

LUBBOCK CHRISTIAN UNIVERSITY

A CELEBRATION OF

Scholarship

2013–2014 FACULTY ACHIEVEMENTS

A C E L E B R A T I O N O F

Scholarship

2013–2014 FACULTY ACHIEVEMENTS



Letter from the President

President L. Timothy Perrin



It is my great pleasure to share with you “Celebration of Scholarship,” a review of the recent scholarly efforts of my faculty colleagues at Lubbock Christian University. As you will see reflected on the pages that follow, these committed teachers-scholars-mentors embody the very best of the academic enterprise, diligently seeking the truth in their respective disciplines, rigorously engaging their students as co-discoverers, and thoughtfully exploring significant questions.

John Newman in his essay “The Idea of a University” describes the university as “a seat of wisdom,” and at LCU we are committed to the pursuit of wisdom—in our scholarship and in our lives. That commitment manifests itself in numerous ways, including the deep and sustained faculty commitment to undergraduate research. Indeed, the university was just recognized by the National Conference on Undergraduate Research (NCUR) for “leading the way” in undergraduate research. We will send almost two dozen students to present their original research at this year’s NCUR, and many more will present at our own Scholars’ Colloquium. These experiences are transformative for students and faculty alike.

That pursuit of wisdom is also evident in the breadth, depth, and quality of the faculty’s growing body of scholarship. Whether it is Dr. Mark Sneed, Professor of Bible, and his significant contributions to research on Biblical wisdom literature, or Dr. Michelle Kraft, Professor of Art, and her important work advancing art education for disabled students, or Dr. Julie Marshall, Professor of Chemistry, and her groundbreaking work on peanut safety and quality, the LCU faculty are increasingly leading the way in their disciplines.

I hope you will enjoy “Celebration of Scholarship.” I give thanks for faculty colleagues who love to teach, find great joy in their work, and are committed to faith seeking understanding.

A handwritten signature in black ink, appearing to read 'L. TP', with a long horizontal flourish extending to the right.

L. Timothy Perrin, President

Dr. Bart Durham

Associate Professor of Natural Resource Ecology and Conservation

BY DR. TOBY ROGERS, DEAN OF THE B. WARD LANE COLLEGE OF PROFESSIONAL STUDIES

Dr. Durham holds a Ph.D. in Fisheries Science and is an Associate Professor in the Department of Natural Sciences at LCU, completing his sixth year of full-time employment. He grew up on a farm and ranch in the Oklahoma panhandle, which began his love of studying the outdoors and wildlife. That love grew at Oklahoma State University (OSU), where he received his Bachelor of Science in Wildlife and Fisheries Ecology in 1999. In his junior year at OSU, he worked in a lab of a Ph.D. student in the Zoology department. He was working on research examining two species of fish in a lake near Tulsa. It was this experience that sparked his interest in graduate school and desire to work in the outdoors. This interest brought him to graduate school at Texas Tech University (TTU), where he began studying the streams and stream fish of West Texas.

After completing his Master's degree in 2002, he had the opportunity to continue his work on the streams of West Texas and stayed in Lubbock for his Ph.D., which he completed at TTU in 2007. The title of his dissertation was "Reproductive ecology, habitat associations, and population dynamics of two imperiled cyprinids in a Great Plains river." Upon completion of his Ph.D., Dr. Durham had published 12 papers, serving as lead author on 10 of them. His academic journey had already led to his significant contributions to science related to the conservation of native stream fishes of the Great Plains. Consequently, his dissertation and further publications stemming from that work have helped clarify a 60 year-old controversy about how stream flow influences the spawning habits of Great Plains fish. His work has not only influenced the management of native fishes, but it may also help shape public policy on water use in this region.

Since Dr. Durham's arrival at LCU, his body of academic work demonstrates impeccable scholarship, including over 20 publications (peer-reviewed journal articles, technical reports, and book & report reviews). He has presented research on multiple occasions both nationally and internationally, and he has mentored student presentations of original research locally and nationally. He was originally sought out and hired by LCU to develop a new degree program for the Natural Sciences Department. This resulted in the establishment of the B.S. in Natural Resources Ecology & Conservation (NRC), which became fully accredited by SACS in January 2010. He was solely responsible for curriculum development, implementation, and accreditation. Since its inception, interest and enrollment in the major has steadily increased. The major began with 4 students in 2010 and currently has approximately 20 students.

