

2019-20 Undergraduate Program Review

University Mission and Priorities

1. How do your programs fit with the university mission to educate students for Christian service and leadership throughout the world?

The Department of Bible, Missions and Ministry (DBMM) takes seriously the university mission—to educate students for Christian service and leadership throughout the world—and we do not assume that just because we are the undergraduate Bible department, we are automatically a “fit” for this mission. Our mission statement addresses our two primary populations (DBMM majors and the general, non-DBMM student) as follows: *The mission of the Department of Bible, Missions, and Ministry (DBMM) is twofold: 1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and 2) to provide all ACU students with biblical and spiritual resources with which they may live as committed disciples.* We train, prepare and equip our majors to serve as missionaries across the globe, ministers in churches both in the U.S. and abroad, and servant leaders in organizations like [Dry Bones](#), where ministry is done on the street by meeting homeless teenagers and young adults where they are. We are also committed to teaching and encouraging the students who are not our majors to read and love scripture, know the basic storyline of the Bible and envision themselves as active members of a local church. This challenge is especially important given the decline of the population in this country who attend church or [identify as Christians](#). But we are not only concerned about biblical content and facts; additionally, we are highly invested in the spiritual formation of our students. Two of our faculty, Amanda Pittman and Cliff Barbarick, are key members of the Spiritual Formation Committee and are creating a plan to help first-year students attain this aspirational goal: *Connecting students to cruciform relationships with peers and adults on campus and in the community.*

2. What connections do you see between your programs and the university’s current [strategic plan](#), available at blogs.acu.edu/strategicplan/?

The DBMM reflects the values articulated in the strategic vision of the university, especially with regard to spiritual depth, relational focus and intentional diversity. First, we are currently undergoing a thorough evaluation of our first-year Bible courses as we try to meet the changing needs of our current students. We have noticed the changing demographics of our students, the diminishing percentage of students who are coming to us from Churches of Christ, and the increasing number of students who come to us from diverse backgrounds and ethnicities. We will pilot a BIBL 100 course this fall which will introduce students to the Christian faith. We can no longer assume that all of our students claim to be Christian or bring much of an appreciation for the historic character of Christianity. We want this course not only to increase their biblical knowledge, but also to form them spiritually as they increase their awareness of the intellectual and spiritual richness of the Christian faith. Second, thanks to the hard work of our Dean, Ken Cukrowski, and the Provost’s office, we have reduced the average class size of our general education class from the upper seventies to sixty. The primary reason for this reduction is so that our freshmen Bible teachers might get to know the students better, be able to read their faces and body language as they teach them new things about the Bible, and better answer questions they might have. Finally, we are keenly aware of our need to diversify our faculty to reflect the increased diversity we are finding in our classroom. Currently, we have one full-time black

professor and one Korean professor. We desperately need to hire a Latinx faculty, and we also continue to be on the lookout for promising female faculty as well.

Enrollment and Completions

- Number of majors (Fall, 12th day) for last five years
 - Fall 2015 153 majors
 - Fall 2016 136 majors
 - Fall 2017 146 majors
 - Fall 2018 132 majors
 - Fall 2019 129 majors
- Number of first-year students new to the major for last five years
 - Fall 2015 57 new majors
 - Fall 2016 49 new majors
 - Fall 2017 50 new majors
 - Fall 2018 30 new majors
 - Fall 2019 46 new majors
- Number of student completions of your degree plans for last five years
 - 2015 62 completions
 - 2016 72 completions
 - 2017 42 completions
 - 2018 82 completions
 - 2019 38 completions

3. Based on the provided numbers, describe your efforts to:

- a. Promote student interest during prospective student visits.

We work to make sure both parents and students feel welcome. We typically greet them “at the door” and give them a brief tour of the building letting them know of the different opportunities they will have to get involved. We ask select faculty to speak to the students so they can begin connecting with the different emphases of our department. We provide detailed degree plans for both majors and all tracks so they can begin to see how they navigate their four years here. We encourage them to take a second visit and sit in on one of our classes. Sometimes we walk them back to the Hunter Welcome Center if they are finished with their day and make sure they know where the Residence Hall that they need to visit is.

- b. Provide programs that compare competitively with other universities.

One shift we’ve noticed is that we no longer have one of the few youth ministry programs out there. So, we’ve adjusted by promoting student ministries, which include children and family ministries, vocational missions (a track that encourages students to declare a minor and have a secondary field as well as their primary area of study in missions) and worship ministry concentrations. We are currently exploring emphasizing a theology and ethics track because most ministry programs at other Christian colleges do not have one for that specific field. We have toyed with adding a sports ministry track as well.

- c. Retain students within your programs once they declare your major.

We have implemented a freshman mentoring program that is directly connected with our freshman Bible classes (BIBL 101 and 102). This allows students to become familiar with a wider number of faculty at an earlier stage in their program. In addition, our

faculty employ an open-door policy and let students know that they are always welcome to come and visit if they have the need to talk about something going on in their lives. Our Missions faculty regularly have all our missions and vocational missions track students in their houses. We require all sophomores in BIBL 211 (Message of the Old Testament) to take a ministry assessment exam. It helps us identify students who may have some difficulty getting employed or who have a “red flag,” so that we can sit down and discuss it with them.

d. Support progress of current students toward degree completion.

We work closely with our academic advisor and our degree plan specialist, Carlene Harrison, to make sure that our students are making appropriate progress toward degree completion. Ms. Harrison doubles as the administrative assistant to the chair and can communicate with him if she sees any problems with a student. Ms. Harrison or the chair will then make contact with the student and set up an appointment to address whatever concern we might have that they are making adequate progress. All students who are placed on academic probation are strongly encouraged to set up appointments with either the chair or associate chair to develop a game plan to improve their performance in the classroom and get off probation.

