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From the Publisher

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Purpose Statement

| This publication is by and largely for the academic communities of the twenty-eight colleges and universities of the Evangelical Lutheran Church in America. It is published by the Vocation and Education unit of the ELCA. The publication has its home at Augustana College, Rock Island, Illinois, which has generously offered leadership and physical and financial support as an institutional sponsor for the publication.

The ELCA has frequently sponsored conferences for faculty and administrators that have addressed the church-college/university partnership. The ELCA has sponsored an annual Vocation of the Lutheran College Conference. The primary purpose of *Intersections* is to enhance and continue such dialogue. It will do so by:

- Lifting up the vocation of Lutheran colleges and universities
- Encouraging thoughtful dialogue about the partnership of colleges and universities with the church
- Offering a forum for concerns and interests of faculty at the intersection of faith, learning, and teaching
- Raising for debate issues about institutional missions, goals, objectives, and learning priorities
- Encouraging critical and productive discussion on our campuses of issues focal to the life of the church
- Serving as a bulletin board for communications among institutions and faculties
- Publishing papers presented at conferences sponsored by the ELCA and its institutions
- Raising the level of awareness among faculty about the Lutheran heritage and connectedness of their institutions, realizing a sense of being part of a larger family with common interests and concerns.

From the Publisher

| This is the twenty-sixth issue of *Intersections* published over a twelve year span. It is a journal primarily by and for the faculty at the colleges and universities that are related to the ELCA. These colleges say that while research and scholarship are important, their primary mission is teaching and learning. Throughout this time we have said that one of the purposes of the journal is to deal with the intersections of faith, learning and teaching at Lutheran colleges and universities. So it is surprising how few of the articles have addressed how our faculty members teach, and why. Other issues have dealt with the principles behind Lutheran higher education, but not necessarily with teaching principles. Therefore we are grateful to the editor for including in this issue several articles about the Lutheran roots of some of the principles behind good teaching.

We are also reminded again that we have not reached the rest of the world when we describe and discuss what those principles are. For outsiders, and even for Lutherans, going off to teach in a Lutheran college may be scary. Most people are much more familiar with other models of faith-based college education. That is why many faculty members come to conferences like “The Vocation of a Lutheran College” full of apprehension, and why they leave relieved and enthusiastic. And that is why faculty development efforts like the Wartburg College example described in this issue are so important.

The ELCA Wittenberg Center helped arrange the experience of “Lutherland” for the faculty and staff from Wartburg College, as it has done for other groups of Lutheran college administrators, faculty and students. In fact, all the authors of the articles in this issue have benefited from the services of the ELCA Wittenberg Center. This year the City of Wittenberg starts the “Luther Decade,” leading up to the five hundredth anniversary of the reformation in 2017. We invite every Lutheran college and university to consider how it can help its faculty, staff, and administrators connect with the Lutheran heritage, to improve their teaching and service, to serve God and their neighbors.

Living in God's Amazing Grace,

ARNE SELBYG | Director for Colleges and Universities