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# LIGHTING A PATH TO THE STRAIGHT AND NARROW PRACTICE OF FAITH INTEGRATION IN ACCOUNTING

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This edition of the CBAR brings its readers a rare opportunity to see the impact of one article on another article within the same publication. In *Pathways to Integration: The Dialogical Approach* by Underwood and Havens, a unique engagement model to faith integration is explained. The CBFA has supported Dialogical Conferences for the past four years, and we have developed and implemented five Dialogical Conferences during that period. The usefulness of the Dialogical Approach is evidenced in *Implementing Faith in Accounting: Application in a Student Auditing Project Through Service to the University* by LaShaw, Lambert and Sloan.

Our premise with the Dialogical Approach as it relates to faculty conference engagement is that new knowledge is created when conference attendees are preparing for the event thinking from their own personal perspective, their faith perspective, their discipline's perspective and their professional experience. This preparedness (along with a host of other factors addressed in the *Pathways* article) equips attendees to have immediate, discipline and course specific faith integration tools the day they return to the classroom. The engagement and activities at the Dialogical Conference have continually afforded faculty takeaways that are individually created, and personally tailored to their specific courses, during that one day conference. So, it is a natural response for attendees to put their learning into practice when they get back to the classroom.

Additionally, as faculty engage in the practice of scholarship activities, we have intentionally built the contemplation of potential research projects into the Dialogical Conference. The benefit of the smaller conference size and structure is that faculty are discussing material with colleagues within their discipline and related disciplines, and it has been our experience that research projects and pedagogical developments naturally occur within these academic conversations. Such conversations lend themselves to the refining of ideas and also provide encouragement to attendees who can then quickly use the ideas upon their return to campus.

Such immediate implementation was the case with *Implementing Faith in Accounting: Application in a Student Auditing Project Through Service to the University* by LaShaw, Lambert and Sloan within this same Spring 2016 CBAR edition. As a result of attending the second Dialogical Conference in 2014 on Philippians 4:8, LaShaw gleaned insights and developed research ideas. She went back to her campus and engaged other faculty members, Lambert and Sloan, in the dialogical conversation she experienced which then extended the faith integration reach and intent of CBFA to two new colleagues! As indicated in the LaShaw, Lambert and Sloan article, the integration of Philippians 4:8-9 had measureable, meaningful impact to their students through the instruction and applicability of the biblical concepts. LaShaw and colleagues have taken the Dialogical Approach to the classroom and now, to the Academy.