Once the new major was established, Dr. Durham turned his attention to the promotion of undergraduate research. He was invited to be a part of a group of faculty and administration, the activities of which resulted in the establishment of the LCU Council on Undergraduate Research. As the council's inaugural chairperson, Dr. Durham was responsible for writing and gaining university approval of the committee bylaws. Furthermore, while leading this committee during its first three years, he was responsible for the establishment of the annual LCU Outstanding Undergraduate Research Award and for a new Faculty Compensation Program, whereby faculty apply for a stipend in support of their extra time spent mentoring students through research.

Of his many contributions to science and scholarship, he is most proud of the research activities with undergraduate students established over the last three years here at LCU. He intentionally sought to develop a long-term, diverse project that could engage numerous undergraduate students in learning research methods while contributing to the body of scientific literature. With the help of Ms. Lucy Porter and the financial and logistic support of Mr. Mario Rodriguez of Advanced Analysis, the Urban Playa Lake Project was developed. This project focuses on physical and chemical factors that influence water quality in our urban lakes in Lubbock. In particular, they are seeking to understand the effects that large numbers of migratory Canada geese have on bacterial communities in the lakes. They are focusing on coliform bacteria like *E. coli* that may present human health risks. It is anticipated that the results of these studies will help guide water management decisions that will reduce the risk of exposure to harmful bacteria.

During this three-year project, they have engaged well over 250 students, and approximately 25 students have had leadership roles in different aspects of the project. LCU is very proud that this research has allowed many students to present their findings at regional, national, and international conferences. These students have represented and promoted the outstanding quality of education that we have at LCU to the rest of the world. The results of this project will be published in a leading academic journal later this year. Dr. Durham is a campus leader in efforts of undergraduate research and the promotion of scholarship in the sciences. He is an outstanding example of the personal, educational, and scholarly qualities representative of the faculty at LCU.



Dr. Durham was originally sought out and hired by LCU to develop a new degree program for the Natural Sciences Department.

Publications

SHENAI ALONGE

Lecturer of English

Book Review

Review of *Chasing Literacy: Reading and Writing in an Age of Acceleration*, by Daniel Keller. *Education Review* (2014).

Edited Book

Smith, Loud A. *Mesus: Part One*. Beverly Hills: Jock and Lola, 2014.

JANA ANDERSON

Assistant Professor of English

Journal Article

with Susan Blassingame. "Making Writing Matter: 'Changing Lives': Thinking Critically about Poverty." *CCTE Studies* 78 (2013): 39-48.

ANDREW BABCOCK

Director of Bands

Recordings

Producer, Best Friends. *Alleluia*. Collaborative CD Recording with Bammel Church. July 2014.

Producer, Best Friends. *Where I Belong*. CD Recording. Jan. 2014.

SUSAN BLASSINGAME

*Dean of the Hancock College of Liberal Arts and Education
Professor of English*

Journal Article

with Jana Anderson. "Making Writing Matter: 'Changing Lives': Thinking Critically about Poverty." *CCTE Studies* 78 (2013): 39-48.

STEVEN BONNER

Associate Professor of Youth, Family, & Culture

Journal Articles

"I'm Not Who You Think I Am." *Group Magazine* (2014).

"Sports as Systemic Abandonment: The Commodification of Youth as 'Student Athlete.'" *Journal of Faith and the Academy* 6.2 (2013).

Professional Service

Manuscript Reviewer, *Journal of Youth Ministry*.
"Civic Engagement Among University Students." July 2013.

AMANDA BOSTON

Assistant Professor of Chemistry

Journal Article

with Jennifer D. Crawford, Kazimierz Surowiec, Richard A. Bartsch. "Di-ionizable 1,2-dimethoxy p-tert-butylcalix[4]arene Ligands: Synthesis and Metal Ion Complexation." *Journal of Inclusion Phenomena and Macrocyclic Chemistry* (2014).

CATHY BOX

Associate Professor of Education

Journal Article

with Jennifer Dabbs and Gerald Skoog. "A Qualitative Analysis of Teacher Personal Practice Assessment Theories and Complexities of Implementing Formative Assessment." *American Educational Research Journal - Teaching, Learning, and Human Development* (Forthcoming, 2015).

JONNA BYARS

Associate Professor of Behavioral Science

Book

Education Under Pressure: Management of Stress and Anxiety in Graduate Students. AV Akademikerverlag, 2012.

