

Seattle Pacific University  
2011 New Faculty Seminar  
Winter Quarter  
Thursdays 10:30 to 12:50  
2<sup>nd</sup> Floor Library Seminar Room

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In 1893, Alexander and Adelaide Beers traveled from Virginia to Seattle to take over a faltering Free Methodist seminary that was located on 5 donated acres with no street car service for ½ a mile. There were no sidewalks and, being at the bottom of a hill, a fairly muddy landscape was desolately pocked with tree stumps. There was one solitary building on campus - now known as Alexander Hall - but when they arrived even that was unfinished, unfurnished and had a \$15,000 mortgage. It was an inauspicious start to our history, but Benjamin T. Roberts, Alexander Beers, Nils Peterson, and Hiram Pease's vision for Christian Higher Education in the Pacific Northwest is the DNA with which SPU has grown and expanded these past 120 years.

While these pioneers would not recognize today's campus, one thing has stayed the same: the desire to honor God in the vocation of Christian Higher Education and, in the words of Charles Wesley, "to unite the pair so long disjointed, knowledge and vital piety." Whether it is scholarly integration of Christian faith, scripture and theology with research and teaching or a pastoral heart in advising, mentoring and service, at SPU we seek to educate the whole person, developing wisdom and character along with competence and igniting a servant's heart that is willing to go out and change some part of world.

These are lofty aspirations and, as with any challenging goal, there is no single way to achieve them. The purpose of this seminar is to introduce you to the living legacy of these founders and what it means to be a University that is historically orthodox, clearly evangelical, genuinely ecumenical, and informed by our Wesleyan tradition. We will explore our Christian faith in light of the university mission, delve into Wesleyan theology and SPU's Free Methodist roots, and explore different ways to integrate Christianity within our classrooms and scholarship. We will also look into issues that are important to serving our students; who they are and how they generally understand their faith, how we develop the whole "person" in our students, and different ways that they may look at truth and worldviews.

Another goal is for you all to get to know each other and a handful of other faculty better. It is not the goal of the seminar to indoctrinate or make you think that there is only one way to think about your faith and its role in your vocation. Instead, this seminar is designed to give you some time, space, and materials in which to think deeply about these ideas and your interaction with them.

This is not a graduate seminar per se, except that we will explore a single topic each week and the reading list is fairly intense. With 17 participants (see who your colleagues are for this seminar on the last page), I expect that we will have rich and diverse conversations. There are also “assignments” which are documents designed for you to be able to use in the classroom, with your scholarship and for your pre-tenure review.

ALL READINGS ARE IN THE BOOKS YOU RECEIVED OR AS PDF FILES ON BLACKBOARD (under content).

### **Session 1**

**1/6:** Unite the pair so long disjoined, knowledge and vital piety: Introduction to the holiness movement, Free Methodism and SPU

*Welcome to the first week of the New Faculty Seminar. For this introductory week we'll explore the unique mission of Christian higher education by focusing on the rise of the holiness movement, the formation of Free Methodism and the founding of Seattle Seminary, the forerunner to Seattle Pacific College and Seattle Pacific University.*

**Guest:** Doug Strong, Professor of Theology and Dean of the School of Theology

#### **Readings:**

- Douglas Jacobsen and Rhonda Hustedt Jacobsen (2010). The ideals and diversity of Church-Related Higher Education. In D. Jacobsen and R. H. Jacobsen (Eds). *The American University in a Postsecular age* (pp. 63 – 80). New York: Oxford University Press.
- Dayton, D. (1975). The Holiness Churches: A Significant Ethical Tradition  
<http://www.religion-online.org/showarticle.asp?title=1862>
- Drury, K. (2008) The Holiness Movement’s Heritage of Social Action  
<http://www.drurywriting.com/keith/holiness.movement.social.action.htm>
- Unger, W. (1978). A practical morality for the church. *Direction*, 7, 2, 15 – 22.  
<http://www.directionjournal.org/article/?265>
- Wall, R. (2007). *The ‘Free’ of a Free Methodism: SPU’s Religious Legacy*” Seattle Pacific University: Paul T. Walls Lecture.
- SPU’s five signatures  
<http://www.spu.edu/about-spu/mission-and-signatures/2014-a-blueprint-for-excellence/signatures.aspx>
- SPU’s mission and learning outcomes document  
<http://www.spu.edu/depts/oaa/documents/assessment/UGDegreelearningoutcomes-May05.pdf>

### **Session 2**

**1/13:** Truth and Worldviews

*How our students understand the nature of truth and the role of their Christian faith in their worldview shapes the framing and focus they bring to their studies. This week, we'll look at different ways to look at truth, especially the notion of post-modernism, and discuss various Christian takes on world views.*

**Guest:** Phillip Eaton, President of Seattle Pacific University

**Readings:**

Newbigin, L. (1991). *Truth to tell: The gospel as public truth*. Grand Rapids MI: Eerdmans.  
Smith, J. (2006). *Who's afraid of Post Modernism?* Grand Rapids MI: Baker.  
Thorsen, D. (1990). *The Wesleyan Quadrilateral*. Grand Rapids MI: Zondervan (Read to p. 125; skim rest of the book).

