



HALLMARKS

of the CAMPBELL UNIVERSITY EXPERIENCE

FOUNDATIONAL *Guide*

FACULTY AND STAFF

CHARACTER, INITIATIVE *and* CALLING





The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

Driven by the call to prepare students for purposeful lives and meaningful service, the Campbell Hallmarks provide our campus with common language for what we do.

Character, Initiative, and Calling are the Hallmarks of our mission.

HALLMARKS of the CAMPBELL UNIVERSITY EXPERIENCE

CHARACTER, INITIATIVE *and* CALLING

Going all the way back to our founding in a small, rural schoolhouse in 1887, the history and mission of Campbell University reveals a deep devotion to cultivating – within all members of its community – character aligned with a sense of calling and initiative. Campbell University is committed to ensuring that every student is challenged to reflect meaningfully on their lives and their communities, to ponder critically their individual design and nature, and to respond thoughtfully to the needs of the world that God loves through creative expression in both their professional and personal lives.

Please consider the following questions as you prepare to engage with the Campbell University Hallmarks:

- ▶ How can I provide unique and particular opportunities to create a culture of character, calling, and initiative as I engage with students?
- ▶ What will this look like in my classroom or my work?
- ▶ How will The Hallmarks impact the way I teach, lead, or spend time with students?
- ▶ What values, resources, or opportunities does my field of study or department already have in place that support the Hallmarks?
- ▶ How can I integrate the Hallmarks into regular course work or skill building with students?
- ▶ What resources do I need from the Character Education Director for my work or my department?

A SPACE FOR REFLECTION

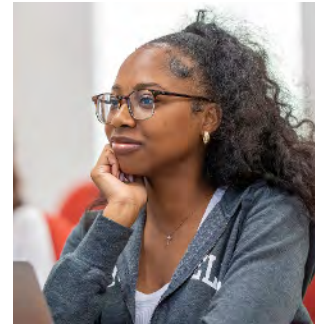
The Campbell Hallmarks provide us with an opportunity to reimagine and draw out the ways that Character, Calling and Initiative are exemplified on our campus. For some, it may provide space for us to rediscover, explore, and express our own sense of Character, Initiative, and Calling.



ESSENTIAL QUESTIONS

CHARACTER

How do I embody compassion, generosity, integrity, and justice?



INITIATIVE

How do I live out my character and calling?

CALLING

*Who am I? Who am I becoming?
How do I serve my community and contribute to human flourishing?*



These essential questions can help frame meaningful conversations and reflection about the Hallmarks of the Campbell University experience.



CHARACTER

How do I embody compassion, generosity, integrity, and justice?

A SHARED FRAMEWORK FOR CHARACTER AT CAMPBELL UNIVERSITY

Character is the substance of who we are as we live in our individual design and seek to love God, love our neighbor, and self. Our model of character is Jesus Christ and is defined as “actively pursuing compassion, generosity, integrity, and justice.” Because the truth and unity found in Jesus Christ is central to our identity as a university, our definition of character reflects Jesus’s own character as we see it in the canonical Gospels.

Jesus lived and taught the priorities of the kingdom, a reality that Jesus sought to make evident in the world around him. The kingdom of God as a concept might be better described as the priorities of God enacted on earth. The priorities of God that we see in Jesus’s ministry include compassion, generosity, integrity, and justice. Let us reflect on the following questions as we learn more about these priorities in the pages that follow:

- ▶ How do we see these kingdom characteristics in the ministry of Jesus?
- ▶ How might we “actively pursue” these individually and live them out in our communities today?
- ▶ In what ways might we incorporate these character values into our classrooms and curriculum?



THE HALLMARK OF CHARACTER: COMPASSION

Jesus' compassion is exemplified throughout his ministry but one often neglected story serves as a good example: The Widow of Nain (Luke 7:11-17). Jesus stops what he is doing, turns his attention to a victim who is typically left to suffer in society, and then his compassion for her and her situation compels him to reverse her reality, to raise her son and heal her life. This story shows how compassion was central to Jesus' ministry and it witnesses to the new work of God in the world—compassion as a character value has the potential to change the lives and situations of suffering people.

How does compassion show up in my work?

In what ways can I highlight data, examples, or stories that may provide students with opportunities to engage with compassion?

While we may not possess all of the divine powers of Jesus, we can still cultivate compassion and aid in healing in our world. The act of pausing to consider who is in pain and who has been made a victim can awaken in us the same compassion that Jesus models in his ministry. Though not all of us have healing powers like doctors and psychologists, we can advocate for people who are suffering. We can connect them with people who can help them. We can befriend them, love them, walk with them on their journey of healing. Compassion is not a virtue that resides solely in our brains like a thought—compassion is an action!