4. Name several trends present in your discipline and higher education that may affect enrollment in your programs, and please cite relevant statistics and sources. Based on these trends, what changes do you anticipate in enrollment in the next five years? According to this survey taken at [Baylor University](#), missions (specifically vocational missions) is the most popular type of ministry that students are interested in pursuing. Student ministries (youth and children) would be next. This tells us that if we want to remain relevant and grow in the coming years, areas like missions and student ministries have the potential to grow. In addition, to [this report](#) by the CCCU, we will need to take a long, hard look at online education or, at the very least, a hybrid program. We believe that if we are wise and nimble, we can maintain enrollment at around the 150 majors mark.

Curriculum and Assessment

5. Provide the date of the last major curriculum revision of each of your majors.
The last major curriculum revision took place during the 2011-2012 academic year.
6. Provide the current program outcomes that identify the competencies of your students upon graduation.

Majors will demonstrate:

- 1) *Practices of personal and communal spiritual formation.*
- 2) *Knowledge of the broad scope of the Christian tradition.*
- 3) *An understanding of the historical, literary, and theological interpretations of a particular topic.*
- 4) *Critical analysis of cultural contexts.*
- 5) *Integration of their learning into the reflective practice of ministry.*

7. Provide the date of the last revision of your department’s assessment plan.
The last revision to our department’s assessment plan was the 2012-2013 academic year. Regarding process of collecting data for the OAR report, we changed things up in [2016](#).

Refer to your annual outcomes assessment findings and continuous improvement plans for the last five complete assessment cycles (from the 2014-15 academic year forward).

8. Provide two examples of success in meeting acceptable or ideal targets in measures of student learning outcomes and describe how you are maintaining those results.
 - a. Perhaps our most obvious example comes from our Writing Intensive course, BIBM 439 (Teaching and Learning for Spiritual Formation). This course is taught by two of our most skilled and sensitive teachers, Drs. Amanda Pittman and Houston Heflin. The assignment they use to assess their students' learning is a model of teaching effectiveness and of helping students to reflect on their learning: they have students create teaching plans, then do that teaching in class, and then revise the teaching plan based on their experiences and the research and content-learning they've done in the course. Generally speaking, each of their cohorts achieves both the acceptable and ideal targets, often with far more than 50% of their students achieving a "4" on a 1-4 scale of effectiveness. And these results are not the results of a "soft" rubric, as the rubric is detailed and demanding. Drs. Pittman and Heflin are both highly involved in the scholarship of teaching as well, so that they are continually refining their own teaching and what they are teaching their students.
 - b. A second example of success concerns the program as a whole, which we measure in a variety of ways but ultimately via our graduating seniors. At our annual "Senior Blessing" event, we give our seniors a combined quantitative-qualitative survey, asking them to reflect on their experiences, specifically on their *growth* during their four years at ACU. Obviously, there are some methodological concerns, since students may perceive the task as us asking them to affirm us. However, the students *do* complete the survey anonymously, and so we hope that that helps them be as honest as they can be. Students consistently report an average of 3.0 or higher on a 1-4 scale on all of the elements we ask them about (e.g., growth in prayerfulness, in reflection on Scripture, in spiritual disciplines, in Christlikeness, etc.); the exceptions are only quite slight, as in the case of the 2018-2019 cohort, in which the only sub-3.0 average came in at 2.96. We take this data as affirmation that we are helping our students grow in their spiritual lives, and we continually talk about those tasks in our hiring decisions, in faculty meetings, in course development, etc., and we hope and expect to continue to see high marks in these regards going forward.
9. Provide two examples of times you did not reach your acceptable target for a measure of a student learning outcome, describe what you did to address the shortfall, and provide an update on progress toward reaching that target.
 - a. The most obvious choice for this prompt likely concerns our first-year course sequence, as we are currently in the middle of that discernment process. Before the recent research conducted by Drs. Amanda Pittman and John Boyles, we had very little data on the learning achieved by our first-year students. As a result, we were dependent on the anecdotal data that we shared amongst ourselves as faculty, and this anecdotal data was not terribly positive. That negative perception was confirmed, to some degree, by the research of Drs. Pittman and Boyles, especially with regard to prior biblical knowledge. We are currently amidst the "what you did to address the shortfall," namely, developing a course to

help our underprepared students be more ready for BIBL 101/102/103, but in the meantime, we have an instrument that they developed that we can use to assess students' awareness of major biblical themes and personalities.

- b. A second choice concerns an upper-level ministry course, namely BIBM 403 (Christian Worship), typically taught by Dr. David Kneip. Five years ago, Dr. Kneip reported his students' consistently struggling to *reflect deeply* on the church services that they attended, and to *analyze* the church services that they attended, in light of the course material. He has incorporated various strategies into the course to address this desideratum, including making his rubrics more explicit, giving students opportunities to practice the reflection and analysis before being graded on it, and making the "in light of the course material" a consistent criterion across other assignments, etc. The reflective piece has improved more quickly over the years, but the analytical piece has improved to some degree as well, with a recent cohort achieving 45% above the ideal target, and 80% above the acceptable target. Dr. Kneip continues to work toward improvement on these matters.

Faculty

10. Use the template below to compile a table that includes a row for each faculty member who has taught in your department from Fall 2015 through Spring 2020. The table should show:

- Current rank and full-time/part-time status
- Teaching (number of courses, sum of credit hours taught, and total students enrolled in courses during this period)
- Scholarship (citation for each publication, presentation, and creative work completed during this period)
- University service (contributions at the department, college, and university level during this period)

Two reports in Activity Insight will provide this data. Run **Scheduled Teaching by Faculty** (Teaching) and **Annual Faculty Accomplishments** for August 1, 2015, to May 31, 2020. Scheduled Teaching information for the current year will be complete in Activity Insight *after* the beginning of the spring semester. On Annual Faculty Accomplishments, the Scholarly Activity section (all categories) provides the content for the Scholarship column of the table, and the Service section (Committee and Administrative Responsibilities category only) provides the content for the University Service column.

