Faculty Faith Integration Survey Results: Executive Summary
Respectfully submitted to Drs. Whyte, Gray, Denu and Fowler on November 13, 2009

Drs. Tamsen Murray (Christian Leadership and Vocation), David Colachico (Faculty Development), Randy Fall (Faculty Evaluation), and Craig Boyd (Faith Integration) collaborated to prepare and distribute an online survey to 107 APU faculty members who had completed one or both of the faith integration courses. The survey design focused on the three primary CFEP roles: Scholar/Practitioner, Teacher/Mentor, and Servant/Leader.

The survey was open for approximately two weeks in early September 2009. A follow-up reminder went to all faculty members rather than just to the course alumni, resulting in several partial responses from people who had not taken the courses. However, seventy respondents had completed faith integration coursework, for a 65% response rate; 56% of those respondents had completed both courses. Participation across the University was broad, with the highest number of respondents coming from CLAS, followed by Education, BAS and Nursing. The complete results are attached; items identified parenthetically here with “Q#” refer to survey questions.

1. Scholar/Practitioner Role – 68% marked “Strongly Agree” or “Agree” in response to statements (Q8 and Q9) about the helpfulness of the courses. Respondents self-identified (Q10) 132 scholarly outputs stemming from their completion of the courses (e.g., journal articles, conference presentations, and artistic creations.)

2. Teacher/Mentor Role – 77% marked “Strongly Agree” or “Agree” regarding the positive effect of the courses on this role (Q11); 88% had revised at least one syllabus (Q12), most frequently in the areas of assignments and learning outcomes. Nearly 60% expressed increased confidence to talk with students about matters of faith (Q20); a smaller number (51%) felt greater confidence to initiate such conversations (Q22), however. In assessing the level of students’ understanding of faith integration in response to the faculty member’s completion of the coursework (Q23), 58% agreed that it was increased, while 30% offered the “Neutral” response. Interestingly enough, the 2008-09 SGA survey showed that 90% of 1,140 undergrad respondents agreed or strongly agreed with this statement: “my classroom experiences, as facilitated by my professors, have contributed to my personal faith development.” Clarifying what students understand by such terms as faith integration and faith development is an area for additional research.

3. Servant/Leader Role – The most common single response to questions in this set was “Neutral.” The general statement (Q24), “Taking the faith integration course(s) has affected my work as a servant leader in a positive way,” met with agreement on the part of 54% of respondents. Other statements had less than 50% agreement. These results underscore the truth that developing expertise in these areas is not the primary (or even secondary) focus of the courses. Identifying ways to facilitate skill development for faculty members for these roles is thus an area for additional research.

These themes emerged from the responses to a series of open-ended questions (Q28-33):

1. Community building and opportunities for dialogue with other faculty members were beneficial outcomes.
2. The coursework is an affirmation of APU’s commitment to faith integration.
3. Additional help with curriculum and pedagogy is a felt need.
4. Additional options and/or more variety (e.g., shorter courses/workshops, online courses) are felt needs.

In conclusion, the survey yielded reportable data for both WASC and the Lilly Endowment, while also identifying areas for additional research. The survey results provide an encouraging impetus toward developing two or three short courses in the coming year, using combinations of face-to-face and online learning. The four of us (Drs. Murray, Colachico, Fall and Boyd) welcome your feedback and appreciate the support you provide for our efforts.