PHILIP CAMP

Professor of Music

Recording

Psalms, Hymns, and Spiritual Songs, Vol. 4. Featuring Praise Choir and Chamber Singers. CD Recording. June 2014.

JEFF CARY

Associate Professor of Theology

Book Review

"How Is the Body Ailing?" Review of *Thieves in the Temple: The Christian Church and the Selling of the American Soul*, by G. Jeffrey MacDonald. *Christian Reflection: Membership* 51 (2014): 82-87.

JENNIFER DABBS

Associate Professor of Sociology

Journal Article

with Cathy Box and Gerald Skoog. "A Qualitative Analysis of Teacher Personal Practice Assessment Theories and Complexities of Implementing Formative Assessment." *American Educational Research Journal - Teaching, Learning, and Human Development* (Forthcoming, 2015).

BART DURHAM

Associate Professor of Natural Resource Ecology and Conservation

Journal Article

with G. R. Wilde. "Understanding Complex Reproductive Ecology in Fishes: the Importance of Individual and Population Scale Information." *Aquatic Ecology* 48 (2014): 91-106.

GREGG GREER

Assistant Professor of Information Systems

Dissertation

"The Influence of Community Commitment on Knowledge Management in Online Communities of Practice." Dissertation. Doctor of Science in Information Systems. Dakota State University. Dec. 2014.

KENNETH HAWLEY

Associate Professor of English

Edited Manuscript

"Henry Somerset's Translation of *De Consolatione Philosophiae*: A Critical Edition." *New Directions in Boethian Studies*. Western Michigan University, Medieval Institute Publications. Forthcoming, 2016.

Book Chapter

"'With help of god þe sentence schal I saue': Redeeming the Meaning in John Walton's *Boethius*." *The Legacy of Boethius in Medieval England*. Arizona Center for Medieval and Renaissance Studies, Forthcoming, 2015.

Published Proceedings

with Jeff Childers and Michael Martin. *The Authority of Scripture in the Twenty-First Century*. Ketch Publishing, 2014.

MICAH HEATWOLE

Instructor of English

Professional Service

Associate Editor, *Iron Horse Literary Review*. 2014.

BETH HENNINGTON

Assistant Professor of Behavioral Science

Journal Article

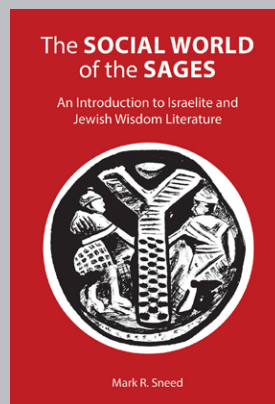
with Hennington, C.S, Bradley, L., & Crews, C.
"Halo Effect and Evaluator Gender: Considerations for the Evaluation of Counselor Competency." *Vistas*, Article 66 (Summer 2013).



MARK SNEED

Professor of Bible

The Social World of the Sages: An Introduction to Wisdom Literature.
Philadelphia, PA: Augsburg Fortress.
Forthcoming, 2015.



The notion of a distinct "wisdom tradition" in ancient Israel has a long history—but does it have a basis in the evidence? Mark Sneed argues for a redefinition of the wisdom literature as a loosely cohering collection of books aimed at educating scribal apprentices in moral instruction and the art of living.

He presents archaeological and literary data illustrating scribal culture and pedagogy in the ancient Near East and draws a portrait of Israel's scribal culture, on the basis of which he argues that Israel's wisdom literature was meant to complement, not to compete with, other modes of literature in the Hebrew Bible.

The result is a surprising new picture of the authors and tradents of the wisdom materials alongside the rich mixture of other traditions in ancient Israel, a presentation carried out with regard to Job, Proverbs, Ecclesiastes, Sirach, Wisdom, and the wisdom writings in the Dead Sea Scrolls. Features include informational sidebars, photos, diagrams, and maps illustrating archaeological discoveries.



STEVEN BONNER

Associate Professor of Youth,
Family & Culture

"Sports as Systemic Abandonment: The Commodification of Youth as Student Athlete." *Journal of Faith and the Academy* 6.2 (2013).

Pick-up games and backyard baseball are disappearing from the childhoods of America's youth. They are being replaced by specialized sports camps, private trainers, and ESPN programming! Children have fallen victim to the adult-driven billion-dollar a year youth sports economy. Youth sports events are venues of a mostly different sort than those of a couple decades ago. Is it, as Mark Hyman suggests, that youth sports have *devolved*? This paper presents evidence that "sports" are contributing to the systemic abandonment and, specifically, the commodification of America's youth.

