

How whole-life is your institution?

This short exercise will encourage you to evaluate how whole-life your institution is and the degree to which it is affected by the sacred-secular divide: the implicit belief that some parts of life (Sunday services, church activities) are sacred and important to God, while others (work, study, sport, hobbies) are secular and irrelevant to him.

Rate each of these statements out of 5, where 1 is 'strongly disagree' and 5 is 'strongly agree.'

| | Rating |
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| 1. The faculty regularly reflect on how Christians integrate faith in to the whole of life and intentionally pass on those principles of integration to the students. | |
| 2. We have a clear understanding of what a discipling community looks like both at our seminary and in a local church, and we equip our students to assess their context in the light of that framework. | |
| 3. Teaching in all subject areas is applied to a full range of life contexts — at home and at work, in the church and beyond — reflecting on the issues students will face themselves and will be called on to help others handle. | |
| 4. Our seminary is a safe place where students honestly wrestle with big issues, valuing them as an opportunity to learn and grow in faith. | |
| 5. Our seminary life encourages faculty and students to take local, national and global citizenship seriously and to relate the Christian gospel to the totality of Christian living. | |
| 6. We teach our students a theology of work so that they can apply it in a range of post-study contexts and, as leaders, help others to do so. | |
| 7. We help students to handle key questions that non-Christians pose in such a way that they can help other Christians do the same. | |
| 8. We invite Christians to speak and teach at seminary who are from the 'workplace' as well as in ministry and mission. | |
| 9. We have identified the core competencies of a discipling and we train our students in these and in how to pass them on. | |

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| 10. Our prayer life at seminary reflects the fact that we value all the contexts for which we seek to equip students — church ministry, home and overseas mission, academia, para-church organisations, and the marketplace. | |
| 11. The faculty models whole-life discipling to the students in such a way that they are able to do likewise. | |
| 12. The seminary uses examples from contemporary culture — things like films, work experiences, and news stories — to learn more about what it means to follow Jesus today. | |
| 13. We regularly encourage the whole seminary to reflect on what they are learning. | |
| 14. Our commissioning or graduation services reflect the range of influence that we believe our students will have in and beyond the church. | |
| 15. We help students to grasp the breadth and depth of salvation, giving them a foundation on which to build whole-life Christianity. | |
| 16. We train students to preach in a way that clearly reflects the challenges of living as a Christian in today's world that their congregation will experience. | |
| 17. Our seminary is a place where creativity flourishes. | |
| 18. The faculty recognises the role of church leaders in developing whole discipling church communities, and we reflect on how we might equip them better to do that in today's world. | |
| 19. The way that we teach missiology will help future leaders equip Christians to be missional disciples wherever God has called them. | |
| 20. Our seminary helps students handle the tensions of suffering as well as joy, of failure as well as success. | |
| Total | /100 |