**Session 3**

**1/20:** Historically Orthodox; Clearly Evangelical; Genuinely Ecumenical

*A distinctive of SPU is our faith identity that is historically orthodox, clearly evangelical, genuinely ecumenical, and informed by our Wesleyan tradition. We'll save the Wesleyan tradition for next week but this week we'll look at the other three.*

**Guest:** Les Steele, Vice President of Academic Affairs

**Readings:**

SPU's Statement of Faith

<http://www.spu.edu/info/statement-of-faith.asp>

Johnson, L. T. (2004). *The Creed: What Christians Believe and Why it Matters*. New York: Image / Doubleday.  
Dayton, D. (1981). Wither Evangelicalism. In T. Runyon (Ed.). *Sanctification and liberation*, (pp. 142-163), Nashville TN: Abington.  
Kinnamon, M. & Cope, B. E. (1997). *The ecumenical movement: An anthology of Key texts and voices* (pp. 243 – 262), Grand Rapids MI: Eerdmans.  
Jacobs, A. (2006). To Be a Christian College. *First Things* (162), 17-20.

**Session 4**

**1/27:** Distinctively Wesleyan

*Every Christian campus has a different accent on what it emphasizes as its mission. Ours is to "engage the culture and change the world." This week we'll do a quick overview of the life of Charles Wesley and some of his theology that has influenced this campus for over 120 years.*

**Guest:** Doug Koskela, Associate Professor of Theology

**Readings:**

Blevin, D. (2005). Faithful discipleship: A conjoined catechesis of truth and love. In W. S. Gunter & E. A. Robinson (Eds.). *Considering the great commission: Explorations for a Wesleyan praxis of mission and evangelism* (pp. 197-210), Nashville: Abingdon Press.  
Thorsen, D. (2008). Integrated streams of holiness: Christian holiness and unity, ancient and future. In K. Mannoia & D. Thorsen (Eds.). *The holiness manifesto* (pp. 73 – 91), Grand Rapids MI: Eerdmans.  
Chilcote, P.W. (2004). Recapturing *the Wesleys' vision*. Downers Grove: IVP.  
SPU School of Theology – Holiness: Eight essays from the School of Theology at Seattle Pacific University.

**Session 5**

**2/3:** Free Will and Vocation

*The understanding of free will differentiates Wesleyan from other Christian theologies. In a word, Wesley believed strongly in free will. At SPU we talk a lot about helping our students to discern their vocation and as educators we are asked to articulate our own sense of it. This week we will discuss free will and its role in the discernment of vocation.*

**Guest:** Rob Wall, Paul T. Walls Professor of Scripture and Wesleyan Studies

**Readings:**

Timothy 4:6-16

Wesley, J. *Predestination calmly considered*.

<http://evangelicalarminians.org/files/Wesley.%20PREDESTINATION%20CALMLY%20CONSIDERED.pdf>

WESLEY'S SERMON 128 Free Grace

<http://new.gbgm-umc.org/umhistory/wesley/sermons/128/>

Hardy, L. (1990). *The fabric of this world* (pp.44 – 76), Grand Rapids MI: Eerdmans.

Schwehn, M. R. (1993). *Exiles from Eden: Religion and the academic vocation in America*. New York: Oxford University Press, 3 – 21.

Assignment #4 & #5 Due

**Session 6:**

**2/10:** Faith and scholarship: Different models of integration

*Christian Schools talk a lot about the integration of faith and learning, but what exactly does that mean? Some have argued that the term is so nebulous that it has become meaningless; others argue that integration connotes a seamless process which is often not the case in practice, while many more of us try to make sense of our faith and field of inquiry in light of the other. This week we'll talk about what this phrase means and how others have worked the practice of it.*

**Guest:** Mike Hamilton, Associate Professor of History

**Readings:**

Hamilton M. & Mathisen, J. (1997). Faith and Learning at Wheaton College. In R. Hughes and W. Adrian (Eds.). *Models for Christian education* (pp. 268 -271). Grand Rapids: Eerdmans.