- ▶ Utilize case studies focused on empathy for the underserved: those in need, ignored, or marginalized by society.
- ▶ Name the ways in which our society has developed structural inequalities and brainstorm solutions to counteract them in our local communities.
- ▶ Challenge the power dynamics built within those same structures by engaging with a variety of sources, works of literature, and speakers who can give voice to the underserved.
- ▶ Develop a service-learning component with a focus on compassion within your department or course of study by partnering with Campbell's Director of Community Engagement, Rev. Morgan Pajak. (pajak@campbell.edu)

THE HALLMARK OF CHARACTER: GENEROSITY

The generosity that Jesus teaches and models in his ministry is an outworking of his compassion for others. His chosen lifestyle, of simplicity and dependence rather than accumulation, emphasizes the importance of community care and generosity. Jesus relied on the generosity of others—Luke tells us about women who supported Jesus’s itinerant ministry financially (Luke 8:1-3)—and he gave up the comforts and stability of home in order to preach and provide mobile care to those who needed it most.

In addition to living a life of simplicity and generosity, Jesus frequently taught about the importance of generosity in the reign and priorities of God as seen in Mark 10:17-25. Jesus gave up more than his comfort for the work of the kingdom—he gave of his time and his energy as he ministered to some of the poorest populations in the Roman Empire. He was generous in all aspects of his life so he could meet the physical needs of the people around him.

How do I encourage students to align their values and goals with those of Christ, rather than what American culture values?

Generosity may be the hardest attribute of Christ’s ministry for us to practice, but it is one that will go the farthest to change our world—and ourselves—for the better. Truly adhering to Christ’s teachings may cause a certain level of discomfort. We must first recognize that the values of American culture –focused on the accumulation of wealth and possessions – are not in alignment with Christ’s plan for his followers. Only then can we begin to engage with generosity and provide reflection and opportunities for our Campbell students to do the same.

- ▶ Guide students through a reflection activity seeking to understand how their families of origin view money and possessions and define “success”.
- ▶ Facilitate a discussion specifically about counter-cultural living in terms of wealth. What would it mean to provide for those who are underserved and left behind by society?
- ▶ Ask students to dream about what society could look like if everyone embraced generosity and it was embedded into our structures? What would need to change in order for that to happen?

THE HALLMARK OF CHARACTER: INTEGRITY

At Campbell, we can unite around a clearer definition of what is moral and right because we follow the model of integrity Jesus set in his life and ministry. Integrity for us is following Jesus's teachings and example and defining good and right by his kingdom standards.

Jesus taught the values of the kingdom in his sermons, like the Sermon on the Mount in Matthew and the Sermon on the Plain in Luke. But he did not just preach the kingdom values of love, compassion, humility, and generosity—he practiced them. At the heart of everything he taught were the central Jewish commitments to love God and love neighbor. Jesus added a special emphasis to the command to love neighbor and taught that we should love our enemies as well. We see this most clearly in his admonition to “love your enemies and pray for those who persecute you” (Matthew 5:44) and in his famous parable of the Good Samaritan. Jesus shows us what integrity looks like because he demonstrates love of God, neighbor, and enemy in his everyday life.

How does my work demonstrate love of God and love of neighbor?

How can I magnify this work through my coursework or vocation?

It might be tempting to teach about integrity by talking about academic integrity, how we need to be honest in our work and our writing. This is an important conversation to have in any classroom, but it does not address the root issue of integrity as a character trait, something that starts within us rather than simply an action we take so we don't fail an essay assignment. It would be more helpful to discuss how Jesus sets the example of love of God and love of neighbor/enemy with his others-focused ministry and reflect on how we might live out those core Christian values in our everyday thoughts, words, and actions.

- ▶ How might your discipline engage the concept of “Love your Neighbor” and do good to others?
- ▶ Examine models of leadership or community engagement in your field that promote the good of the whole rather than the individual.
- ▶ Create a space for students to reflect on how one can live out Love for God and Love for Neighbor through future calling or vocation.

THE HALLMARK OF CHARACTER: JUSTICE

We find God's passion for justice throughout the Bible, from the Old Testament's prophets to Revelation. According to the Gospel of Luke, it was a core value of Jesus's earthly ministry. One of Luke's major purposes is to depict the liberating nature of God's reign. This Gospel highlights Jesus's ministry among these marginalized groups in first-century Judea. Jesus draws attention to the plight of those who suffer from injustice in their societies by interacting with them (while their culture ignored them), lifting up their voices, and restoring them to community.

He also preaches his vision of an upside-down kingdom where the last become first (Matthew 20:16) and powerful rulers will be brought down from their thrones while the humble are exalted (Luke 1:52). For Jesus, salvation is not an individual matter but a complete overhaul of the social systems that perpetuate injustice and alienate people from community and flourishing.