The omni-present nature of American sports has created the "student athlete": an object trained to win championships. It is no longer about the kids, fun, or genuine play. Children have never played sports until it hurt. Now, however, children are encouraged to specialize at early ages as parents and coaches live vicariously through their children's play. In this new sports ecology, adults have colonized youth sports and have turned sports for children into *de facto* professional leagues. Clothed in the rhetoric of play and benefit, adults have successfully transformed youth sports into a booming, adult-driven, youth sports economy. Today, everything seems to be for sale; parents and the adults who run youth sports have been conditioned to believe that early specialization and excellence in sports are merely products on a shelf. Unfortunately, in today's highly commercialized youth sports economy, it is becoming increasingly difficult to differentiate between youth and youth as "student athlete."

CHRIS HENNINGTON

Assistant Professor of Counseling

Journal Article

with Hennington, E.A., Bradley, L., & Crews, C.
"Halo Effect and Evaluator Gender: Considerations for the Evaluation of Counselor Competency." *Vistas*, Article 66 (Summer 2013).

Book Reviews

Research and Evaluation in Counseling, by Erford, B.T. Engage, 2014.

Research Methods for Social Work: Being Producers and Consumers of Research, by Dudley, J.R. Engage, 2013.

RUTH HOLMES

Professor of Music

Edited Book

Vocalises for Pianists to Play and Singers to Sing. Lubbock Christian University, 2014.

SHAWN HUGHES

Assistant Professor of Communications and Media

Book Review

Video Production: Disciplines and Techniques, by James C. Foust, Edward Fink, and Lynne S. Gross. 2013.

Recording

Narrator, *Warrior's Psalm* by Thomas Drinkard. Audiobook, 2014.

MICHELLE KRAFT

Professor of Art

Book Chapter

with Keifer-Boyd, K. "IDEA<-->Empowerment Through Difference<-->Find Card Strategies: Communitarian Approaches to Empowerment." *Exemplary Programs and Approaches*. Ed. Sharon Malley. The John F. Kennedy Center for the Performing Arts, 2014.

Interview

"A Conversation with NAEA Authors Michelle Kraft and Karen Keifer-Boyd." *NAEA News* (Apr. 2014).

JESSE LONG

Dean of the College of Biblical Studies and Behavioral Sciences
Professor of Old Testament and Biblical Archaeology

Journal Article

"Ideological Point of View in the Account of the Four Lepers (2 Kings 7:3-9)." *Perspective Criticism* (blog). Sep. 2013.

Archaeological Reports

with Suzanne Richard, Rikke Wulff-Krabbenhoft, and Susan Ellis. "Three Seasons of Excavation at Khirbat Iskandar, 2007, 2010, 2013." *Annual of the Department of Antiquities, Jordan* (2014).

with Suzanne Richard, Rikke Wulff-Krabbenhoft, and Susan Ellis. "Khirbat Iskandar 2013." *Newsletter, Archaeology in Jordan, 2012-2013*. D. R. Keller, B. A. Porter, and C. A. Tuttle, eds. *American Journal of Archaeology* (2014).

JOANN LONG

Professor of Nursing

Journal Article

"Technology Application for Dietary Control: Participants' Viewpoints." *Journal of Clinical Nursing* 12.25 (2013).

Professional Service

Manuscript Reviewer, "Are IM Injections in Obese and Overweight Females? An Observational Study in Injection Techniques." *Journal of Clinical Nursing* (2013).

JULIE MARSHALL

Professor of Chemistry

Journal Article

with A.L. Smith, J.J. Perry, A.E. Yousef, and S.A. Barringer. "Comparison of Peanut Roasting Using Oven and Microwave Technologies on the Inactivation of Heat-resistant *Salmonella* Surrogate *Enterococcus faecium*, and Development of Color, Flavor, and Lipid Oxidation." *J Food Sc.* (2014).

Professional Reports

J.M. Smucker Co. R&D Report, JMS/LCU Research Advisory Meetings: Orrville, OH. May 2014; Lexington, KY. Feb. 2014; Lexington, KY. Oct. 2013.

with Wilson Faircloth, Ph.D. "Peanut Quality Forecasting System Report, Joint Presentation to J.M. Smucker Co. Plant Support Team," on behalf of Birdsong Peanut Co. Lexington, KY. Feb. 2014.