Name	Rank/Status	Teaching	Scholarship	University Service
Eric Aizenofe	Adjunct Instructor/PT	1 course 3 hours 14 students	N/A	N/A
Craig Altrock	Adjunct Instructor/PT	3 courses 9 hours 66 students	N/A	N/A
Fred Aquino	Professor/PT	11 courses 33 hours 219 students	GST faculty	GST faculty
Rodney Ashlock	Assistant Professor/FT	28 courses 84 hours 903 students	<i>The Heart of a King: Lessons from the Life of David</i> , Adult Bible Class Curriculum for the Central Church of Christ, Amarillo, TX, December 2013 through February 2014. <i>A Good Leader Is Hard To Find</i> , Leaven, vol. 24, nu. 4, 2016. <i>Stories: God's Story and Our Story in It, The Book</i>	Committee Member, UGEC (2014 - 2017). Committee Member of UUAC (2017-2020) Faculty Senate (beginning Fall 2019) CBS College Academic Council (2011 to present)

			<i>of Genesis</i>, Adult Bible Class Curriculum for the Central Church of Christ, Amarillo, TX, (October 2015-January 2016). <i>Sermons on Exodus</i>, Sermon Seminar, Austin Graduate School of Theology, May 2016. <i>Leviticus Commentary</i>, Baylor Annotated Study Bible, Baylor University Press, 2019. <i>The Songs of Ascent</i>, Timeless: Ancient Psalms for the Church Today. (Forthcoming)	Master Teacher Faculty Mentor (Fall 2017 to present) General Education Outcomes Committee, Fall 2019 to Spring 2020 Academic Programs Task Force, Fall 2017 to December 2018
Steve Austin	Adjunct Instructor/PT	15 courses 45 hours 694 students	N/A	N/A
Brent Bailey	Adjunct Instructor/PT	2 courses 6 hours 45 students	N/A	N/A
Cliff Barbarick	Associate Professor/FT	30 courses 96 hours 903 students	Book Chapter (Published) Barbarick, C. A. (2019). The Parable of the Good Samaritan in Context: Retrieving and Developing Robert Funk's Provocative Reading. In R. A. Wright & J. W. Thompson (Eds.), <i>Ethics in Context: Essays in Honor of Wendell Lee Willis</i> (pp. 88–106). Eugene, OR: Pickwick. Newsletter (Published) Barbarick, C. A. (2019). Straightening the Bent: Luke 13:1–7. Network of Biblical Storytellers, International.	Committee Member, New Student Orientation and Wildcat Week Leadership Team. (January 2015 - Present). Represent Cornerstone in discussions of changes being made to New Student Orientation and Wildcat Week. Committee Chair, Spiritual Formation Implementation Team. (November

			Book Review (Published) Barbarick, C. A. (2018). Review of Ben Witherington III and Todd D. Still, eds., with Jeanette M. Hagen, The Epistles of 2 Corinthians and 1 Peter: NewlyEncyclopedia Article (Published)	2019 - August 2020). Enhancing the Integrated Spiritual Formation Plan developed by the Spiritual Formation Task Force so that it can be a generative framework for the university community. Committee Chair, Spiritual Formation Task Force. (August 2016 - May 2019). Committee Member, University Chaplain Search Committee. (July 2017 - September 2018). Committee Member, Faculty Senate. (May 2017 - May 2018). Member of the Benefits Committee and Academic Affairs Committee Committee Member, University Admissions Committee. (August 2014 - May 2017). Committee Member, College Academic Council. (August 2013 - July 2016).
Amy Bost- Henegar	Adjunct Instructor/PT	2 courses 6 hours 41 students	N/A	N/A

John Boyles	Assistant Professor/FT	31 courses 93 hours 951 students	Boyles, J. H. (2017). "Kiss - Film". Encyclopedia of the Bible and its Reception (vol. 15). Berlin: De Gruyter. Encyclopedia Article (Accepted) Boyles, J. H. (2017). Joy - Visual Art, Music, Film. Encyclopedia of the Bible and its Reception (vol. 14). Berlin: De Gruyter. Discovered Commentaries. Review of Biblical Literature. http://www.bookreviews.org	Committee Member, Admissions/Enrollment. (August 2017 - Present). Committee Member, LINK. (January 1, 2017 - Present). Chairperson, Admissions/Enrollment. (August 2017 - August 2019). Committee Member, Cornerstone Focus Group. (January 1, 2017 - July 1, 2017).
Elizabeth Brown	Adjunct Instructor/PT	5 courses 15 hours 182 Students	N/A	N/A
D. J. Bulls	Adjunct Instructor/PT	1 course 3 hours 21 students	N/A	N/A
Nathan Burrow	Adjunct Instructor/PT	2 courses 6 hours 83 students	N/A	N/A
Laura Callarman	Instructor/FT	14 courses 42 hours 669 students	N/A	N/A
Sarah Campbell	Adjunct Instructor/PT	1 course 3 hours 33 students	N/A	N/A
Kilnam Cha	Assistant Professor/FT	39 courses 117 hours 1,160 students	None posted within these dates.	None posted within these dates.
Jeff Childers	Professor/PT	6 courses 18 hours 140 students	GST faculty	GST faculty

Rodney Chisholm	Adjunct Instructor/PT	18 courses 54 hours 499 students	N/A	N/A
Keith Clark	Adjunct Instructor/PT	6 courses 18 hours 161 students	N/A	N/A
Tommy Culwell	Adjunct Instructor/PT	5 courses 15 hours 19 students	N/A	N/A
Bradley East	Assistant Professor/FT	27 courses 81 hours 905 students	The Church and the Spirit in Robert Jenson's Theology of Scripture Published 2019 Enter Paul Published June 23, 2019	None posted,
Kelly Edmiston	Adjunct Instructor/PT	1 course 3 hours 20 students	N/A	N/A
Laura Estes	Adjunct Instructor/PT	3 courses 9 hours 31 students	N/A	N/A
Chris Flanders	Associate Professor/FT	14 courses 42 hours 622 students	Non-Refereed Journal Articles Journal Article (Accepted) Flanders, C. L. (in press). "Marriage Mayhem in Parnambuco". The Journal for Case Teaching. Journal Article (Accepted) Flanders, C. L. (in press). "The Missionary and the Cinnamon Tree". The Journal for Case Teaching. Other Intellectual Contributions Book Review (Published) Flanders, C. L. (2017). Crossroads of the Nations: Diaspora, Globalization,	Faculty Advisor, Undergraduate Research Festival. (March 28, 2015 - Present). Review papers submitted by students and rate them for the competition. Committee Member, CBS Academic Council. (September 1, 2012 - Present).

