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# Christian Higher Education Faith Teaching And Lea

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 Doing More with Life

*Christian Higher Education Faith Teaching And Lea*

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## HUDSON PIPER

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### **On Christian Teaching** Wipf and Stock Publishers

A brief introduction to the unique purpose and nature of a Christian college education for students, their parents, teachers, and others. The new edition expands the discussion of Christian worldview beyond intellectual analysis to include actions and attitudes. Sections on the Christian mind, redemption, and cultural engagement have been revised to incorporate the recent insights of Christian thinkers such as Andy Crouch, James Davison Hunter, Gabe Lyons, Mark Noll, and James K. A. Smith. *Models for Christian Higher Education* Wm. B. Eerdmans Publishing

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.

*Faith and Learning* B&H Publishing Group

"Be transformed by the renewing of your mind, so that you may discern what is the good, pleasing, and perfect will of God." (Romans 12:2) *Renewing Minds* serves as a clear introduction to the field of higher Christian education, focusing on the distinctive, important role of Christian-influenced learning—both in the Kingdom of God and in the academic world. Union University president David S. Dockery writes for administrators, trustees, church leaders, faculty, and staff who are just beginning their service or association with a Christ-centered institution, and also to students and parents who are considering a Christian college or university. Chapters include: "Loving God with Our Minds," "Renewing Minds, Serving Church and Society," "Shaping a Christian Worldview," "Reclaiming the Christian Intellectual Tradition," "Integrating Faith and Learning," "Envisioning a

Shared Community of Tradition, Belonging, and Renewing Minds," "Establishing a Grace-Filled Academic Community," "Developing a Theology for Christian Higher Education," and "Thinking Globally about the Future." New source information and footnotes have been added to this second edition. While the chapters still reflect their original shape as formal addresses given in various settings, this revised and updated edition formats the book in a way that is more consistent with academic rather than popular expectations.

**Servant Teaching** Wipf and Stock Publishers

In *Shaping a Christian Worldview*, David Dockery and Greg Thornbury present a collection of essays that address the key issues facing the future of Christian higher education. With contributions from key players in the field, these essays address the critical issues for Christian institutions of various traditions as the new century begins to leave its indelible mark on education. Book jacket.

**Where Wisdom May Be Found** John Wiley & Sons

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.

"Amazingly specific historical notes and insights. Ends with a new vision to guide the way. What a gift this will be." --Robert Andringa, President Emeritus, Council for Christian Colleges and Universities "This is extremely well written. . . . I commend [this book as] another wonderful statement for those of us who continue to lead the way for Christian higher education." --Phil Eaton, President, Seattle Pacific University "I found this a great read with so much resonance with my own life's purpose . . . I already have a list of people to whom I want to give this book." --George Brushaber, President Emeritus, Bethel University "I . . .

applaud as loudly as I am able the book's key message, that Christian colleges and universities should be eager to celebrate God's call to wholeness in Christ as the foundational premise of their work in providing collegiate-level education for all of God's human creation." --Richard Stephens, President Emeritus, Greenville College "Without doubt, this is an important and compelling work. Important because it gives us first-hand insight into the conditions that prompted the re-emergence of Christ-centered higher education in North America. But even better, we see anew the vision that inspired it. And for that reason, it is worth our attention." --Stan Gaede, President, Christian College Consortium "Combining intellectual autobiography with a penetrating analysis and critique of the plight of higher education, McKenna offers a powerful overview of the forces at work shaping our universities and colleges as they, in turn, shape each new generation of students. . . . Beyond the numerous

insights sprinkled throughout the book, the analysis of the evolution of higher education in America is one of the most riveting and provocative of any available." --Gayle D. Beebe, President, Westmont College "David McKenna is uniquely positioned to map out the developments that contributed to increased strength and collaboration across U.S. Christian higher education in the twentieth century. . . . I am impressed with his ability to draw from a wide array of sources, skillfully outlining the development of the Christian college movement while also allowing us glimpses into his own personal journal and contributions to our field; he is one of the giants upon whose shoulders we stand." --Karen A. Longman, Professor and Program Director, Department of Doctoral Higher Education, Azusa Pacific University "David McKenna has literally lived and led the modern movement of Christ-centered higher education. Now he tells the fascinating story of this great God-inspired movement

**The Outrageous Idea of Christian Teaching** Wm. B. Eerdmans Publishing

Vocation is most often linked with a specific calling for those in professional ministry. *Doing More with Life* explores the way higher education can expand this limited understanding of vocation. Specifically, this volume shows that higher education can clarify how God calls all people, allow mentoring across specific vocations, and inspire future generations to think of their lives as vocations.

**Why College Matters to God, Revised Edition** Wm. B. Eerdmans Publishing

Christian colleges expect faculty to clearly articulate an understanding of the impacts that Christian faith has on their teaching, research, and service. Many faculty find this dimension of their work—often labeled the integration of faith and learning—confusing and difficult to realize in practice, to assess, and to describe. This volume begins by clarifying two things. It summarizes the faith/learning discussion and offers a working conception of faith/integration specifically for Christian college faculty. It then outlines what deans, provosts, and tenure-promotion committees typically expect faculty in Christian colleges to know and do. Allen and Badley introduce the highly regarded framework of Ernest Boyer and the Carnegie Foundation (*Scholarship Reconsidered*, 1990). They then present both a framework for assessing faith/learning integration in the three dimensions of teaching, research, and service and step-by-step instructions for reporting and describing the individual faculty member's approach and success. The book closes by calling both the Christian college and the individual professor to the vocation of teaching, shaping, and sending.