Jacobsen, D. & Jacobsen, R.H. (2004). *Scholarship and Christian faith: Enlarging the conversation* (pp.1-31), New York: Oxford University Press.

Van Slyke, J. (2010). Creation, belief, and cognitive science: Understanding the problems of reduction in the cognitive science of religion from a Wesleyan theological perspective. In M.K. Armistead, B. D. Strawn & R. W. Wright (Eds.). *Wesleyan theology and social science: The dance of practical divinity and discovery* (pp .69 – 82), Newcastle upon Tyne: Cambridge Scholars Publishing.

Assignment #6 due

**Session 7:**

**2/17:** Faith and Community

*Community is an integral part of our faith and this institution; SPU's statement of faith refers to "community" in five different places. What is community? What is the theology behind community and how can we live out Christian community here at SPU?*

**Guest:** Kerry Dearborn, Professor of Theology

**Readings:**

Parker Palmer, P. (1998). – *The courage to teach*. Chapter 4: Knowing in community  
Dearborn, K. (2002). The Trinity. In C. Clark Kroeger & M. J. Evans (Eds.). *Inter Varsity Press Women's Bible Commentary* (pp. 541-547), Downers Grove IL: IVP Press.  
Snyder, H. A. (2004). *The community of the King* (pp. 43 – 60). Downers Grove IL: IVP

Assignment #1 due

**Session 8**

**2/24:** Our students and their beliefs.

*As our students become more diverse and with increasing growth in our graduate programs, how do we understand who our students are? How should we engage with them and what are the "gotcha's" to be aware of?*

**Guest:** Jeff Jordan, Associate Vice President and Dean of Student Life.

**Readings:**

Palmer, P– *The courage to teach*. Chapters 1 & 2.  
Clydesdale, T. (2007). Abandoned, pursued, or safely stowed. (SSRC essay based on his book, *The First Year Out*)  
Lang, J. (2008, Feb 1). The myth of first year enlightenment. *The Chronicle of Higher Education*. (A review of Tim Clydesdale book with some suggestions for how engage this new generation of students).  
Dean, K. C. (2010). *Almost Christian: What the faith of our teenagers is telling the American church* (pp. 3-24), New York: Oxford.  
Riley, N. S. (2005). *God on the quad: How religious colleges and the missionary generation are changing America* (pp. 169 – 189), New York: St. Martin's Press.

**Session 9**

**3/3:** Faith in the classroom: Teaching to the whole person

*Teaching at SPU is more than mere knowledge transfer. We engage the culture and change the world not only through competence, but by developing students of character and wisdom within this community. So what does it mean to develop more than our student's minds?*

**Guest:** Jeff Keuss, Professor of Christian Ministry

**Readings:**

Garber, S. (1996). *The fabric of faithfulness*. Downers Grove IL: IVP.  
Smith, J. K. A. (2009). *Desiring the kingdom: Worship, worldview and cultural formation* (pp. 17 – 35), Grand Rapids MI: Baker Academic.

Parker Palmer – *The courage to teach*. Chapters 3 & 5.

**Session 10:**

**3/10:** Faith in the Classroom: The place for the Christian narrative

*How do we bring our faith into our curriculum, classroom and relationships with students? We'll end our quarter together in dialogue with faculty from different disciplines and hear different views on how we make this happen.*

**Guests:**

Chris Chaney, Associate Professor of English

Cindy Fitch, Associate Professor of Biology

Kathy Stetz, Professor of Nursing

Paul Yost, Associate Professor of Industrial/Organizational Psychology

**Readings:**

Parker Palmer – *The courage to teach*. Chapter 6

Polkinghorne, J. (2010). The harmony of faith and science. In F. Collins (Ed.), *Belief: Readings on the reason for faith* (pp. 198- 213), New York: Harpers Collins.

Wolterstorff, N. (2004). Teaching for Shalom: On the goal of Christian collegiate education. In N. Wolterstorff (Ed.). *Educating for Shalom: Essays on Christian Higher Education* (pp. 10 – 26), Grand Rapids MI: Eerdmans.

Assignment #2 due 3/10

Assignment #3 due no later than 3/17 – can be up loaded to blackboard

**Deliverables:**

Due dates are listed above: Use whatever writing style you are comfortable with (e.g. APA, Chicago, MLA etc.). Papers should be typed with a 12 point font, left justified, and double spaced with one inch margins all around. Except for the assignment due on 3/17, turn in hard copies. For assignment #3, you may bring by a hard copy to the Center for Scholarship and Faculty Development on or before 3/17 if you prefer that to uploading it to blackboard.

