

# **Building a University-wide Partnership for Spiritual Formation**



# **Introduction and Historical Approaches to Spiritual Formation**

**Rod Reed, University Chaplain**



## Spiritual Formation in the CCCU

- Spiritual formation is a hallmark of CCCU schools.
- Spiritual formation is more than campus ministries
- Spiritual formation is more than worldview development

## Spiritual Formation in the CCCU

- Definition – “The process of being conformed to the image of Christ for the sake of others.”  
*Robert Mulholland*
- This process involves the whole person, which necessitates the involvement of the whole campus.
- Historical perspectives

# Historical approaches to spiritual formation in four “eras” of American Higher Education

- Early American Colleges (1636-1865)
  - Leadership – presidents and faculty
  - Approach – institutional ethos of piety
  - Impact
    - Varied by campus
    - Most students rejected Christian influence, which in some ways contributed to Great Awakening movements

# Historical approaches to spiritual formation in four “eras” of American Higher Education

- Student Movements (1706-1920)
  - Leadership – Individuals and small groups of students.
  - Approach – student-initiated, focused enthusiasm
  - Impact
    - Mobilized thousands for missions (on and off campus)
    - Movement died following WWI

# Historical approaches to spiritual formation in four “eras” of American Higher Education

- Student Movements (1706-1920)
  - Approach – student-initiated, focused enthusiasm
  - Leadership – Individuals and small groups of students.
  - Impact
    - Provided ministry and relationships for students on campus.
    - Mobilized thousands for missions and service (students and others)
    - Movement died following WWI

# Historical approaches to spiritual formation in four “eras” of American Higher Education

- Chaplaincy (1900-1970)
  - Approach – delegated pastoral care
  - Leadership – full-time or part-time chaplains
  - Impact
    - Institutionalized ministry opportunities
    - Relegated spiritual concerns to the margins of campus (often literally), which led to their virtual disappearance from the priorities of most American colleges and universities.

# Historical approaches to spiritual formation in four “eras” of American Higher Education

- CCCU (1970-present, longer histories for individual schools)
  - Approach – institutionally integrated intentionality
  - Leadership – shared, with campus focal points (e.g., campus ministry offices, etc.)
  - Impact
    - Anecdotal evidence of spiritual formation
    - Growing research base about institutional impact
  - We need to offer an educational process and environment that matches our public rhetoric. ***This entails a university-wide partnership for spiritual formation.***

# **Presidential Leadership for Spiritual Formation**

**Charles Pollard, PhD – President**

# **Strategic Leadership for Student Development and Spiritual Formation**

**Steve Beers, EdD – Vice-President for  
Student Development,  
Athletics and Facilities Services**

# Foundational Difference

*“To illustrate the difference.....what Chickering neglects to include is a construct of how Christian truth significantly affects where a Christian gains his or her self-image....Ephesians clarifies who Christians are (chosen, predestined, adopted, etc.) and where they gain their self-worth (imparted from God).... it is critical to infuse Christian truth into all programming. Without an infusion of truth from scripture and our church fathers, Chickering’s framework is inadequate and ultimately leads us in an errant direction.”*

(Beers, '03)

# Strategic Difference

- Staffing
  - Preparation and personality
- Mission, Vision, Values
  - Intended Learning Outcomes
- Collaboration
  - SD seamless curriculum with faculty and facilities service staff

## Formational Difference

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  - 8. Serves humanity, consistently and passionately, through acts of love and justice.**

# **Campus Ministry: A Broader View**

**Tracy Balzer, MA – Director of  
Christian Formation**

## Partnering with Academics

- Teaching. Keeps us in the conversation
- Programming/Services. E.g.: Silent Retreats for Senior Capstone Course
- Connection with Honors Program. E.g.: Retreats to local Benedictine monastery
- Giving faculty visibility in chapel. E.g.: Serving Communion, reading scripture, speaking
- Future Plans: Equipping faculty/staff to receive returning study abroad students

## Serving Staff and Administration

- *Kairos* weekly e-newsletter
- Service on Committees. E.g.: International Programs; Faculty Status
- Special Events. E.g.: lunch with chapel speakers
- Annual Staff Chapel.

# **Spiritual Formation and Faculty Development**

**Cary Balzer, PhD – Assistant Professor of  
Biblical Studies & Co-director of  
Faculty Development**

# **1. Fostering a faculty environment conducive to the spiritual formation of students**

a. The Hiring Process

b. Faculty Development Initiatives

## **2. University initiatives that influence spiritual formation for and by the faculty**

a. New Faculty Orientation

b. Summer Institutes for Faculty

1. Essentials of Evangelical Theology

2. Spiritual Formation for Faculty

3. The Integration of Faith and Learning

c. Fall Faculty Workshops

1. Postmodernism and Christian Higher Education - James Emery White

2. Culture Making - Andy Crouch



# **Case Study – Guatemalan Studies Program**

**Joe Walenciak, PhD –  
Graduate Business Program Director**

# Case Study – Guatemalan Studies Program (Graduate Business Program)



- Program Overview
- Learning from the Place
- Learning from the People
- Engagement through Prayer
- Responding to the Holy Spirit
- Results and Outcomes

# Program Overview

This course is designed to give students a broad exposure to the business and economic issues of Central America by providing a deep-and-wide exposure to various sectors of Guatemalan society, including the indigenous, global business, politics, religion, urban poverty, and violence. Students learn from various resources...but especially from Guatemalans.



# Program Overview

- Establishment of clear academic objectives and content
- Two ramp-up sessions with extensive readings
- Management of expectations
- Pre-experience exam over readings
- Fill up the trip with people and powerful experiences
- Journal, final presentation in country, and post-experience exam



# Learning from the Place



## **Guatemala City Garbage Dump**

60 acres in size

1,000 tons of trash deposited daily

Source of income for 8,000+ workers

Average income \$2 to \$3 per day



# Learning from the People



# Engagement through Prayer



# Responding to the Holy Spirit



# Responding to the Holy Spirit



# Results and Outcomes



- Faithfulness to follow up
- Five homes constructed to date
- Student comments
  - *It was definitely a life-changing experience and gave me a new perspective of the world*
  - *This course touched my heart in fulfilling ways*
  - *I have learned more from this class than 4 years of undergrad and a year of grad studies combined*
  - *One of the most outstanding learning experiences I have had at JBU*

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