



**TRANSNATIONAL ASSOCIATION OF CHRISTIAN
COLLEGES AND SCHOOLS**

**2011 CONFERENCE
MAXWELL HOUSE
Nashville, TN**



Higher Education and Gospel Stewardship

Presented by

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From our Campuses to the ends of the world



Source: National Geographic Magazine, *World Population to Reach 7 Billion People in 2011 Video*
<http://video.nationalgeographic.com/video/player/the-magazine/the-magazine-latest/ngm-7billion.html>



Perspective on Population Increase

7 billion souls on planet earth!

- What is the significance of such a milestone in our time?
- What are the implications of such a historical event?
- What are academic institutions to do with this staggering statistical data?
- What are the global responsibilities of Christian institutions of higher learning in light of the recent development in world population?
- How can Christian institutions of higher learning contribute in meeting the ever-increasing needs of people here in America and around the globe?



Topic Rationale

While many around the world are focusing on how to meet the social needs of its population (food, water, shelter and employment); Christian institutions (the Church and the academy) have the unprecedented opportunity to equip believers to “go into every man’s world” with the Gospel.



Topic Rationale

The purpose of this workshop is to engage participants, regardless of their leadership role, in a process of reflecting critically on Christian higher education's ongoing efforts at transformational change, specifically within the context of TRACS affiliated institutions.



Offering Quality Education through Transformational Teaching and Learning

- The theme for this conference is “Quality Institutions/ Quality Learning.” This session is an attempt to offer Christian educators with innovative practices to develop quality enhancement plans at both the institutional and instructional levels. Christian institutions of higher learning can offer quality education by intentionally weaving the way an institution integrates personal and social responsibility into the fabric of its academic outcomes.



TRACS Emphasis

- TRACS encourages each affiliated institution to develop its own distinctives, while providing quality postsecondary education within the context of spiritual development. TRACS institutions place emphasis on high academic standards as well as Christian values.



Christian Higher Education in the 21st Century

“If we cannot break through to a new vision of faith and discipleship, the real significance and power of the gospel of the kingdom of God can never come into its own”

—Dallas Willard.



Definitions

- The supreme end of education is expert discernment in all things - the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad and the counterfeit.
- Samuel Johnson



Objectives

- Evaluate the landscape of our institutional and instructional practices as well as the scope of institutional vision and mission.
- Discuss the global need for Christian education that is mission-oriented.
- Offer practical, innovative, research proven-ideas for the development of a quality enhancement plan.



INTRODUCTION



Introduction

“Today we have a weakness in our education process in failing to understand the natural associations between the disciplines. We tend to study all our disciplines in unrelated parallel lines. This tends to be true in both Christian and secular education. This is one of the reasons why evangelical Christians have been taken by surprise at the tremendous shift that has come in our generation.”

—Francis A. Schaeffer



Introduction

“No real progress towards improving American education can occur until all of us realize that an education that ignores moral and religious beliefs cannot qualify as a quality education.”

- Ronald Nash, *The Myth of a Value-Free Education*, (Grand Rapids, MI: Acton Institute, 2004), I. Source: <http://www.acton.org/publicat/randl/article.php?id=18>



**QUALITY EDUCATION:
INSTITUTIONAL MISSION
with
A GLOBAL VISION**



CHRISTIAN HIGHER EDUCATION IN THE UNITED STATES

“According to the U.S. Department of Education, there are over 4,000 degree-granting institutions of higher education in the United States. These include 1,600 private, nonprofit campuses, about 900 of which define themselves as religiously affiliated. However, only 113 intentionally Christ-centered institutions in the U.S. have qualified for membership in the Council for Christian College & Universities.”

- CCCU, *Profile of Post-Secondary Education*, (Washington, DC: Council for Christian Colleges & Universities, 2011).
Source: http://www.cccu.org/filefolder/Profile_US_Post-Secondary_Education-updated2010.pdf

Original Report: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), “*Fall Enrollments in Institutions of Higher Education*” and “*Institutional Characteristics*” surveys, and Integrated Postsecondary Education Data Systems (IPEDS), “*Fall Enrollment*” and “*Institutional Characteristics*” surveys.



