
INTECH

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The Art of Integration

Making faith a part of teaching is an intentional process at George Fox University

What makes a college education Christian? How does what we believe make a difference in teaching and scholarship at George Fox?

The integration of faith with learning has been a value of this university since its beginning, but lately, those questions — and their answers — are being ad-

a Christian, you will not have a set of convictions that are deep enough to cause you to be different from your culture.”

Moreland’s emphasis on the importance of a Christian worldview is in keeping with the Reformed tradition, says Baker. In contrast is the Wesleyan tradition, which places great emphasis on the contributions of the spirit.

Leonard Sweet, a guest lecturer at George Fox in March, was the counterpoint to Moreland. A futurist and author, Sweet is the E. Stanley Jones Professor of Evangelism at Drew University and an expert in postmodernism.

“For Sweet, the very terms we use to describe ourselves as Christians suggest we’ve bought into the whole idea that to be a Christian means to assent, or agree, to a series of propositions,” Baker explains. “Sweet’s point was that to be a Christian is so much more than rational assent. We know God not through just the rational world and thought and the senses, but also through the spirit.

“For me, that was really powerful. He’s right, but that’s not always easy to build into an academic curriculum.”

Providing a Background for Integration

Beginning this September, all new faculty at George Fox University will take a series of three courses, one per year, designed to help them integrate their faith with their academic disci-

plines. Taught each fall, the courses will be led by Tom Johnson, dean of George Fox Evangelical Seminary.

Baker is excited about the curriculum.

“This will help professors understand what it means to connect their theology and their passion for Christ with what they do as teachers,” he says. “Getting new faculty together in a group, reading significant works, and then talking about how to connect their faith with the students in the classroom will really advance the mission of integrating faith in a true sense — both in spirit and rational thought — at George Fox.”

The first-year course, taught by Johnson, will cover the basics of Christian theology, provide an overview of the Bible, and give a general introduction to integration.

In their second year, participants will work on the specifics of integrating faith and learning in their particular area.

“A variety of approaches is needed because academic fields are different and also because people are different,” Johnson says. “We’ll want professors to pick an approach that’s comfortable for them and that fits their content area and their discipline.”

The third-year course will address Quaker distinctives, with the goal of helping faculty think about integrating faith and learning in a Quaker context.

Sharing Personal Stories

When it comes to integrating faith and learning, the main question often is, How?

At this past fall’s faculty conference, George Fox professors heard concrete examples from some of their own, including Mark Terry and Sherrie Schulke, assistant professor of social work.

Terry, in his fourth year at GFU, had never seen faith integration modeled by teachers or peers prior to coming to George Fox. Despite the absence of

examples, Terry found a model in his own life. In their first year at GFU, taught by Johnson, Terry and Schulke

LIFE STAFF

Editor

Anita Cirulis

Contributing Writers

Blair Cash

Anita Cirulis

John Felton

John Fortmeyer

Barry Hubbell

Photographers

Allan Borrud

Anita Cirulis

Jerome Hart

Kirk Hirota

Jimi Lott

Carlos Sanchez

Designer

Colin Miller

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Phone: 503-554-2126. Use our

Web site: www.georgefox.edu/alumni, and click “Staying in Touch.”

E-mail: alumni@georgefox.edu.

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THE TRINITY We believe in one eternal God, the source and goal of life, who exists as three persons in the Trinity: the Father, the Son, and the Holy Spirit. In love and joy, God creates and sustains the universe, including humanity, male and female, who are made in God's image.

GOD THE FATHER

PRESIDENT'S PEN

With All Our Minds



President
David Brandt

love as mindless — or at least driven more by our affective selves than our cognitive selves.

Jesus' answer to the Pharisees was taken from Deuteronomy 6:5, with one change: Moses commanded the people to "Love the Lord your God with all your heart and with all your soul and with all your strength." Loving God with

our minds comes from Jesus, not Moses. Our Lord and Savior commands mindful love of God.