			and Evangelism, by JARED LOONEY (1st ed., vol. 59, pp. 1). Restoration Quarterly. Book Review (Published) Flanders, C. L. (2016). Review of The 3D Gospel: Ministry in Guilt, Shame, and Fear Cultures by Jason Georges. Themelios. http://themelios.thegospelcoalition.org/ Book Review (Published) Flanders, C. L. (2016). Review of The Global Gospel by Werner Mischke. Themelios. http://themelios.thegospelcoalition.org/ Book Review (Published) Flanders, C. L. (2016). Introducing Christian mission today: scripture, history and issues (3rd ed., vol. 44, pp. 1). Missiology. Book Review (Published) Flanders, C. L. (2016). Review of Introducing Christian Mission Today by Michael Goheen (3rd ed., vol. 44, pp. 348-349). Missiology. Book Review (Accepted) Flanders, C. L. (in press). Review of Short-Term Mission: Ethnography of Christian Travel Narrative and Experience by Brian Howell. Mission Studies. Book (Submitted)	
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			Flanders, C. L. Devoted to Christ: Essays in Honor of Sherwood Lingenfelter. Eugene, OR: Wipf and Stock Publishers. Book Chapter (Submitted) Flanders, C. L. There is No Such Thing as "Honor" or "Honor Cultures"-A Missiological Reflection on Social Honor. "Devoted to Christ: Essays in Honor of Sherwood Lingenfelter" (pp. 29). Eugene, OR: Wipf and Stock Publishers. Book Review (Submitted) Flanders, C. L. Review of The Missiological Spirit: Christian Mission Theology in the Third Millenium Global Context by Amos Yong. Mission Studies. Manuscript review (Submitted) Flanders, C. L. Christian Mission in Honor-Shame Contexts. Baker Academic.	
Chris Dowdy	Adjunct Instructor/PT	1 course 3 hours 4 students	N/A	N/A
Kelli Gibson	Assistant Professor/PT	8 courses 24 hours 316 students	GST faculty	GST faculty
Gary Green	Adjunct Instructor/PT	4 courses 12 hours 236 students	N/A	N/A

Shelby Green	Adjunct Instructor/PT	1 course 3 hours 50 students	N/A	N/A
Sonny Guild	Adjunct Instructor/PT	2 courses 6 hours 38 students	N/A	N/A
Mark Hamilton	Professor/PT	8 courses 24 hours 63 students	GST faculty	GST faculty
Steve Hare	Instructor/FT	27 courses 81 hours 1,193 students	N/A	N/A
Randy Harris	Instructor/FT	21 courses 63 hours 788 students	N/A	N/A
Justin Hatfield	Adjunct Instructor/PT	14 courses 42 hours 633 students	N/A	N/A
Houston Heflin	Associate Professor/FT	40 courses 110 hours 786 students	Refereed Journal Articles Journal Article (Published) Heflin, H. D., Shewmaker, J. A. W., Nguyen, J. (2017). Impact of Mobile Technology on Student Attitudes, Engagement, and Learning. Computers & Education, 107, 91-99. Other Intellectual Contributions Book Chapter (Published) Heflin, H. D. (2017). What is a Youth Minister's Job Then? in "Owning Faith". Owning Faith (pp. 61-74). Abilene, TX: ACU Press. Book Heflin, H. D. (2017). Pray Like You Breathe: Exploring the Practice of	Committee Member, Spiritual Formation Task Force. (2016 - 2018). Investigate spiritual formation and action items in light of the strategic plan for the university. Committee Member, QEP Cornerstone Assessment Team. (2012 - 2017). Grade 100 Cornerstone writing samples in cooperation with 4 other faculty at the end of each academic year. The objective is to evaluate the quality of writing and information literacy.

			Breath Prayer (pp. 120). Abilene, Texas: Creek Bend Press.	Committee Member, Athletics Committee. (2014 - 2016). Serve on university faculty athletics committee. Also, chair the sub-committee on compliance and fiscal issues during fall 2016. Conduct Exit interviews with athletes who have exhausted eligibility. Committee Member, Cornerstone Vision Team. (2014 - 2016). Meet with the Cornerstone Director 4 times each semester to plan the next year's Cornerstone, including speakers, Spotlight topics, teacher training, etc. University Senate Service, Faculty Senate. (2013 - 2016). Participate in faculty senate meetings and serve on senate committees. Committee Member, LINK Technology Team. (2012 - 2016). Meet with the LINK team each semester
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				to evaluate technology needs, respond to tech requests, and manage budget.
Larry Henderson	Instructor/FT	11 courses 33 hours 396 students	N/A	N/A
Heather Hodges	Adjunct Instructor/PT	1 course 3 hours 8 students	N/A	N/A
Travis Hurley	Adjunct Instructor/PT	1 course 3 hours 22 students	N/A	N/A
Christopher Hutson	Associate Professor/FT	19 courses 57 hours 386 students	Non-Refereed Journal Articles Journal Article (Published) Hutson, C. R., Streete, G. P. (2019). "Insights from Barclay, Paul and the Gift, Applied to the Shorter Pauline Letters". Horizons in Biblical Theology, 41. Journal Article (Working Paper) Hutson, C. R. Trouble in Galatia: Jewish Opposition to Paul in the Context of Roman Provincial Administration. Conference Proceedings Conference Proceeding Hutson, C. R. (2017). Respondent: Early Career Scholars in Theological Disciplines Section. Nashville, TN:. Other Intellectual Contributions	Committee Chair, CBS College Academic Council. (September 2010 - Present). Committee reviews proposals for academic changes from three departments within CBS. Committee Member, MFT ad hoc Committee on Integration of Faith and Theory. (October 2019 - May 2020). Guest Speaker, ACU Democrats chapel. (October 23, 2019). Chapel sermon: "The Children Are Free' (Matthew 17:24–27): Baseball, Politics, and Taxes"