MICHAEL MARTIN

Associate Professor of New Testament

Published Proceedings

with Jeff Childers and Kenneth Hawley. *The Authority of Scripture in the Twenty-First Century*. Ketch Publishing, 2014.



Journal Articles

with Bryan A. Nash (Graduate Student). "Philippians 2:6-11 as Subversive Hymnos: A Study in the Light of Ancient Rhetorical Theory." *Journal of Theological Studies* (Oxford Press, 2015).

with Ron Guzmán (Graduate Student). "Is Hebrews 5:11-6:20 Really a Digression?" *Novum Testamentum* (Brill, 2015).

"The Poetry of the Lord's Prayer: A Study in Poetic Device." *Journal of Biblical Literature* (SBL Press, 2015).

ABRAHAM MATA

Assistant Professor of Spanish and Portuguese

Dissertation

"Sermones del México colonial y el discurso religioso trasatlántico en los siglos XVII y XVIII (Colonial Mexican Sermons and the Transatlantic Religious Discourse in the XVII and XVIII Centuries)." Dissertation. Texas Tech University, 2014.

CARLOS PEREZ

Assistant Professor of Family Studies

Journal Article

"How a Christian Couple Maintains a Relationship After an Affair: A Grounded Theory of Trust and Forgiveness." *Journal of Psychology and Christianity* (Forthcoming, 2015).



RONNA PRIVETT

Professor of English

Journal Article

"One Passion and Four Walls: Thea Kronborg's Artistic Development." *Midwest Quarterly* 54.2 (2013): 186-201.

BETH ROBINSON

Professor of Counseling

E-Books

The Safe Touch Coloring Book App. Apple Store. August 2014.

Handbook for Sex Offender Ministry. Kindle Electronic Book. June 2014.

Professional Service

Contributing Editor, with Todd Patten, and Marc Fager. www.parentingoncemore.com. Resource Website for Grandparents Raising their Grandchildren.

MARK SNEED

Professor of Old Testament

Books

The Social World of the Sages: An Introduction to Wisdom Literature. Philadelphia: Augsburg Fortress. Forthcoming, 2015.

Editor, *Is There a Wisdom Tradition? New Prospects in Israelite Wisdom Studies*. Ancient Israel and Its Literature. Atlanta: Society of Biblical Literature. Forthcoming, 2015.

Book Chapters

"Grasping after the Wind": The Elusive Attempt to Define Wisdom." *Is There a Wisdom Tradition? New Prospects in Israelite Wisdom Studies*. Ed. Mark Sneed. Atlanta: Society of Biblical Literature. Forthcoming, 2015.

"Psalms 101-105." *Timeless: Ancient Psalms for the Church*. Vol. 3. Abilene: Abilene Christian University Press. Forthcoming, 2015.

"Methods, Muddles, and Modes of Literature: A Response to Russell Meek." The Institute for Biblical Research. Forthcoming, 2015.

Book Reviews

Interpreting Ecclesiastes: Readers Old and New, by Katharine Dell. *Review of Biblical Literature* (Forthcoming, 2015).

Poetic Imagination in Proverbs: Variant Repetitions and the Nature of Poetry, by Knut M. Heim. *Catholic Biblical Quarterly* (Forthcoming, 2015).

Sex, Wives, and Warriors: Reading Old Testament Narrative with its Ancient Audience, by Philip E. Esler. *Journal for the Evangelical Study of the Old Testament* 2.1 (2013): 140-43.

MARK WIEBE

Assistant Professor of Theology

Book Chapter

"The Greening of Augustine." *Augustine and Ecology*. Ed. Kim Paffenroth. Lanham: Lexington Books, 2016.

ANDY WOOD

Assistant Professor of Leadership

Journal Articles

with Glen Metheny, George "Bud" West, and Bruce Winston. "Faculty in Faith-Based Institutions: Participation in Decision-Making and its Impact on Job Satisfaction." *Journal of Higher Education Leadership* (Forthcoming, 2015).

Wilbur Reid, George "Bud" West, and Bruce Winston and Andy Wood. "An Instrument to Measure Level 5 Leadership." *Journal of Leadership Studies* 8.1 (2014).