Plantinga suggests that "loving God intellectually means taking an interest not only in God, and in the peculiarities of God, but also in the works of God." If this is true, it sets the stage for the Christian university. We know God as Creator of the physical universe, as well as of all living beings. All of creation is ours to study and to know when we love God with our minds.

This is the heart of the Christian university. This is what drives us to learn and to teach at George Fox University. This is why it is imperative that we integrate Christian faith with all learning.

Since Plantinga says some of this better than I can,

David

George Fox students this fall will have the choice of two new majors: political science and economics.

Giving Back

Two alumni couples make regular giving a lifelong habit

Roger and Louise Sargent

Roger and Louise are the type of husband and wife who finish each other's sentences. Married 25 years, they met while students at George Fox and have been giving to their alma mater nearly as long. They're among those who, while not major donors, are nonetheless important to the University because of their faithful, consistent support.

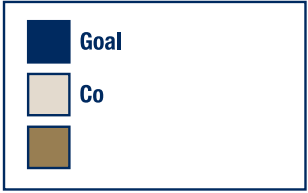
For the Sargents, that giving began back in 1979, shortly after Roger's graduation from Western Evangelical Seminary, when he was pastor of Rose Valley Friends Church in Kelso, Wash.

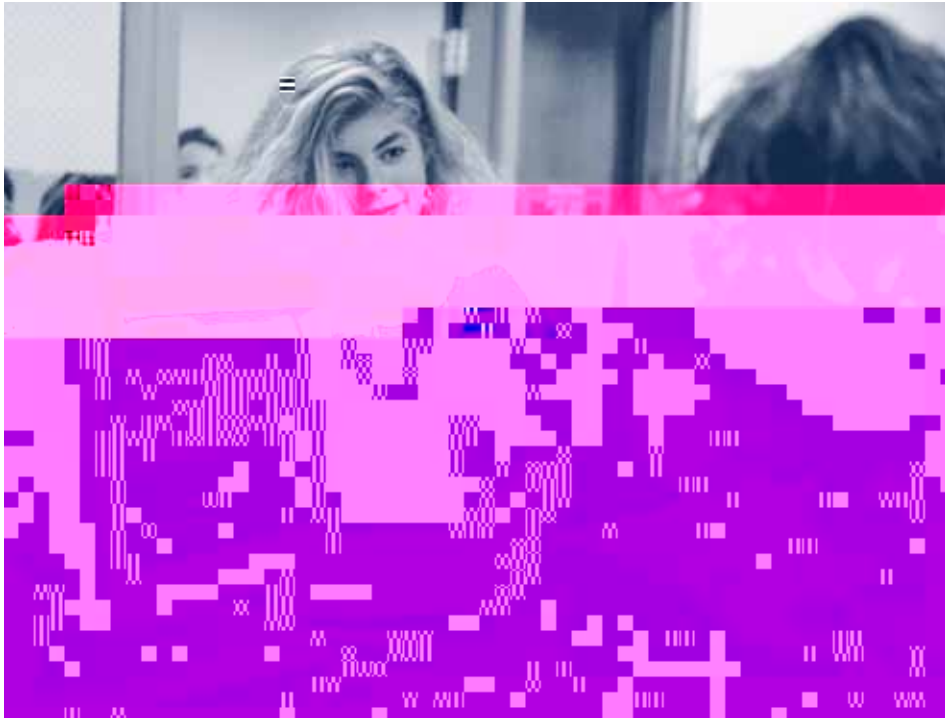
"We started giving on a pastor's salary," Roger says.

"At the time, it was probably a bigger percentage of our salary than it is now," Louise adds.

The Sargents remember former alumni director Gary Brown calling on them in 1990 with news of a Collins Foundation challenge grant. Told the foundation would match alumni gifts if a certain percentage gave, the Sargents' response was, "Sure, we could do that."

Campaign Update





Above: The availability of technology to administrative offices, such as that of the registrar, is critical to the smooth operation of the University. Dale Seipp, who oversees undergraduate admission, says, "When it comes to record keeping and managing communication with prospective students, there's no way we could even attempt to deal with the quantity of students we deal with . . . without up-to-date technology."