How does my work encourage students to seek out ways to uplift those who have been left behind by society?

Campbell can excel at exemplifying justice because of the expertise within our Campbell community and because there are great injustices and inequalities plaguing the communities that surround us. One of the priorities at Campbell is to focus on the needs of underserved populations. Already, our medical programs and law school provide services to those who have health and legal needs in our part of the state. How can we all embrace the conviction to serve those less fortunate?

- ▶ Share data and statistics highlighting the plight of the poor in Harnett County and rural North Carolina. Then help students to envision what justice on a communal scale and then national scale might look like and how they might contribute to that work.
- ▶ Discuss what justice can look like through the lens of your discipline in order to help students reflect on their vocation and calling.
- ▶ Collaborate across disciplines and departments in order to reflect on justice from multiple perspectives.

BECOMING A CHAMPION OF CHARACTER

As a faculty or staff member committed to helping students embody compassion, generosity, integrity, and justice, the Hallmark of Character provides:

- ▶ A Biblical grounding for the Hallmark of Character to serve as a guide for our students, regardless of the program of study a student is in.
- ▶ A way for students to ponder critically the gifts they have been given that will aid in their journey of character development.
- ▶ Educational space in which a student is challenged to reflect how they can more closely align their actions and beliefs with the example of Christ.
- ▶ An opportunity for students to respond thoughtfully to the needs of the world around them.
- ▶ And a community that is prepared to spark a sense of wonder, excitement, hope, possibility, and potential in students, equipping them with an understanding of what the embodiment of Christ's ministry can look like in our world today.

As all the Hallmarks animate the educational mission of Campbell University, our approach to character is inextricably linked with calling and initiative. Character embodies our calling through traits, qualities, and virtues that we inhabit in our being and doing. Character is formative, and it grows and changes as we learn more about ourselves, the world, and how we will participate meaningfully in community. It is shaped by our lived experiences and context and is defined by our willingness to step beyond ourselves to live with magnanimity, bearing witness to God's goodness and grace at work in the world.

Character is the substance of who we are as we live in our individual design and seek to love God, love our neighbor, and love ourselves.



INITIATIVE

How do I live out my character and calling?

A SHARED FRAMEWORK FOR INITIATIVE AT CAMPBELL UNIVERSITY

At first glance, one might equate the Hallmark of Initiative with perseverance or grit. While these qualities are important, we believe initiative encompasses much more. At Campbell, we are committed to equipping students with the tools and skills they need to put their initiative into action. This includes critical thinking, curiosity and courageous leadership.

Initiative is how we live out our character and calling. This begins with a journey towards self-awareness through reflection. Students are encouraged to apply their critical thinking skills in order to reexamine their own experiences, beliefs, and positionality. This reflection can deepen their sense of character.

Campbell embraces the conviction that there is no conflict between the life of faith and life of inquiry (curiosity). This conviction shapes our commitment to providing students with opportunities for meaningful and challenging conversations or experiences that foster both personal growth and intellectual engagement. These conversations may take place in student organizations, coursework, or at our annual Courageous Conversations event. We encourage students to engage their initiative by living a life driven by the quest to learn more about both themselves and the world around them.

Initiative can be leveraged by engaging curiosity as a means of exploring a potential future discipline or vocation (calling). Whether through coursework, research, internships, or meaningful conversations with mentors, students are encouraged to take ownership of their learning and vocational direction.

Campbell empowers students to take initiative in ways that are authentic, courageous, and rooted in purpose. It is through this intentional work that students grow into thoughtful leaders who are prepared for purposeful lives and meaningful service to their communities and the world.



BECOMING A CHAMPION OF INITIATIVE

As a faculty or staff member committed to helping students live out their character and calling, the Hallmark of Initiative provides:

- ▶ Encouragement to lead a life of inquiry that is fully in alignment with a life of faith as we study God's wondrous creation.
- ▶ A space for courageous conversations to take place about topics that matter to our community.
- ▶ Motivation to engage deeply with our character and calling as we work to build our skills for serving others both now and in the future.
- ▶ Incentive to engage students in conversation about how they want to serve others and contribute to human flourishing discussing what skills they may need to accomplish their goals.

Every interaction with our students provides a space and place for us to engage with them about their initiative. By building meaningful relationships with our students and across our campus, we can begin to have more robust conversations about the skills needed to lead purposeful lives full of meaningful service.





CALLING

Who am I? Who am I becoming? How do I serve my community and contribute to human flourishing?

A SHARED FRAMEWORK FOR CALLING AT CAMPBELL UNIVERSITY

At Campbell University, we understand Calling to be a universal invitation to all God's people to participate in Christ's redemptive work in the world. We believe all people are created in the image of God and are to be cherished, valued, and treated with dignity.

