

Round Table Discussion—Responses

External Relations personnel (plus an extra)

1. What assumptions, values, and beliefs are held within our Christian community?
We agree with the stated values: Christian, holy people, and missional. Those are core values to members of this office. Beyond that foundation, we believe
 - That Christian community extends beyond “the Hill”
 - That our work is service oriented
 - That the mission of External Relations is to “advance relationships that benefit the University”
 - That the relationships of our lives are extensions of the relationship that we have with God
2. What assumptions does your office make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?
 - We need outside relationships in order to do our work.
 - It is easy to assume that the economy does play a part in our work. Our people give regardless of the economic situation.
 - This office operates on the assumption that poor communication is a major factor in relationship break-down. The role of this department is to provide excellent communication and not to assume that persons already **know**. We must work to tell the Trevecca story.
 - This office operates under the assumption that intentional efforts to communicate are essential. Without communication, persons form assumptions.
3. In what ways are assumptions of your department in agreement with the assumptions, values, and beliefs of our Christian community? In what ways do they conflict?
 - The campus as a whole may not always demonstrate a uniform commitment to effective communication.
 - All success that Ext. Relations achieves is based upon relationship; that pattern follows the pattern of God’s story, which is also based upon relationship.
 - All of us need to build relationships that are Christlike.
 - This department is part of the campus-wide effort to produce students who are excellent in all areas of life.
4. What are specific ways in which you can demonstrate to students how an employee in your department is informed by his or her Christian faith?
 - Our understanding of relationship informs the way we treat people. People watch. They know if we really believe Christian creeds/values.

- I tell students that all we have comes to us from God and that what we do with those things—whether or not we give our time/resources—is a reflection of how we worship God.
- The way we work—our work ethic—is one way to demonstrate our commitment to Christ and his work.
- Working with students to help them understand the policies, processes, and procedures of the University becomes a way to educate them—to teach them how to navigate similar issues that they will face in the workplace. That kind of work also involves using a balance of understanding (their circumstances) and grace (helpfulness)—more ways to set an example for them.
- We need to see ourselves as servants in our roles at Trevecca. We are here to serve students—to be examples of servanthood. That view of our role should inform the ways that we interact with students, the way that we refer to them, the level of respect that we give to them. We should give to students the same kind of respect that we give to colleagues. Any less brings discredit to the Kingdom.

Education

1. What assumptions, values, and beliefs are held within our Christian community?

Belief in Jesus' sacrifice for redemption; Education: Teaching & Learning is very important; add relationships to this; all persons are valued despite individual differences. Learning is not just test scores. It's not your background as you enter the classroom it's what is learned in the classroom that prepares you to leave the classroom

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

Makes real world distinctions taught in the classes—diversity, economic—social issues are embedded in courses to prepare teachers. Our discipline values children, assumes and values cooperation more than any discipline. There are no lone researchers. Assumptions of compassion which is opposed to the world Students of diverse learning needs.

Learning can be measured in observable terms. Our kids can't be successful if they can't measure. When teaching learning has to be connected, the learner must be interactive in learning for learning to occur—cannot be passive—must be engaged. Education is not philosophical but practical—hot to apply this. Teaching is truly a calling but not a paycheck. Work within the political—acknowledge that politics must be considered.

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

Agreement:

Education and learning are important

Valuing differences, compassion toward children

Conflicts:

- Learner: not achieving is not wanted in the classroom
- Human nature: are we carnal, can we be changed? How do we deal with the beliefs and affect change within students
- Compassion bumps up against new competitive model
- In the bigger picture of discipline of education there is a lot of political expediency but we respond with political integrity—could be territorially focused
- "I articulate the right message but I don't live the right message"—broader picture conflicts (walk the walk; talk the talk); We're all about mercy and not about justice
- Is about us—not what we say but what we live, what we are—servant leadership is the motivation modeled by SOE not secular world

4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?

- Treating and caring for students to pull out excellent work from students, going over and above
- Servant leadership role modeled
- Addressing head on the conflict of Christian faith and the real world, use of scripture
- Provide real world scenarios—demonstrating Christ-like responses

Center for Leadership, Calling, and Service

1. What assumptions, values, and beliefs are held within our Christian community?

Students (each) have unique gifts and callings from God. God has provided the resources to each to fulfill His calling on their lives.