Below: Paul Chamberlain, professor of chemistry, helps a student process and examine data. Thanks to funds raised through the Legacy Campaign and grants from the Meyer Foundation and the Lilly Foundation, more resources are being dedicated to helping professors integrate Internet research and software applications into their teaching practices.



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comfortable with the new technology," she says. "It's a job skill. Not just the ability to work the technology, but to be able to make good judgments about it. Not just, 'How do I find material on the Internet?' but 'How do I evaluate what I find?' Students more and more are citing Internet sites, but just because it's on the Net doesn't mean the material is correct."

As the admission staff recruits students to George Fox University, Seipp says access to technology is an issue.

"For today's student, the question is not, 'Do you have it?' and they're surprised when we do, but 'You *do* have it, don't you?' because it *is* an expectation," he explains. "They've grown up with instant access. That's their norm. They expect to be a part of that online community, to do research, or to find entertainment 24 hours a day."

It's not just the technology available to students but the technology available to his staff that is critical to Seipp's performance of his job.

When it comes to record keeping and managing communication with prospective students, he says, "there's no way we could even attempt to deal with the quantity of students we deal with and be able to keep very good track of our records without up-to-date technology."

Seipp also sees the growing importance of the Web in students' college searches. Increasingly, high school juniors and seniors are going online in search of information about their choices. This year alone, nearly 200 students, or one-fifth of the total number of applicants to George Fox University, applied online — double the number from last year.

Meeting the demand for technolo-

We the People

George Fox senior Aaron Dahl witnesses history (and makes a little of his own) by being first in line for the Supreme Court hearing that decided the presidency

It required great personal fortitude on his part, but a George Fox senior was first in line to see history in the making.

Aaron Dahl, of Beaverton, Ore., who spent fall semester in a special studies program in Washington, D.C., was first to get in line for tickets to the U.S. Supreme Court proceeding Dec. 11 that eventually ended the stalemated U.S. presidential election.

But doing so required him to literally camp out next to the court building for a very cold winter weekend.

Dahl showed up outside the Supreme Court building at 5:15 p.m. Saturday, Dec. 9, and stayed there until Monday morning with only a couple of blankets and a pillow, getting only about 20 minutes total sleep.

More than 200 people, several of whom had lined up Saturday night like Dahl, waited in hopes of getting one of 60 seats inside for the public.

"The first night, I thought I was going to die," says Dahl. "Then on Sunday, it started to snow a little. My body was shaking uncontrollably from the cold."

But as one of the 60 people who finally made it in to sit through the entire 90-minute hearing, it was clearly worth it all.

"Completely," he says. "My roommate sat next to (then-Missouri Sen. and now U.S. Attorney General) John Ashcroft. I spoke to (columnist) George Will for a second. It was incredible. Jesse Jackson was in the room, as well as Bob Dole and Geraldo Rivera."

The nine Supreme Court justices heard oral arguments on a lawsuit by Bush, who was then still governor of Texas, to stop the hand recounts of presidential ballots in Florida. Al Gore, who was then the vice president, contested the state election after Bush was certified the winner by a few hundred votes. The Florida Supreme Court had ordered the recount.

Days later, in a sharply divided opinion, the nine U.S. Supreme Court justices ruled narrowly in Bush's favor, thus effectively ending Gore's chances of a win and thereby ensuring the presidency for Bush.

Dahl, a business and history major with a political science minor, was one of three George Fox students enrolled in the American Studies Program sponsored by the Council for Christian Colleges and Universities, based in Washington, D.C. The program is designed to help students connect biblical faith with public life and vocation. In addition to attending classes on public policy and public involvement, the George Fox students find internships with agencies and organizations that complement their career interests.

In a happy coincidence, the Court was involved in this historic decision during Dahl's time in Washington.

