and pluralistic, many are asking how effective they are at carrying out the religious mission which is central to their identity. Are Catholic colleges and universities significantly different from less expensive state institutions or from other private colleges and universities? Are they still committed to the search for truth which is really the search for God? Thomas Rausch, an eminent educator, is a Catholic priest long interested in Catholic theology as a work of the church, not just of the academy. He insists we must also ask of Catholic higher education today: Does it truly form students in the faith that does justice, or does it simply speed their passage into successful corporate lifestyles? Does it help students come to a personal encounter with the divine mystery revealed in Jesus? Keeping these questions before them, Rausch and five other contributors to this volume provide wisdom, insight, and concrete examples of how Catholic higher education can indeed foster faith that leads to a more just world. Thomas P. Rausch, SJ, is the T. Marie Chilton Professor of Catholic Theology at Loyola Marymount University in Los Angeles. He is author of numerous books, including *I Believe in God: A Reflection on the Apostles' Creed*, *Being Catholic in a Culture of Choice*, and *Towards a Truly Catholic Church*. Liturgical Press.

Educating for Shalom Nicholas Wolterstorff, 2004-03-02. In addition to his notable work as a premier Christian philosopher, Nicholas Wolterstorff has become a leading voice on faith-based higher education. This volume gathers the best of Wolterstorff's essays from the past twenty-five years, dealing collectively with the purpose of Christian higher education and the nature of academic learning. Integrated throughout by the biblical idea of shalom, these nineteen essays present a robust framework for thinking about education that combines a Reformed confessional perspective with a radical social conscience and an increasingly progressivist pedagogy. Wolterstorff

develops his ideas in relation to an astonishing variety of thinkers ranging from Calvin Kuyper and Jellema to Augustine Aquinas and Kant to Weber Habermas and MacIntyre In the process he critiques various models of education classic foundationalism modernization theory liberal arts and academic freedom

No Longer Invisible Douglas Jacobsen, Rhonda Hustedt Jacobsen, 2012-09-27 Winner of a 2013 American Educational Studies Association Critics Choice Award Drawing on conversations with hundreds of professors co curricular educators administrators and students from institutions spanning the entire spectrum of American colleges and universities the Jacobsens illustrate how religion is constructively intertwined with the work of higher education in the twenty first century No Longer Invisible documents how after decades when religion was marginalized colleges and universities are re engaging matters of faith an educational development that is both positive and necessary Religion in contemporary American life is now incredibly complex with religious pluralism on the rise and the categories of religious and secular often blending together in a dizzying array of lifestyles and beliefs Using the categories of historic religion public religion and personal religion No Longer Invisible offers a new framework for understanding this emerging religious terrain a framework that can help colleges and universities and the students who attend them interact with religion more effectively The stakes are high Faced with escalating pressures to focus solely on job training American higher education may find that paying more careful and nuanced attention to religion is a prerequisite for preserving American higher education s longstanding commitment to personal social and civic learning

Teaching as Believing Chris Anderson, 2004 The public university classroom is a place where socialization still occurs it s where students learn to be citizens of the world Having attended to political correctness and multi culturalism universities are now facing the issue of spirituality in their quest to educate the whole person In this book Chris Anderson takes up this task by carefully exploring how a professor of faith can help a public university accomplish its pluralistic mission Anderson illustrates how the study of secular literature throws fresh light on the ways in which the Bible can be read He also deftly shows how a sympathetic study of the Bible trains secular readers for understanding the abiding significance of the Western literary canon as a kind of scripture Anderson thus gives readers a book that is as much about the experience of a faithful teacher and the proper ends of education as it is about discovering the right ways to read texts be they sacred or secular

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