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

Each person has God-given gifts/talents and callings that are important to their worth. The world is broken and needs fixing, students are still immature and may not realize the consequences of their actions; they need guidance and mentoring—in academic/vocational support as well as personal/moral development

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

Agreement: God has gifted and called each one

Conflict: How to support/assist students; our approach to students who are not Christian or have different beliefs than Nazarene—can be criticized for openness/willingness to work with these students in disciplinary situations

4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?

Availability to students—people are more important than tasks unless people are the task.

Proactive: designing programs of support, mentoring, making resources available

Music

1. What assumptions, values, and beliefs are held within our Christian community?

Training is considered importance lessened—not important

- That secular music can be performed as an act of worship
- There is a battle between intellect and heart

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

- Beauty—subjective
- Music reflects/expresses life experiences

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

- Performance is not an end it is a means
- Content/text becomes de-emphasized in secular schools
- Church culture vs. Secular culture

4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?

- performing

Social & Behavioral Sciences

1. What assumptions, values, and beliefs are held within our Christian community?

People can learn & we can teach them something. We have knowledge to share. Share from a Christian perspective

We assume that we can make the world a better place through what we do. Our outlook is one of optimism. All human beings have value and worth. We can train our students to help those who are hurting in the world, bringing about healing.

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

Truth in behavioral & social sciences is part of the revelation of God. We are all fallen and all needy. Through God we are restored. If you are close to God and follow His teachings, it has a positive effect on culture. Apart from God, disturbance exists. Our disciplines restore people. A relationship with God can relieve deterministic behaviors. Can faith in God overcome all addictions regardless of physiological disposition? God's grace can bring wholesomeness and peace to people.

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

We can touch someone in small ways by our helping them. Praying for students Confronting them, yet giving them grace and a second chance.

Treat all people with love and compassion. Not always possible/practical in law enforcement.

4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?

Part of being Christian is seeing everything we do as worship. Everything we do is important. We must model to them how we can be Christians and live our faith by example.

Look at all studies, both secular and non-secular to give students a balanced perspective.

Arts & Sciences

1. What assumptions, values, and beliefs are held within our Christian community?

There is a God; Grace towards students; uphold integrity of discipline while being compassionate; all values based on person of Jesus; redemptive mission; how can we help them be their best; flawed people seeking excellence; “scandal” of Christianity vs. exclusivity; be able to intellectually defend; propositional basics of Christian Life and vocation; engage culture; Rom 12:2 transforming culture; theological dialogue begins with propositional and proceeding to dialogue

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

The communicative nature of existence; God’s desire to communicate with us; people’s desire to communicate with one another; relational nature of communication and Literature; “in the world but not of the world”; knowing your audience; understanding world in order to respond to it; science of symbols, conventions of theater; purpose is to know how to think critically, subject matter is secondary; there is hope; finding beauty and samples of infinity; beauty will look different to different people; finding goodness and beauty; getting beyond the surface of things

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

Assumptions different: how to obey the law vs. break the law; faith vs. hostility to faith; agree that human nature is fallen; disagree that there is redemption; how to reconcile polarized positions; iconography of images represent a way of seeing the world and how do they help us interpret the world

School of Religion

1. What assumptions, values, and beliefs are held within our Christian community?

- Who defines excellence? Must go through self-renunciation and self-sacrifice—anything other is a sham
- Concerns that some do not see themselves as theologians
- Technically there are not “disciplines”—we need to work with fragmentation
- What are the broad eschatological views? Where is the world going?

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

Our views:

- The world is a theological opportunity
- God is always active seeking to save us from birth to death
- As infinite love, God wanted to share what he is with that which is not him
- God is gracious
- End goal is salvation which is full and willful participation in the life of God
- Trinitarian—a life of love shared—relational
- A life of mutual receiving and giving of love
- Full participation in mission of God which is through a people
- Story of God is crucifixion and resurrection
- Redemption is a necessity
- There is a God. People are fallen
- Atonement is only way of salvation
- Every discipline or theology; every person is a theologian
- Everyone on campus is a theologian
- We are co-creators participating with God in making beauty
- A primary means of being missional is “being the people of God”
- Eschatology—not a matter of getting people to heaven but bringing heaven to earth, therefore care of environment, social justice
- Eschatology informs and shapes mission
- We believe that we are doing is making the world a fit place for the coming of Jesus in the way we educate, etc.
- First question we ask is, “What is God doing in the world and how do I join him there?”