Dahl and the No. 2 and 3 people in line found a way to bring order to the process for securing seats inside the Court building. Developing their own ticket system by tearing up a legal pad, they kept a running tally of the people seeking seats, calling roll every two hours to make sure they were actually putting in the time to get inside the courtroom. The situation became larger than life: Ticketholders felt the need to check with the three leaders before going to the bathroom, getting blankets from their car, or picking up coffee — anxiously trying to secure their ability to witness history.

"You don't need my permission to go to the bathroom," Dahl found himself repeating. "You have two hours — just be here for roll call."

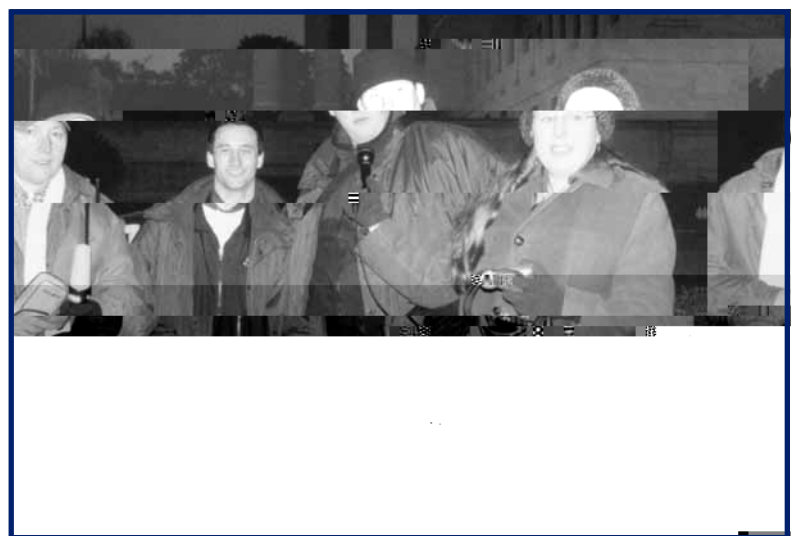
A strong camaraderie developed among the people in line, despite sharp political differences.

"We had completely opposite viewpoints, but had a really great time in line," says Dahl, who supported Bush in the election. "It's an incredible moment in history to see how things happen in our election process."

Kevin Trowbridge, communications director for the Council for Christian College and Universities, was curious enough Monday morning to go down to the court building to observe the crowd of demonstrators outside. He says the court hearing was a terrific example of what students in the American Studies program can experience in the nation's capital.

"It's a great opportunity for them to get a taste of what's going on in America," he says. "History is being made, and they get to see it."