QUALITY EDUCATION

“Our educational [social] crisis is to some extent a closing of the American mind, as Allan Bloom examined in his best-selling book of that title. But it is more profound, a closing of the American heart. No real progress towards improving American education can occur until all of us realize that an education that ignores moral and religious beliefs cannot qualify as a quality education.”

- Ronald Nash, *The Myth of a Value-Free Education*, (Grand Rapids, MI: Acton Institute, 2004), I. Source: <http://www.acton.org/publicat/randl/article.php?id=18>



INSTITUTIONAL MISSION

Our institutional mission must explore integrative learning models that focus on the knowledge, skills, and values students need to address what it means to be a responsible citizen in today's global context, and how one should act in the face of unsolved global problems.



PURPOSEFUL MISSION

Purpose and Objectives

“The statement of purpose evolving from the mission defines the distinctive role and intention of the institution and provides the basis on which students are received and for which they are educated. The purpose statement is to be used as a basic guide in planning, development, evaluation, policy-making, and all other institutional functions.”

- TRACS, *Accreditation Manual*, (Forest, VA: Transnational Association of Christian Colleges and Schools, 2011), 27.



SOCIAL MISSION

“In a very real sense, today’s citizens are living tributes to past investments and ideas of yesterday’s educators. The sociological influence of education (both secular and religious) on the lives of its recipients should never be underestimated.”

- William Valmyr, *Christianity and Culture: A Christian Perspective on Worldview Development*, (Longwood, FL: Xulon Press, 2009), 59.



INSTITUTIONAL VISION

**CAST A VISION FOR
QUALITY INSTITUTIONS &
QUALITY LEARNING**

“In Today’s world, every student will need leadership skills.”

Higher Education Research Institute



INSTITUTIONAL MISSION WITH GLOBAL VISION

IN A
world
of
7 billion people



INSTITUTIONAL VISION

“Any Diversion from a God-given personal or institutional Vision brings division.”

William Valmyr



INSTITUTIONAL VISION

“The primary task of being educated religiously or better Christianly, is not the achievement of better understanding but faithfulness.....What we are asked to be is first and foremost a people who embody and manifest the habits of peace, characteristic of a forgiven people, not just those who provide worldviews through which to make sense of the world.”

- Jeff Astley, Leslie J Francis and Colin Crowder (editors), *Theological Perspectives on Christian Formation: A Reader on Theology and Christian Education*, (Grand Rapids, MI: W. B. Eerdmans Publishing Company, 1996), 103.



INTEGRATIVE LEARNING & QUALITY EDUCATION



Integrative Learning

“The integration of faith and learning is the *raison d’être* of Christian higher education. On this point most people involved with Christian and/or church-related colleges agree. On the mode of this integration, however, there is a good deal of disagreement.” —Jerry H. Gill

- Gill, J. H. (1979). Faith in learning: Integrative education and incarnational theology. *The Christian Century*, 96, 1009-1013.

Source: <http://www.religion-online.org/showarticle.asp?title=1262>



Contemporary Context of Integrative Learning

“Twenty-first century learners view themselves as dynamic agents in multi-media and global environments. These learners create complex social networks and operate comfortably in them. They learn experientially in real and virtual worlds alike. They express their views and make their lives public with ease. Many of these learners show greater interest in the global environment and human rights than their immediate predecessors.”

- Veronica Boix Mansilla, *Integrative Learning: Setting the Stage for a Pedagogy*, Peer Review, Fall 2008, Vol 10, No 4 (Washington, D.C.: Association of American Colleges and Universities, 2008), 1. Source: http://www.aacu.org/peerreview/pr-fa08/documents/pr-fa08_RealityCheck.pdf



Intentionality in Integrative Learning

“...If a college or university is committed to integrative learning as an expected outcome, it must create intentional approaches to providing integrative experiences and assessing the quality of student integrative achievement.”

- Ross Miller, *Integrative Learning and Assessment*, Peer Review, Summer/Fall 2005, Vol 7, No 4 (Washington, D.C. : Association of American Colleges and Universities, 2004), 11. Source: http://www.aacu.org/peerreview/pr-fa08/documents/pr-fa08_RealityCheck.pdf



TRANSFORMATIONAL TEACHING



Bridging Teaching and Learning

“The task of the modern educator
is not cut down jungles, but to
irrigate deserts.”
–C.S. Lewis



Bridging Teaching and Learning

“The pursuit of truth is best undertaken within a community of learning that also attends to the moral, spiritual, and social development of its students following the pattern of Jesus who himself increased “in wisdom and stature, and in favor with God and men” (Luke 2:52).”