Science, Mathematics and Human Performance

1. What assumptions, values, and beliefs are held within our Christian community?
 - Every person is special and loved by God; all people are unique
 - The value of discovery vs. the defense of posture; importance of revelation
 - The opportunity to dispel myths of our discipline
 - Discovery and creativity of patterns and structure; the privilege of participating with God in creation
 - Brevity is a value; Get to the point
 - Simplify discoveries to better relay understanding of difficult concepts
2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?
 - Procedural; Methodology; Approach
 - Assumption of consistency
 - The natural laws
 - God's relationship is consistent
 - Human nature: curiosity => defining value
 - Revelation in the natural world
 - A reductionist approach
3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?
 - This reductionist approach is controversial, it implies a perceived understanding of the whole, that is not really assumed among all scientists
 - Minimalist approach is an effort to understand more complex subjects
 - Leading to a God—Complex i.e., there is a logical explanation for all
 - The model approach does not always apply
 - The finite or finish-line approach to the discipline
4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?
 - Demonstrating the proper love, respect attitude when relating to students
 - Understanding how to relate to people via example of how we relate to them
 - How we communicate this search as just that "a search" not a list of facts
 - Demonstrating a posture of explanation

Education

1. What assumptions, values, and beliefs are held within our Christian community?

- We model Christ-like service to others
- We believe all people can learn; a creation of God sometimes chooses not to be good
- Christian: God with us as we sort out our calling
- “The Reach Should Exceed the Grasp” is a basic assumption of educators
- Catholic in spirit—Holiness hospitality. We desire to treat everyone with a sense of respect—even when we disagree
- Everyone has capability to be good or excel ; focus on positive rather than negative

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

- Educate—to draw out
- Educators seek to help students to find the “big truth”—we were created to know, to want to know
- Assumption about human nature: all creatures are unique, everyone wants to succeed, there is not an intention to fail
- God’s will exists in all of these areas, our job is to teach our students to actively seek God’s will in culture
- Piaget—artifacts, traditions, traits—who they are should not be taken away, but built upon
- Relationships: vertical—relate to God, deal with Him; horizontal—along the way we have to deal with each other; strong relationships are the essence of a good teacher
- “Students don’t care what you know until they know you care:
- Practice makes apparent what you really are as an educator
- Concentricity—Do we do what we say to our students they should do?
- Treat students with value, respect and dignity
- When a crisis occurs, how do we treat our students?
- Negative pressures from all these areas occur. Our discipline is intended to help our students handle these pressures
- Faithfully fulfill content to equip students to have relationships, understand human nature, appreciate culture, deal with economy, etc.
- Sometimes it’s necessary to have consequences for students to equip to deal
- You cannot pray yourself out of a situation that your actions have created. We inform students to be able to make wise decisions in the midst of situations self-imposed
- NCLB concepts don’t equip children as well as relationships; Relationships help us to make other concepts come alive

- We realize there are some wonderful teachers who are not Christians. We need to be careful not to give the impression that only Christian teachers are successful. Unless there is a dimension of Christian teacher, something is missing in the relationship
- “Being in the church house doesn’t make me a Christian any more than being in a barn makes me a horse.” Quoted by Porter King
- Economy—as Christians we’re a safety net for children or students adversely affected by economy. Not all the world can lift themselves by their own bootstraps—we know we need to help
- Economy affects work ethic; socioeconomic level is the number one indicator for academic success; mother’s education level is also an important contributing factor
- How much is teacher attrition related to student success? Is this also related to economy? We have seen more men in the graduate education program, probably related to the economy
- Natural world: already discussed

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

- Teaching is a calling: religion is easily combined with education; relationships are important in teaching
- Above all else you must teach concern; voiced that we are careful that students end up with competence, not only loving TNU
- Accountability: Believing that extenuating circumstances can affect achievement does not excuse us from making sure we teach; state or national punitive actions do not resolve the issues

School of Business

1. What assumptions, values, and beliefs are held within our Christian community?

- We are an open, hospitable, accepting, community of believers
- We need to be practicing Christians
- All individuals are valuable, are children of God.
- We are co-learners together. God is still working in our lives, we are works in process.
- We sometimes falsely assume our students are Christian, with Christian values. We know what direction to take and their life's calling.
- We are a team to bring about quality results in and through students.