— John Fortmeyer

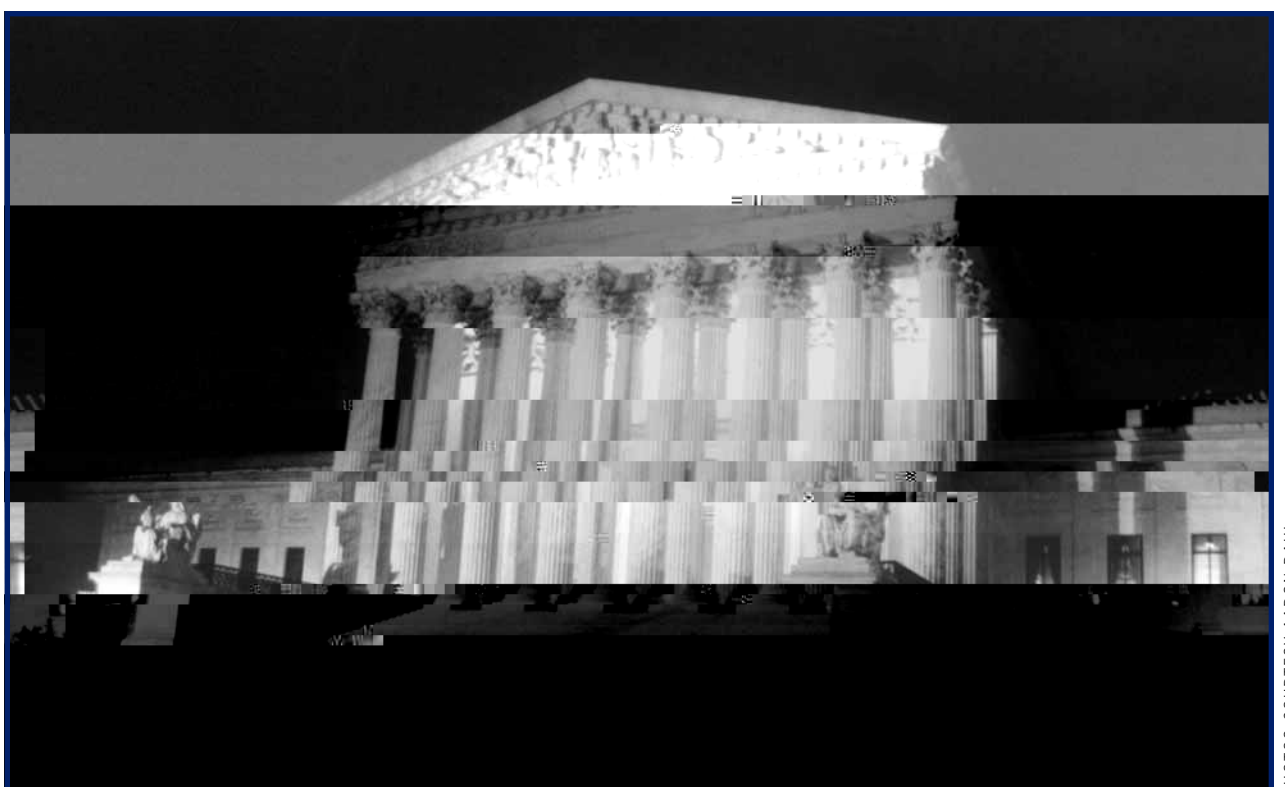


Top: Aaron Dahl (left) and his roommate, Ben Stewart of East Texas Baptist University, after being issued official tickets for entry into the Supreme Court chambers. Stewart got in line eight hours after Dahl and had to settle for ticket No. 27. Ironically, Dahl ended up in perhaps the worst seat in the house. Being first in line, he was seated at the very end of a row as people filed into the courtroom.

Above left: The first three in line. Dahl and his partners — Mike, left, a political consultant, and Dave, an attorney ("We were on a first-name basis," says Dahl) — were dubbed the "Line Czars" by local media. Their system was so organized that when Court personnel began monitoring the line early Monday, they easily adopted the Czars' ticket system.

Above right: The linemates prepare for an Associated Press interview. Dahl estimates he was interviewed by 20 different news agencies as he managed the line over the weekend. "I had my answer to 'Why are you here?' down to a sound bite," he says.

Below: The U.S. Supreme Court building. After a weekend of bitter cold and sleep deprivation, Dahl and 59 others were escorted up the hallowed steps and into the chambers of the Supreme Court. "It was so warm inside, and we were so exhausted, that we started nodding off," Dahl says. "We had to keep elbowing each other to stay awake. If they caught you sleeping, they'd kick you out. I guess they think it's disrespectful to sleep in front of the Supreme Court justices."



Achievements Earn Awards for Four Alumni

George Fox honors four graduates with alumni awards during Homecoming festivities in February

ALUMNA OF THE YEAR

Marjorie Weesner

As a champion of women's athletics, Marjorie Weesner has many former students at George Fox who recall her simple command: "Come on, ladies, get up and *move!*"

That admonition came from someone who herself kept things moving at the University. Weesner has long demonstrated an ability to blend straightforward honesty with kindness, and outspoken opinions with charisma. That ability earned this 1953 George Fox graduate and longtime coach and faculty member the respect of her peers, the athletes she coached, the students she taught, and the people she helped.

Now, the University's Alumni Association has honored Weesner as its 2001 Alumna of the Year, an honor recognizing individuals who achieve distinction through dedication and exemplary character and service while supporting the mission and goals of the University.

