DUAL CITIZENSHIP IN ATHENS AND JERUSALEM: A PORTRAIT OF PROFESSORS WHO EXEMPLIFY THE INTEGRATION OF FAITH AND LEARNING AT WHEATON COLLEGE

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ABSTRACT

Although the mission statements of most member schools of the Council of Christian Colleges and Universities include a focus on the importance of the integration of faith and learning, the rhetoric often far outweighs the reality. An examination of the history of this concept, which is inexorably entwined with the history of American higher education in general, reveals its complexity and ambiguity. A plethora of authors have addressed the issue from a number of perspectives—philosophical, theological, theoretical, denominational, and practical. Very few, however, have described the personal experiences of professors in evangelical Christian liberal arts colleges and universities. The purpose of this study was to create a portrait of professors at Wheaton College, an evangelical liberal arts college, who exemplify the integration of faith and learning, in order to better understand such integration. Using portraiture, a qualitative research methodology developed by Sara Lawrence-Lightfoot that relies primarily upon in-depth interviews, the researcher provided a meaningful interpretive narrative that drew upon the voices, authority, and wisdom of these exemplary professors. Themes that emerged from the analysis of interview transcripts, observation field notes, and documents written by seven professors at Wheaton College were identified and analyzed. Implications for the administration and faculty of Christian liberal arts institutions were discussed, and suggestions for future research were made.