			Book (Published) Hutson, C. R. (2019). First and Second Timothy and Titus. Grand Rapids, MI: Baker Academic. Book Review (Published) Hutson, C. R. (2019). Review of Jermo van Nes, Pauline Language and the Pastoral Epistles (Brill, 2018) (2nd ed., vol. 70, pp. 817–819). Journal of Theological Studies. Book Chapter (Published) Hutson, C. R. (2019). "Zealous Rage against Paul (Acts 13:45) in the Context of Roman Provincial Administration". Ethics in Contexts: Essays in Honor of Wendell Willis (pp. 188-206). Eugene, Oregon: Wipf & Stock. Manuscript (Published) Hutson, C. R. (2017). Introduction and Commentary for: D. Ellis Walker, "Every Good Work," Gainesville, FL 1961. Stone-Campbell Resources, ACU Special Collections. http://digitalcommons.acu.edu/crs_books/189/ Manuscript (Published) Hutson, C. R. (2017). Introduction and Commentary for: W.F.M. Army, "An Address on Church Organization and	Guest Speaker, Grad Chapel. (February 27, 2019). Sermon: "The Transfiguration (Luke 9:28-36)" Faculty Mentor, Student Committee for Equality in Christ. (September 2017 - December 2017). Committee Member, Behavior Intervention Team (BIT). (September 2013 - December 2017). Committee meets twice per month to monitor progress of at-risk students. Guest Speaker, Agriculture & Environmental Science Chapel. (October 12, 2017). Student Org Advisor (Non-Professional Org), Student Committee for Gender Equality. (November 2015 - September 2017). Guest Speaker, Student Committee for Gender Equality. (September 14, 2016). Chapel talk.
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			Discipline, Delivered at Lexington, Missouri, March 13, 1848.". Stone-Campbell Resources, ACU Special Collections. http://digitalcommons.acu.edu/crs_books/1/ Manuscript (Published) Hutson, C. R. (2017). Letter from J.D. Tant to J.T. Whitt, 18 April, 1928: Transcribed with Introduction and Annotations. Stone-Campbell Resources, ACU Special Collections. http://digitalcommons.acu.edu/sc_teaching_images/47/ Book Review (Published) Hutson, C. R. (2017). Review of Simon Gathercole, "Defending Substitution: An Essay on Atonement in Paul" (2nd ed., vol. 59, pp. 120-121). Abilene, TX: Restoration Quarterly. Book Chapter (Accepted) Hutson, C. R. (in press). "'Heavenly Zeal': The Call and Mission of Old Elizabeth". I Wish Someone Had Told Me, edited by Alfie Wines. Book Review Hutson, C. R. (2019). Review of Marius Nel, Jan G. van der Watt, & Fika J. van Rensburg, editors. _The New Testament in the Graeco-Roman World:	Guest Speaker, Honors College chapel. (February 23, 2016). Sermon, "Praying for the Emperor (1 Tim 2:2)" Guest Speaker, Agriculture & Environmental Science Department chapel. (February 18, 2016). "The Rebirth of Creation (Romans 8:18-25)" Guest Speaker, Agriculture & Environmental Science Department chapel. (February 4, 2016). Sermon: "Thankfulness for Creation, for Life, for Food (Psalm 104)." Committee Member, Undergraduate Readmission Committee. (September 2013 - August 2015). Committee meets three times per year, plus occasional email consultations, to review applications for students who wish to be readmitted to ACU.
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			Articles in Honor of Abraham J. Malherbe_ (Theology in Africa 4; Zürich: LIT, 2015). Review of Biblical Literature. Book Review Hutson, C. R. (2019). Review of Douglas Campbell, Paul: An Apostle's Journey (Grand Rapids: Eerdmans, 2018) (4th ed., vol. 75, pp. 519-521). Theology Today. Book Review Hutson, C. R. (2019). Review of Emerson B. Powery and Rodney S. Sadler, Jr., The Genesis of Liberation (Louisville: WJK, 2016). Review of Biblical Literature. https://www.bookreviews.org/pdf/11275_12532.pdf?fbclid=IwAR0Ee35ER1Gr8M5KkDNTUWWf_nQvk1F45lm7dzCi3U3HYpOyvvmAw0_1k1I Book Chapter Hutson, C. R. (2019). "The Role of Religion in the Lynching Culture of 'Jim Crow' America". Slavery's Long Shadow: Race and Reconciliation in American Christianity. Grand Rapids, MI: Eerdmans.	
Brent Isbell	Adjunct Instructor/PT	12 courses 36 hours 738 students	N/A	N/A

Joseph Kauslick	Adjunct Instructor/PT	2 courses 6 hours 48 students	N/A	N/A
Curtis King	Adjunct Instructor/PT	2 courses 6 hours 48 students	N/A	N/A
David Kneip	Assistant Professor/FT	29 courses 87 hours 1,000 students	Refereed Journal Articles Journal Article (Published) Kneip, D. C. (2018). Cyril of Alexandria and the Inspiration of Scripture: A Note. St Vladimir's Theological Quarterly, 62(2), 119-130. https://www.svots.edu/SV_TQ/ Other Intellectual Contributions Book Review (Published) Kneip, D. C. (2018). Review of Spiritual Taxonomies and Ritual Authority: Platonists, Priests, and Gnostics in the Third Century C.E., by Heidi Marx-Wolf. Review of Biblical Literature. https://www.bookreviews.org Book Chapter (Published) Kneip, D. C. (2018). Student-Created Podcasts as a Means of Knowledge Assessment. In J. Hilton, III (Ed.), Teaching Religion Using Technology in Higher Education (pp. 18-33). New York and London: Routledge. Book Review (Published)	Faculty Advisor, Lighthouse (Catholic Students Association). (September 2015 - Present). Support the student group by attending Chapel, advising leaders, and performing other duties as needed Committee Member, Faculty Senate. (August 2014 - Present). To serve as the representative voice of the faculty in conversations with administration and staff Committee Member, Undergraduate Research Festival Abstract Review Committee (DBMM). (January 2014 - Present). Review the abstracts submitted by students for the Undergraduate Research Festival that connect with theology and/or religious studies