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

- Greedy: we act in self-interest
- Selfish: we build relationships for our personal benefits. We build systems to police these fallen tendencies such as internal auditing practices and accounting standards, codes of ethics, etc.
- It is a Zero-sum game: we compete to win.

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

- It is not acceptable to win at all costs.
- A Christian business person will tell the truth and not appeal to prurient interest to sell products.
- Stewardship of the environment, God's creation, is important.

4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?

The simple answer is to ask first what would Jesus do. Read the Bible, pray, and take advantage of the wisdom in the Christian community. Our problem-solving model includes these spiritual aspects, noted above.

School of Business, IT

1. What assumptions, values, and beliefs are held within our Christian community?

- Honesty, love, fairness, grace
- Expectations of certain behaviors from one another. . .that we'll all behave in a Christ-like manner
- Leaders will lead biblically
- "Christian" is a noun, not an adjective

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

- Business works for a profit . . . if there's no profit in it, it's not worth it.
- Do things for the employee not for the individual, but to increase the profit of the company
- The world is very contractual vs. the Christian community that is very relational

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

- "Companies will act in their own best self-interest"
- But do Christians act in their own best self-interest?
- As Christians aren't against profit, but where do you draw the line between fairness and greed?
- We all agree that good employees should be treated well

4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?

- Challenge is preparing entry-level employees to go to work for companies that are opposite of their values. Do they quit, stick it out?
- Challenge is how to teach ethical decision making. . .the approach should be proactive
- We are all relational beings. . .we all have a shoulder and can be colleagues living a life of integrity
- We need to teach students the lines they don't cross, by defining them
- Teach students how to be the best they can be at what they do. . .so they have a choice when faced with an ethical dilemma
- Help students gain stewardship opportunities to teach them how to be relational Christians
- Technology can be a great tool to enable the ministry of the Church, not just as a competitive advantage in business

School of Education

1. What assumptions, values, and beliefs are held within our Christian community?

- Excellence: Being, doing, knowing at their best
- Life not just curriculum
- Christian life style—ethics—imitators of Christ: how they treat others, believing that everyone is created and loved by God, deserving our best
- Belief in God—servants of God in our work—service in our mission

2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?

- Recognizing the existence of cultural differences are valuing not judging
- We recognize the marginalized by society as being “our students, too”
- We recognize systems in place that we help others, our discipline has political/federal law directives that inform curriculum
- We teach the child and intend forward effect on future generations

3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?

- Agreeing to dialogue on resources for the library
- We have a conflict when mandates are made by those who are not aware of human needs—NCLB for instance (federal mandates)
- The “Being” part of School of Education conceptual framework is in agreement with Christian community
- Dealing with ethical dilemmas, passing a student as principal demands

4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?

- We evaluate processes based on real-life experiences and are open to change with Christian attitude
- Knowing our learning community is based on Christian principles of how we collaborate with each other and focus on strengths
- Censorship of resources cannot be limited by our religious beliefs
- Modeling the presentation of information through a Christian perspective
- Passion for learning and life—“whole person passion”
- Participation in the whole learning community not just curriculum area

Human Performance

1. What assumptions, values, and beliefs are held within our Christian community?
 - Emphasis on Jesus Christ as our Savior
 - Emphasis on excellence
 - Emphasis on high character and integrity
 - Emphasis on love, holiness, and relationships
 - Commitment to integrate faith into content area
2. What assumptions does your discipline make about how the world works? Human nature? Culture? Relationships? Economy? Natural world? Cause and effect?
 - Sinful human nature is prevalent
 - We tend to think in terms of self
 - Striving for Holy Spirit to guide us in our relationships to bridge gaps
 - Athletics is a great platform for developing character and relationships
3. In what ways are assumptions of your discipline and assumptions, values and beliefs of our Christian community in agreement? In what ways do they conflict?
 - Agree: They are integrated together if executed properly. We ask God for wisdom.
 - Conflict: Conflict arises when we allow worldly worries to affect the situation.
4. What are specific ways in which you can demonstrate to students how a scholar in your discipline is informed by his or her Christian faith?
 - Books we read—knowledge is power
 - Testimonies—real life stories/situations told on how negatives have turned into positives