



A Coinherence Approach to Faith
and Work

Coursework: Requirements and Electives

EDL 5399: Faith-Based Higher Education

EDL 6305: Ethics and Values in Educational Leadership

SOC 5341: Introduction to the Sociology of Religion

REL 5360: Naturalistic Ethics

Material and Spiritual Formation

Consumption, Social Class, Marginalization, Virtue, Success

N. F. Alleman, C. E. Cliburn Allen, & **S. E. Madsen**. (2024).
Constructed Pathways: How Multiply-Marginalized Students
Navigate Food Insecurity at Selective Universities. *American
Educational Research Journal*.

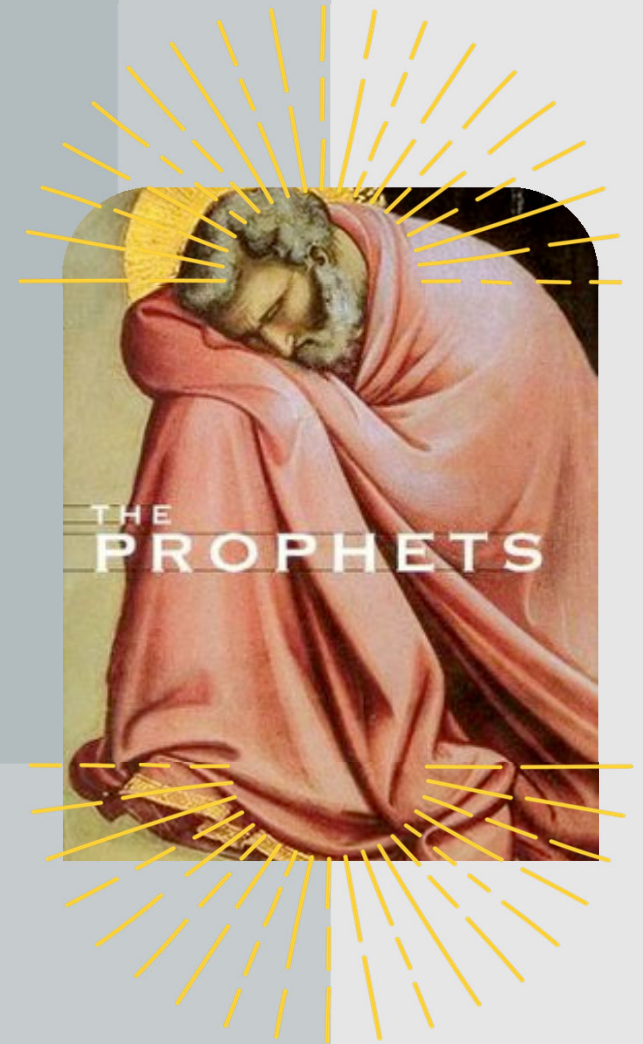
<https://doi.org/10.3102/00028312231217751>

S. E. Madsen, R. Abouras, N. F. Alleman, P. L. Ham, & T. Wilby.
(2023). “Success is Not Measured Through Wealth:” Expanding
Visions of Success for Low-Income STEM Students. *Journal of
College Student Retention: Research, Theory, and Practice*.