			Kneip, D. C. (2017). Review of Introduction to the History of Christianity, 2nd ed., edited by Tim Dowley (with A Study Companion, compiled and edited by Beth Wright) (Minneapolis: Fortress, 2013) (1st ed., vol. 59, pp. 59-60). Abilene, TX: Restoration Quarterly. Book Review (Published) Kneip, D. C. (2016). Review of A People's History of Christianity: One Volume Student Edition, ed. Denis R. Janz (Minneapolis, MN: Fortress, 2014) (2nd ed., vol. 58, pp. 122-123). Abilene, TX: Restoration Quarterly. Book Review (Published) Kneip, D. C. (2016). Review of The Holy Spirit: In Biblical Teaching, through the Centuries, and Today, by Anthony C. Thiselton (Grand Rapids, MI: Eerdmans, 2012) (1st ed., vol. 58, pp. 61-62). Abilene, TX: Restoration Quarterly. Book Chapter (Accepted) Kneip, D. C. (in press). "Living Statues of the Lord": Clement of Alexandria on Religious Imagery and Christian Spiritual Formation". In J. W. Thompson & R. A. Wright (Eds.), Ethics in	"Come to the Quiet" Prayer Partner. (August 2011 - Present). Serve as a prayer partner now and again during "Come to the Quiet" chapels. Faculty Advisor, DBMM Departmental Chapel Planning Committee. (August 2011 - Present). I coordinate the students who serve as our chapel planning committee. I organize meetings, advise brainstorming, and provide feedback. Committee Member, NCAA Division I Institutional Performance Self-Study. (August 2015 - May 2016). Serve as a faculty representative on the committee; performing duties as needed, including editing the document produced Committee Member, Honors Advisory Council. (August 2013 - May 2016). To advise the Honors Dean on all
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			Contexts. Eugene, OR: Wipf and Stock. Book Review (Submitted) Kneip, D. C. (2017). Review of Der Kommentar Cyrills von Alexandrien zum 1. Korintherbrief: Einleitung, kritischer Text, Übersetzung, Einzelanalyse, by Konrad F. Zawadzki (vol. online). Atlanta, GA: Review of Biblical Literature. http://www.bookreviews.org	matters regarding the Honors College Committee Member, Ad Hoc Hiring Committee. (November 2015 - February 2016).
Jacob Lollar	Adjunct Instructor/PT	8 courses 24 hours 100 students	N/A	N/A
Jason Lepojarvi	Adjunct Instructor/PT	1 course 3 hours 20 students	N/A	N/A
Ryan Maloney	Adjunct Instructor/PT	5 courses 15 hours 129 students	N/A	N/A
Colt McCook	Adjunct Instructor/PT	2 courses 6 hours 119 students	N/A	N/A
Vic McCracken	Associate Professor/FT	31 courses 93 hours 895 students	Refereed Journal Articles Journal Article (Accepted) McCracken, V. B. (in press). "Can Love Really Walk the Battlefield? A Reply to Nigel Biggar". Journal of the Society of Christian Ethics.	Committee Member, Undergraduate Research Committee. (2010 - Present).
Amy McLaughlin-Sheasby	Adjunct Instructor/PT	29 courses 87 hours 941 students	N/A	N/A

Dan McVey	Adjunct Instructor/PT	3 courses 9 hours 60 students	N/A	N/A
Marcia Moore	Instructor/FT	15 courses 45 hours 159 students	N/A	N/A
Janine Morgan	Instructor/FT	33 courses 99 hours 812 students	N/A	N/A
DiArron Morrison	Instructor/FT	8 courses 24 hours 228 students	N/A	N/A
Cari Myers	Adjunct Instructor/PT	3 courses 9 hours 77 students	N/A	N/A
Curt Niccum	Professor/FT	30 courses 90 hours 588 students	Refereed Journal Articles Journal Article (Submitted) Niccum, L. C., Delamarter, S., Assefa, D., Lee, R., Jost, G. The Textual History of the Ethiopic Old Testament (THEOT) Project: Goals and Initial Findings. Textus, 29, 1-31. Other Intellectual Contributions Encyclopedia entry (Published) Niccum, L. C. (2020). 1.1.5 The Ethiopic Canon. Textual History of the Bible, vol. 2: Deuterocanonical Scriptures (vol. 2). Leiden: Brill. Book Chapter (Published)	Assistant Director, Center for the Study of Ancient Religious Texts. (September 2016 - Present). Committee Member, University Undergraduate Research Council. (October 2015 - Present). Committee Member, Faculty Development Committee. (August 2013 - Present). Chairperson, Disciplinary Review Board. (August 2009 - Present). Committee Member, Honors Advisory Committee.