1. **Article Summary:** Find a peer reviewed article regarding your field that integrates Christian Faith with scholarship. Give the citation and summarize the article. Then critique the integration: beyond good or lousy, did the article critique Christianity using scholarship, use Christianity to clarify some issue in scholarship, or something completely different? Was there a synthesis of ideas or a point to be made that one side was amiss? What did you think of the ideas? Was there anything else that you would liked to have seen written in this article? Anything that sparked a thought of what could be written in the future? This should be 3 – 5 pages and will be a much richer document to the extent that you can weave in other references.
2. **Reflection Paper:** Addressing the idea of teaching to the whole person answer the question, “How might your teaching, classroom management and/or advising look different because of your Christian faith?” Incorporate readings from the seminar or other references into your 3 -5 page discussion on this topic.

3. **Curriculum (Re)Vision:**

a) Choose one of your classes and work the syllabus in a way that is authentic to your voice and academic freedom to integrate themes from Christian theology and faith into the curriculum.

**Or**

b) Write about how you would discuss issues of Christian faith within different aspects of a course's curriculum. What resources might you draw on to make these cases? (2-4 pages)

As part of your pre-tenure, tenure and promotion files, you will need to provide several narratives. You will begin the process this quarter by crafting your faith statement/faith journey document(s) and your vocation document.

From the Faculty Handbook: 5.5.3.2 Candidate's File.

Section C: Faith Statement and Faith Journey – these are narratives that describe *“the development of the candidate’s faith over the years, reflects the candidate’s affirmation of the central claims of historic Christian teaching, and provides some indication of the current practices that form and sustain the candidate’s faith and life—including participation in a local church.”*

4. **Faith Statement:** Prepare a draft of your faith statement; this should have two parts to it, 1) Interact with the creeds of the Christian Church (you can pick one, such as the Nicene creed) and 2) Interact with the University’s faith statement that is Historically Orthodox, Clearly Evangelical; Distinctively Wesleyan and Genuinely Ecumenical (around 5 pages, double spaced)
5. **Faith Journey Statement:** Prepare an autobiographical draft of your faith journey. How do you understand the genesis of your faith and how has it changed over your lifetime? What is the focus of your faith at this time? For some of you, this may be a dramatic story for others it may be much more straight forward – so typically these can be 2 – 5 pages.

Section D: Vocation: an articulation of the candidate’s sense of vocation as a faculty member—touching on the interplay of the three major areas of teaching, scholarship, and service—that indicates congruence with SPU’s mission of Christian higher education, conveys the candidate’s philosophy of education, and includes some reflection on how the candidate understands Christian convictions to affect his or her work in each of the three areas.

6. **Sense of Vocation Statement:** Prepare a 3-5 page document articulating your sense of vocation as a faculty member here at SPU. What role did your faith play in your desire to be professor and part of this community? How do you understand your faith in your work at SPU? Spend the bulk of this narrative explaining the role of your faith in teaching and scholarship (as your service increases at SPU, you can write more about advising and service to the University).

I will not grade nor evaluate these, but I will provide you with useful feedback. At the end of the seminar, I will write a letter to your dean noting your attendance and the extent to which you completed the deliverables.

A final note: One of the joy filled aspects of SPU is that we value and seek to nurture our junior colleagues; this is not an institution that eats its young or views certain positions as a revolving door for

assistant professors to keep salary costs down. SPU is making a huge investment in your participation by giving you course release, paying my salary, and providing the reading materials for this course. It would sadden me deeply, given this investment, if you skip sessions or come not having read the material nor prepared to interact with each other and our guests each week.

## Participants

1. Raedene Copeland Assistant Professor of Family and Consumer Sciences
2. Katya Drozdova Assistant Professor of Political Science
3. Joey Freeman Instructor of Family and Consumer Sciences
4. Dana Kendall Assistant Professor of I/O Psychology
5. Paul Youngbin Kim Assistant Professor of Psychology
6. Don Lee Assistant Professor of Strategy
7. Geri Mason Assistant Professor of Economics
8. Jorge Preciado Assistant Professor of Teacher Education
9. Daniel Schofield Assistant Professor of Chemistry
10. Tracy Williams Assistant Professor of Curriculum & Instruction
11. Zhiguo Ye Assistant Professor of History
12. Brian Chin Assistant Professor of Music
13. Hee-Sun Cheon Assistant Professor of Marriage And Family Therapy
14. Janet Bester-Meredith Assistant Professor of Biology
15. Vicki Aaberg Assistant Professor of Nursing
16. Debbie Hudson Assistant Professor of Special Education
17. Stephen Newby Director University Ministries & Center for Worship