Integrating Faith & Learning in Higher Education by David S. Dockery, Union University, President

• Taken from *The Research Institute of the Ethics & Religious Liberty Commission*, Fall Meeting. September 20, 2000. **Source:** <http://www.uu.edu/dockery/092000-erlc.htm>



Bridging Teaching and Learning

“When well-conceived, integrative learning enables students to focus on multidimensional issues in their full complexity. It invites them to weight, apply, and combine disciplinary insights to move beyond naïve views.”

- Veronica Boix Mansilla, *Integrative Learning: Setting the Stage for a Pedagogy*, Peer Review, Fall 2008, Vol 10, No 4 (Washington, D.C.: Association of American Colleges and Universities, 2008), 1. Source: http://www.aacu.org/peerreview/pr-fa08/documents/pr-fa08_RealityCheck.pdf



EFFECTIVENESS AND FAITHFULNESS



Effective Teaching

What connection should there be between the ideals we set forth for our students about personal and social responsibility and our professional interactions with colleagues?

Teach students to see themselves as world changers. Help students to approach the world's challenges as opportunities to practice gospel stewardship from multiple perspectives.



Faithfulness

“Let a man so consider us, as servants of Christ and stewards of the mysteries of God. 2 Moreover it is required in stewards that one be found faithful.”

1 Corinthians 4:1-2



SPIRITUAL REFLECTIONS ON THE TEACHING PROFESSION



God and Teaching

“My brethren, let not many of you become teachers, knowing that we shall receive a stricter judgment.”

James 3:1



Personal and Professional Life

The factors that influence the spiritual IQ of unbelievers as well as the spiritual growth of believers are of interest to the Christian educator and to the kingdom of God. Parker Palmer, a teacher emeritus, with over 30 years of experience believes that “the personal can never be divorced from the professional.”



The Academy and the Church

While many around the world are focusing on how to meet the social needs of its population (food, water, shelter and employment); Christian institutions (the Church and the academy) have the unprecedented opportunity to equip believers to “go into every man’s world” with the Gospel.



Theological Reflection

Teaching and learning in Christian institutions is ideal for bringing greater focus to professional and vocational destiny, known in Leadership Emergence Theory as “convergence.” Theological reflection can be a major catalyst in the life of both the teacher and the learner; and will produce unlimited dividends on their distinctive careers.



The Educator, the Mind and the Texts

‘Vocation’—it is the call of God, addressed to every man, whoever he may be, to lay upon him a particular work, no matter what. And the calls, and therefore also the called, stand on a complete equality with one another. The burgomaster is God’s burgomaster; the physician is God’s physician; the merchant is God’s merchant; the laborer is God’s laborer. Every vocation, liberal, as we call it, or manual, the humblest and the vilest in appearance as truly as the noblest and the most glorious, is of divine right.”

— Benjamin B. Warfield



GOSPEL STEWARDSHIP



God Honoring Teaching

- Regardless of the discipline in which teaching and learning is occurring, the Christian educator is to present a balanced and accurate view of God, of man, and of our world (the Cosmos). A biblically informed philosophy of education will provide stability in the midst of change. A commitment to the biblical view of reality and the role of the Christian educator will give direction for the future.



Conclusion

- Prepare our students as if they were seasoned or emerging Christian leaders:
 - * Teaching and learning ignite vision
 - * Quality teaching and learning can potentially result “Spiritual Growth and Maturity”
 - * Never underestimate the power of influence



Conclusion

- The Christian educator can contribute towards the fulfillment of the Great Commission (Matthew 28:18-20) and the cultural mandate (Genesis 1:28). The potential to influence future generations is inherently present in the teaching-learning experience, while educating students to become fruitful and productive members of society.



Recommendations

- Insights on how to practice Gospel Stewardship.
 - * Institution: Connect your institutions mission to God's mission for the world
 - * Program: Provide opportunities for students to become mission-minded through local and global internships or outreaches.
 - * Partnership: Encourage partnerships with institutions that enable our students to go into "every man's world."



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QUESTIONS & COMMENTS

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