			Niccum, L. C. (2019). "An Ethiopic Codex in the Egyptian Desert and the Greek Text of 1 Corinthians". Ethics in Context (pp. 29-39). Eugene, OR: Pickwick. Book Chapter (Published) Niccum, L. C. (2019). Hoskier and His (Per)Version of Ethiopic. Textual Scholarship on the New Testament in a Digital Age (pp. 265-81). Tübingen: Mohr Siebeck. Book (Published) (2017). In L. C. Niccum & T. C. Oden (Eds.), Songs of Africa. New Haven, Connecticut: ICCS. Critical Text and Apparatus (Published) (2017). In L. C. Niccum (Ed.), Novum Testamentum Graecum - Editio Critica Maior, III.1-3 Die Apostelgeschichte. Stuttgart: Deutsche Bibelgesellschaft. Book Review (Published) Niccum, L. C. (2017). Review: "The Ethiopic Text of the Book of Ezekiel: A Critical Edition" by Michael Knibb (February 16, 2017 ed.). Review of Biblical Literature. https://www.bookreviews.org/BookDetail.asp?TitleId=10701	(September 2016 - May 2019). Committee Member, Undergraduate General Education Council. (September 2013 - May 2016). Committee Member, BCOR Review Committee. (August 2013 - May 2016).
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			Book Chapter (Published) Niccum, L. C. (2016). Toward Locating Eucharistic Theology in the Fourth Gospel. Eucharist and Ecclesiology: Essays in Honor of Dr. Everett Ferguson (pp. 108-124). Eugene, OR: Pickwick. Research Report (Published) Niccum, L. C., Delamarter, S., Lee, R. (2016). 1.4.3. Ethiopic Translation(s). The Textual History of the Bible, vol. 1 (vol. 1, pp. 345-360). Leiden: Brill. Book Review (Published) Niccum, L. C. (2016). Review: Ethiopian Scribal Practice 7: Plates for the Catalogue of the Ethiopic Manuscript Imaging Project (Eugene: Pickwick, 2014), by Steve Delamarter, Marilyn Heldman, Jeremy R. Brown, Sara Vulgan (1 July 2016 ed., pp. 4). Review of Biblical Literature. https://www.bookreviews.org/bookdetail.asp?TitleId=10183 Devotional (Published) Niccum, L. C. (2016). The Power of (the) Prayer (pp. 1). Power for Today. Research Report (Published)	
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			Niccum, L. C. (2015). 11.4.3 Ethiopic Translation(s) [Job > Secondary Translations]. The Textual History of the Bible, vol. 1. Leiden: Brill. TBA Research Report (Published) Niccum, L. C. (2015). 12.4.3 Ethiopic Translation(s) [Proverbs > Secondary Translations]. The Textual History of the Bible, vol. 1 (vol. 1). Leiden: Brill. TBA Research Report (Published) Niccum, L. C. (2015). 13– 17.2.3.3 Qoheleth [Five Scrolls > Secondary Translations > Ethiopic Translation(s)]. The Textual History of the Bible, vol. 1. Leiden: Brill. Research Report (Published) Niccum, L. C. (2015). 13– 17.2.3.4 Lamentations [Five Scrolls > Secondary Translations > Ethiopic Translation(s)]. The Textual History of the Bible, vol. 1. Leiden: Brill. Research Report (Published) Niccum, L. C. (2015). 18.4.3 Ethiopic Translation(s) [Daniel > Secondary Translations].	
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			The Textual History of the Bible, vol. 1. Leiden: Brill. Research Report (Published) Niccum, L. C. (2015). 19.4.3 Ethiopic Translation(s) [Ezra– Nehemiah > Secondary Translations]. The Textual History of the Bible, vol. 1. Leiden: Brill. Research Report (Published) Niccum, L. C., Prather, J. R. (2015). 3– 5.2.3.3 1- 4 Kingdoms [Former Prophets > Secondary Translations > Ethiopic Translation(s)]. The Textual History of the Bible, vol. 1 (vol. 1, pp. 412-415). Leiden: Brill. Research Report (Published) Niccum, L. C. (2015). 6– 9.2.3.1 Isaiah [Latter Prophets > Secondary Translations > Ethiopic Translation(s)]. The Textual History of the Bible, vol. 1b (vol. 1b, pp. 677-79). Leiden: Brill. Book Chapter (Accepted) Niccum, L. C. (2017). Apokalypse Now: The Ethiopic Version of Revelation Fifty Years after Hofmann. Apokalypse Studienheft, ANTF 50. Berlin: de Gruyter.	
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			Encyclopedia Entry (Submitted) Niccum, L. C. (2020). 1.2.7 Textual History of the Ethiopic Texts [Apocrypha]. Textual History of the Bible (vol. 2B). Leiden: Brill. Book Chapter (Submitted) Niccum, L. C. Weighting for Hofmann: Reconstructing the Earliest Attainable Text of Ethiopic Revelation Based on Newly Accessible Manuscripts. Studien zum Text der Apokalypse III. Berlin: Walter de Gruyter. Encyclopedia Entry (Submitted) Niccum, L. C. (2018). 3.5 Ethiopic [Daniel, Additions to > Secondary Translations]. Textual History of the Bible (vol. 2B, pp. 158-60). Leiden: Brill. Encyclopedia Entry (Submitted) Niccum, L. C. (2018). 6.5 Ethiopic [Esther, Additions to > Secondary Translations]. The Textual History of the Bible, vol. 2b (vol. 2B, pp. 409-11). Leiden: Brill. Encyclopedia Entry (Submitted) Niccum, L. C. (2018). 7.2.4 Ethiopic Translation(s) [4 Ezra > Secondary Translations]. The Textual	
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			History of the Bible, vol. 2b (vol. 2B, pp. 499-502). Leiden: Brill. Encyclopedia Entry (Submitted) Niccum, L. C. 14.9 Ethiopic Translation(s) [Tobit > Secondary Translations]. The Textual History of the Bible, vol. 2b (vol. 2C, pp. 440-42). Leiden: Brill. Encyclopedia Entry (Submitted) Niccum, L. C. 7.1.5 Ethiopic Translation(s) [3 Ezra > Secondary Translations]. The Textual History of the Bible, vol. 2b (vol. 2B, pp. 452-55). Leiden: Brill. Encyclopedia Entry (Submitted) Niccum, L. C. 9.6 Ethiopic Translation(s) [Judith > Secondary Translations]. The Textual History of the Bible, vol. 2b (vol. 2C, pp. 82-85). Leiden: Brill.	
Robert Oglesby	Instructor/FT	33 courses 95 hours 1,160 students	Book Chapter (Working Paper) Chancey, D. Owing Faith. Owing Faith.	Committee Chair, Junior Level Acceptance. (January 1, 2016 - December 30, 2016). Oversee the psychological testing process for all majors during their sophomore year. Intervene if needed to get students help