As God's beloved creation, we hold a wondrous place in the creative, ongoing story of God and possess a calling unique and particular to the way that we are created.

Calling is dynamic and can (and often does) change over time as we respond thoughtfully to the world that God loves through the creative expressions of our vocation, both in our professional fields and our personal lives. Participation in a calling unique and particular to the way that we are created by God provides an opportunity for us all to contribute to God's goodness and grace in the world. It is in the faithful discovery of an individual's calling that their character can be understood more fully and, we hope, amplified in the values of compassion, generosity, integrity, and justice as seen in Jesus' ministry with others.

We also know Campbell to be a convening place where a community of learners gather for ongoing conversations about the things in life that matter. The community experience at Campbell aspires to breathe welcome, care, and hope for belonging. The community's well-being rests upon the efforts of its members to cultivate this space so that each student can grow and develop as a person and prepare for life and work.



BECOMING A CHAMPION OF CALLING

As a faculty or staff member committed to helping students discover, explore, and express their calling, the Hallmark of Calling provides:

- ▶ A shared starting place, with similar language and framework for calling in our community regardless of the program a student is in.
- ▶ A way for students to ponder critically their individual design and nature in light of the particular and unique way they were created by God. We reflect on: Who am I? Who am I becoming?
- ▶ Educational space in which a student is challenged to reflect meaningfully on their life and the communities that have formed them. An opportunity for students to respond thoughtfully to the needs of the world through creative expressions of their vocation both in their professional fields and their personal lives through the question of: How do I serve my community and contribute to human flourishing?
- ▶ A unique time to discover “What kind of life is truly worth living?”
[P. Waddell, *An Itinerary of Hope*]
- ▶ A community that is prepared to spark a sense of wonder, excitement, hope, possibility, and potential in students, equipping them with lifelong skills and tools to name and live into their calling.

The Hallmark of Calling is one a student can easily name when they recall conversations with faculty or experiences in a classroom that led them to choose a major or make a decision that impacted how they saw themselves or their capacity to engage the world around them. However, the concept of calling is less clear if a student is only invited to think about what they want “to do” and not about who they want to “become.”

A deeply rooted Hallmark of Calling distinguishes Campbell students during their time in college and in life after—having been given the opportunity to cultivate a larger perspective of their own identity and how who they are, who they are becoming, and what they are called to do finds its place in Christ’s redemptive work in the world.

TEACHING AND MENTORING FOR **CALLING** IN OUR CLASSROOMS, ENGAGEMENT, AND WORK WITH STUDENTS

Even if a student is not religious or has never considered how the character of Christ impacts who they are and how they engage others before coming to Campbell, the idea that an individual can be called to something beyond themselves in a way that impacts the flourishing of others is a powerful sentiment. We also recognize calling as being present in our current time and place and encourage students to reflect on how we can make an impact right here, right now.

Therefore, as undergraduates, students are introduced to basic concepts of identity and calling quickly upon beginning their time at Campbell. This is formally introduced and explored in Connections 100 (spring of their first year) through class discussion, group reflection activities, and a written reflection paper. In Connections 200 (fall of their second year) students are invited to take a deeper look at who they are and who God is calling them to be by exploring calling and vocation, which bring together the possibility of a potential career path or job(s) as one of many possible ways to distinguish or live out their calling.

This introductory material lays the groundwork for a basic understanding of Calling as a value of the university and its importance in campus culture. Students are also introduced to the foundations of the values of Character in Connections 100 and 200 preparing them with the basic knowledge of compassion, generosity, integrity, and justice in Jesus' ministry with others. This framework then prepares students to engage in thoughtful conversation, deeper reflection and further application when they begin working or learning in a class with you as a staff or faculty member.

Connecting THE DOTS

TEACHING AND MENTORING FOR CALLING

- ▶ Include language in your course syllabus about the connections between course content and the Hallmark of Calling
- ▶ Engage students in discussions related to how course content might be related to the discernment of their own calling
- ▶ Invite course speakers in your discipline/field to share thoughts with students about how they understand their calling, including their vocational path
- ▶ Share some of your own stories of calling and vocation through advising or mentoring relationships with students
- ▶ Incorporate writing prompts in both informal and formal writing assignments to connect course content to the Hallmark of Calling



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IN CONCLUSION

At Campbell University, our mission is to prepare students for purposeful lives and meaningful service. Emboldened by the ministry of Christ, we embrace the call to serve others and contribute to human flourishing on our campus, in our community, and beyond. The Hallmarks of Character, Initiative, and Calling provide a framework for this mission. It is our hope that this guide provides you with practical ways to engage with the Hallmarks in your work with Campbell students.

For more information about the Campbell Hallmarks and how you can get involved, contact:

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