

EDITOR'S INTRODUCTION

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Beginning in 2014, Grand Canyon University began a new process of integrating the Christian faith with the teaching and learning of the academic disciplines of the university (known as IFL). As of 2015, this initiative was expanded to include work, or vocation (IFLW). Traditionally, IFL had been conceived by Christian academics as an individual endeavor, in which the professor used his or her knowledge and convictions about the connections between Christianity and learning in the relevant discipline to devise activities and information in courses that promoted integration. Beginning in the 21st century, a few studies considered institutional paradigms and structures that promoted IFL, and the psychological and social factors that helped and hindered practices of integration at Christian institutions. Grand Canyon University had originally been founded as a Christian university in the Baptist tradition, and, as such, it had a tradition of attempts at integration from the beginning, but until 2004, this integration had been pursued by individual academics, and on occasion by faculty and administrators in university-wide projects.

With the university's transition to for-profit status in 2004, a rethinking of the integration process was in order, and in 2013, President Mueller spearheaded a new initiative to integrate faith and learning at an institutional level. The university's curricular structure necessitated structuring faith integration activities into the standard curriculum, something that had not been previously attempted on a large scale.

The Open Issue of the Canyon Journal of Interdisciplinary Studies has evolved into a forum for presenting some of the activities and materials involved in this initiative. As such, the present issue contains three essays and an inaugural review of a book germane to issues of faith and discipline.

Two of these essays, "Integration of Faith and Psychology: A Focus Group Study" and "Integration of Faith in Composition Classrooms: A Conversation with Traditional and Online English Faculty," share both a purpose and a methodology. Both use focus group study techniques to survey and highlight IFLW activities currently being attempted by GCU Psychology and Composition faculty. Their primary purpose

is to highlight successful IFLW activities currently being carried out at the university, and to identify and describe current faculty understandings and attitudes about integrating IFLW into classes. The third essay, "Integration of the Christian Worldview in the Teaching of Math and Science," takes a different approach: here a College of Theology faculty member surveys what one might consider the larger worldview questions and conflicts that underlie the teaching of science from a Christian perspective. This study focuses less on current practices of faculty members in CSET and mathematics classrooms, and more on critiques of and responses to the worldview assumptions of philosophical and scientific materialism, which are the foundational assumptions of many textbooks and faculty members at the research extensive universities in which most advanced degrees in science, engineering, and mathematics are awarded. It provides a valuable resource for developing curricular and course-level integration activities and objectives for Christian science and engineering faculty.

Finally, this issue includes a book review, which the editor hopes will prove to be the inauguration of a regular series of book reviews to be published in the issue. It also constitutes a call for faculty members and administrators to nominate books volumes that they feel could stimulate further discussion and curriculum development in the area of integrating faith, learning, and work. The Center for Innovation in Research and Teaching has designated limited funds for purchasing review copies of nominated volumes deemed most relevant to the university's IFLW efforts. The editors look forward to any nominations of further volumes for the next issue.