				for their mental health Committee Member, Retention Task Force. (January 1, 2016 - December 30, 2016). Watch trends in retention and make suggestions. Attendee, Meeting, Retention Task Force. (January 1, 2011 - August 30, 2015). Design and evaluate strategies for increased student retention. Attendee, Meeting, Recruiting Team. (January 1, 2010 - August 30, 2015). Spend time with students interested in being bible majors. On campus and off campus visits with students and their parents.
Alexandre Oliveros	Adjunct Instructor/PT	1 course 3 hours 20 students	N/A	N/A
Omar Palafox	Adjunct Instructor/PT	3 courses 9 hours 62 students	N/A	N/A
Noemi Palomares-Kern	Adjunct Instructor/PT	17 courses 51 hours 541students	N/A	N/A
Meriel Patrick	Adjunct Instructor/PT	4 courses 12 hours 78 students	N/A	N/A

Mike Patrick	Adjunct Instructor/PT	4 courses 12 hours 15 students	N/A	N/A
Gloria Paul	Adjunct Instructor/PT	1 course 3 hours 24 students	N/A	N/A
Josiah Peeler	Adjunct Instructor/PT	3 courses 9 hours 42 students	N/A	N/A
Dana Pemberton	Adjunct Instructor/PT	3 courses 9 hours 71 students	N/A	N/A
Glenn Pemberton	Professor/FT	6 courses 18 hours 124 students	N/A Retired	N/A Retired
Ben Pickett	Adjunct Instructor/PT	8 courses 24 hours 457students	N/A	N/A
Amanda J. Pittman	Assistant Professor/FT	26 courses 78 hours 834 students	None posted	None posted
Meredith Platt	Adjunct Instructor/PT	2 courses 6 hours 38 students	N/A	N/A
James Prather	Adjunct Instructor/PT	1 course 3 hours 8 students	N/A	N/A
Shannon Rains	Adjunct Instructor/PT	1 course 3 hours 12 students	N/A	N/A
Derran Reese	Adjunct Instructor/PT	3 courses 9 hours 93 students	N/A	N/A
Jeanene Reese	Associate Professor/PT	22 courses 66 hours 693 students	N/A Retired	N/A Retired
Jarrold Robinson	Adjunct Instructor/PT	10 courses 30 hours 599 students	N/A	N/A
Lawrence Rodgers	Adjunct Instructor/PT	3 courses 9 hours	N/A	N/A

		57 students		
Jennifer Schroeder	Adjunct Instructor/PT	2 course 6 hours 61 students	N/A	N/A
Ben Siburt	Adjunct Instructor/PT	3 courses 9 hours 82 students	N/A	N/A
John Siburt	Adjunct Instructor/PT	1 course 3 hours 18 students	N/A	N/A
Kester Smith	Adjunct Instructor/PT	2 courses 6 hours 70 students	N/A	N/A
Larry Sullivan	Adjunct Instructor/PT	1 course 3 hours 21 students	N/A	N/A
Kip Swinney	Adjunct Instructor/PT	1 course 3 hours 60 students	N/A	N/A
Jerry Taylor	Associate Professor/FT	33 courses 99 hours 1,288 students	None posted	Student Org Advisor (Non-Professional Org), Student African American Brotherhood. (September 2005 - Present).
Melinda Thompson	Associate Professor/PT	3 courses 9 hours 3 students	GST Faculty	GST Faculty
Trevor Thompson	Instructor/FT	2 courses 6 hours 23 students	N/A	N/A
James Walters	Adjunct Instructor/PT	14 courses 42 hours 252 students	N/A	N/A
Naomi Walters	Adjunct Instructor/PT	12 courses 36 hours 265 students	N/A	N/A
Michael Ward	Adjunct Instructor/PT	1 course 3 hours 28 students	N/A	N/A
John Weaver	Adjunct Instructor/PT	2 courses 6 hours	N/A	N/A

		91 students		
John Willis	Professor/FT	8 courses 24 hours 273 students	N/A Retired	N/A Retired
Wendell Willis	Professor/FT	8 courses 24 hours 110 students	N/A Retired	N/A Retired
Richard Wright	Associate Professor/PT	8 courses 24 hours 126 students	GST Faculty	GST Faculty

Optional Response — Growth

11. The university will consider undergraduate and graduate programs for expansion and addition in the coming months. In no more than 300 words, explain any recommendations you have for investment in your discipline or a related discipline.

Currently, our recruiting goal is 40-50 new students each academic year and to have between 130-150 total majors in our program at the beginning of each fall semester. Given the nature of our majors and the current cultural climate, I do not see that number of entering freshmen who desire to major in Bible and Ministry or Ministry and Vocation increasing much in the near future. I do think, however, that there are three ways we can grow our program:

- a. One, I believe that our Children and Family Ministry track could be more attractive to students if we had a champion for that track. It would be wonderful to have a full-time faculty who could be the face of this track, teach both majors specific courses as well as general education courses, and meet with students during office hours in our building; I believe that would attract certain students who are searching for a major where they work with kids, but can't quite put their finger on what that looks like.
- b. Second, I believe our two missions tracks (Missions and Vocational Missions) would grow if we had faculty who are both full-time and also dedicated to DBMM. At the present, we only have two faculty in missions: one who has a joint appointment between the DBMM and the Graduate School of Theology, and one non-tenure track faculty who will be going to half-time after this year. The Vocational Missions track has wonderful potential for students who want to do non-profits or work as a part of team attempting to plant churches in non-churched portions of this country.
- c. Finally, we plan on working with advisors and others in order to let people know how easy it is to complete a DBMM Minor. Given the current university requirements, a student need only take two additional Bible classes to satisfy the requirements for the minor. We feel that more students with DBMM minors equips students to be active and informed members of churches as they move into their professional lives.