<https://doi.org/10.1177/15210251231213044>

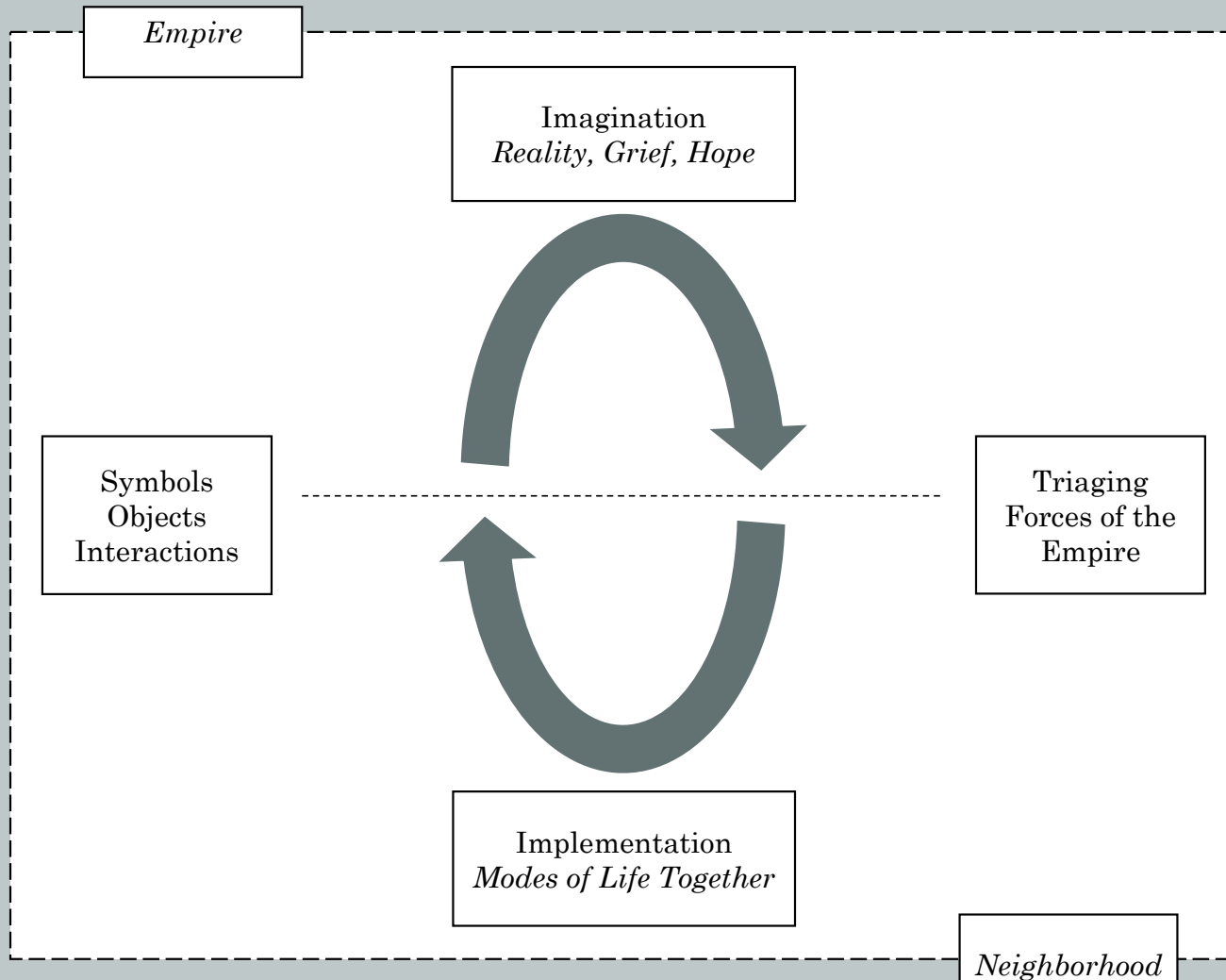
Consuming Christian Higher Education

An Analysis of Administrators'
Imaginations for Consumption
and Neighborliness





The confluence of
consumption,
neighborliness, and
Christian higher
education



Christian higher education as *both* a business enterprise and a formative institution

The “totalizing narrative of the empire” or the “particularizing narrative of the neighborhood”

(Brueggemann, 2014, p. 129)

Professional Development

- Conyers Scholars Program (Graduate School)
- Religion and Public Life Institute (Baylor in Washington)
- Religion and Education Special Interest Group (SIG) (American Educational Research Association)



Statement of Faith and Education Integration
Sarah E. Madsen, Ph.D.

“To confess God as Creator and Christ as Lord is thus to affirm his hand in all life and thought. It is to admit that every part of the created order is sacred, and that the Creator calls us to exhibit his wisdom and power both by exploring the creation and developing its resources and by bringing our own created abilities to fulfillment.” (Arthur F. Holmes, 1975, *The Idea of a Christian College*)

The theological concept of *coinherence* succinctly yet expansively captures my commitments and work at the juncture of faith and education, wherein the two are not simply compatible but mutually informing and inseparable – reflective of the nature and character of the Triune God. To serve as a teacher, a leader, and a scholar-practitioner in the field of higher education, then, is to naturally and necessarily pursue the love and worship of God, as well as to seek to approximate the Kingdom here and now. This work is multi-faceted, fundamentally shaping the purposes, pedagogy, and personhood of learners and learning, dimensions which I explore below.