**Christian Faith and University Life** B&H Publishing Group 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.

*The Idea of a Christian College* Leafwood Publishers & Acu Press

In this wonderfully practical and deeply inspiring book, Christian college master teacher Quentin Schultze offers 30 short chapters that reveal the heart of effective Christian higher education-what he calls "servant teaching" with faith, skill, and virtue. Each chapter provides a key to motivating students to learn with excellence, compassion, and delight. The book also serves as a journal for identifying your own teaching strengths and highlighting effective instructional practices which you can begin immediately.

**Faith and Learning on the Edge** Springer

In *Teaching and Christian Practices* several university professors describe and reflect on their efforts to allow historic Christian practices to reshape and redirect their pedagogical strategies. Whether allowing spiritually formative reading to enhance a literature course, employing table fellowship and shared meals to reinforce concepts in a pre-nursing nutrition course, or using Christian hermeneutical practices to interpret data in an economics course, these teacher-authors envision ways of teaching and learning that are rooted in the rich tradition of Christian practices, as together they reconceive classrooms and laboratories as vital arenas for faith and spiritual growth.

**Christian College, Christian Calling** Zondervan

Christian teachers have long been thinking about what content to teach, but little scholarship has been devoted to how faith forms the actual process of teaching. Is there a way to go beyond Christian perspectives on the subject matter and think about the teaching itself as Christian? In this book David I. Smith shows how faith can and should play a critical role in shaping pedagogy and the learning experience.

*Called to Teach* B&H Publishing Group

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.

*Teaching and Christian Practices* Baylor University Press

In 1975, Arthur F. Holmes published *The Idea of a Christian College*. At the time he could not have imagined his book would gather such a large following. This work's thoughtful yet accessible style made it a long-standing choice for reading lists on Christian college and university campuses across the country and around the world. Countless numbers of first-year students have read and discussed his book as part of their introduction to the Christian college experience. However, enough has changed since 1975 in both the Church and Academy to now merit a full-scale reexamination. In this book, Todd C. Ream and Perry L. Glanzer account for changes in how people view the Church and themselves as human agents, and propose a vision for the Christian college in light of the fact that so many Christian colleges now look and act more like research universities. Including topics such as the co-curricular, common worship, and diversity, Ream and Glanzer craft a vision that strives to see into

the future by drawing on the riches of the past. First-year students as well as new faculty members and administrators will benefit from the insights in this book in ways previous generations benefitted from Arthur Holmes's efforts.

*Beyond Integration* InterVarsity Press

Hundreds of thousands of professors claim Christian as their primary identity, and teaching as their primary vocational responsibility. Yet, in the contemporary university the intersection of these two identities often is a source of fear, misunderstanding, and moral confusion. How does being a Christian change one's teaching? Indeed, should it? Inspired by George Marsden's 1997 book *The Outrageous Idea of Christian Scholarship*, this book draws on a survey of more than 2,300 Christian professors from 48 different institutions in North America, to reveal a wide range of thinking about faith-informed teaching. Placing these empirical findings alongside the wider scholarly conversation about the role of identity-informed teaching, Perry L. Glanzer and Nathan F. Alleman argue that their Christian identity can and should inform professors' teaching in the contemporary pluralistic university. The authors provide a nuanced alternative to those who advocate for restraining the influence of one's extra-professional identity and those who, in the name of authenticity, promote the full integration of one's primary identity into the classroom. The book charts new ground regarding how professors think about Christian teaching specifically, as well as how they should approach identity-informed teaching more generally.

*Faith and Learning* Wipf and Stock Publishers

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.

*A First Step into a Much Larger World* Baylor University Press

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.

**Renewing Minds** Wipf and Stock Publishers

Christian teachers have long been thinking about what content to teach, but little scholarship has been devoted to how faith forms the actual process of teaching. Is there a way to go beyond

Christian perspectives on the subject matter and think about the teaching itself as Christian? In this book David I. Smith shows how faith can and should play a critical role in shaping pedagogy and the learning experience.

**Should God Get Tenure?** Springer

Why does the church teach? And what should it teach? In recent years, traditional Sunday school and education programs have declined in influence and effectiveness. Education in the church is often sidelined by other competing priorities, and our efforts become haphazard and random. As a result, many Christians have not learned the fundamental doctrinal content of the faith. As a response, a growing number of church ministries have moved toward an emphasis on Christian spiritual formation. But churches must hold together education and formation, the teaching of the faith and the forming of the faithful. In this comprehensive text, Gary Parrett and Steve Kang attend to both the content and process of educational and formational ministries. They set forth a thoroughly biblical vision for intentional teaching of the Christian faith, with a holistic concern for what and whom is taught as well as how and why. Fully apprised of developments in educational theory and pedagogy, Parrett and Kang propose a core curriculum for recovering the full scope of Christian proclamation and reinvigorating the teaching ministry of the church. Their vision has implications not merely

for catechesis, but for preaching, worship, children's and youth ministry, and much more. The body of Christ can become all that God intends it to be, through intentional practices that foster personal and corporate formation. Here is guidance for individuals and congregations on that journey.

Faithful Learning and the Christian Scholarly Vocation Wipf and Stock Publishers

Christian scholars and teachers everywhere are exploring ever more fully the relationship between Christian faith and the various academic disciplines. In this book, leading voices in the Christian academy provide a solid theological foundation for understanding the aims and practice of faith-and-learning integration, especially within church-related institutions, and also discuss some major challenges and opportunities facing Christian higher education in the twenty-first century. --From publisher's description.

*Faith and Learning* Rowman Altamira

This book provides new insights on the unique role of doctoral students and new faculty as they join other stewards of the academy working within Christian higher education. Weaving together a variety of voices—graduate students, pastors, and seasoned scholars—the book examines the Christian university's relationship to the Church and how faith and stewardship can guide the pursuit of teaching and scholarship.