AMANDA BOSTON

Assistant Professor of Chemistry

Amanda Boston's research is based on the concept of host-guest chemistry. We can use a lock and key model to illustrate this concept. One molecule acts like a lock and another molecule can act like a key. The only way these two molecules can come together to form a complex is if the key fits inside the lock. Boston synthesized new calix-4-arene ligands, the "locks," to see if different metal cations could fit inside as the "key." Boston worked under the supervision of Dr. Richard A. Bartsch, Horn Professor at Texas Tech University. The Bartsch Group focused on "systematic structural variations" of calixarenes ligands because many different factors go into what makes a good lock and key complex. Each group member had his or her own target ligand series to synthesize. Each series of ligands produced by the Bartsch Group varied one structural part of the lock at a time. The keys, the metal cations, are always the same. The overarching purpose of this research is to find a lock that is perfect for exceptionally hazardous metal cations. This perfect lock would be able to select that one key out of a mixture of many keys. It should also be able to remove all of that particular type of key from the mixture, not just a portion of those keys.

Amanda L. Boston, Jennifer D. Crawford, Kazimierz Surowiec, Richard A. Bartsch. "Di-ionizable 1,2-dimethoxy p-tert-butylcalix[4]arene ligands: synthesis and metal ion complexation." *Journal of Inclusion Phenomena and Macrocyclic Chemistry* 79 (2014).

Conformationally mobile, di-ionizable 1,2-dimethoxy-p-tert-butylcalix[4]arene ligands are synthesized and compared with 1,3-dimethoxyl analogues to probe the influence of regiochemistry on metal ion extraction efficiency and selectivity. Extraction of hard alkali metal and alkaline earth metal cations, intermediate Pb^{2+} , and soft Hg^{2+} from aqueous solutions into chloroform are utilized to evaluate the effect of this structural variation on the ability of the ligands to complex monovalent and divalent metal ion species.

Amanda L. Boston, Eun Kyung Lee, Jennifer D. Crawford, Robert E. Hanes, Jr., Richard A. Bartsch. "New di-ionizable p-tert-butylcalix[4]arene-1,2-crown-4 ligands: synthesis and divalent metal ion extraction." *Tetrahedron* 68 (2012).

New di-ionizable p-tert-butylcalix[4]arene-1,2-crown-4 ligands with elongated side arms in cone, partial-cone, and 1,2-alternate conformations of the calixarene scaffold are prepared and characterized. The acidic groups on the side arms include carboxylic acid and N-(X)sulfonyl carboxamide with X variation of -Me, -Ph, $-\text{C}_6\text{H}_4-4-\text{NO}_2$, and $-\text{CF}_3$. Solvent extractions of alkaline earth metal cations, Hg^{2+} , and Pb^{2+} from aqueous solutions into chloroform are employed to probe the effects of these structural modifications on the divalent metal ion complexation behavior of the new ligands.



Dr. Martin's fascination with the Lord's Prayer began when he was asked to read the prayer aloud in Greek at church.

Dr. Michael Martin

Associate Professor of New Testament

BY DR. JESSE LONG, DEAN OF THE COLLEGE OF BIBLICAL STUDIES AND BEHAVIORAL SCIENCES

Michael Martin's love for God and insight into Scripture are influencing colleagues in the academy, students in his classes, and disciples in the church with what he calls "the good and beautiful in Christian prayer and hymns." The influence he is exerting is exemplified in his recent work on the Lord's Prayer (Matt. 6:9-13), the foundational, Jesus-given exemplar of Christian invocation. In a book in preparation and an upcoming article in the *Journal of Biblical Literature* on Jesus' prayer, Dr. Martin makes a persuasive case that the prayer is a poem and puts forward two translations: one that is more closely aligned with the traditional English liturgy, and another that reflects the rhetorical devices and structures of the Greek original.

Our Father, who is in the heavens,
hallowed be your name,
come be your reign,
done be your aim,
as in heaven, so too on earth.

Give us this day,
our bread for the coming day,
and forgive us our debts,
as we forgive our debtors,
and see us not into trial,
but free us from Evil.

Our Father, who is in the heavens,
holy-sung, be the name that is yours,
come, be the reign that is yours,
done, be the aim that is yours,
as in heaven, so too on earth.

Grant that we
may receive this day,
the bread that we
have the coming day,
and grant that we
be forgiven our debts,
as even we
have forgiven our debtors,
and grant that we
be seen not into trial,
but rather that we
be freed from Evil.

In a related project, Dr. Martin is also working on a book on the artistry in the Christ Hymn in Phil. 2:6-11. This research has led to an article on the word *harpagmos* in the hymn, which he describes as "the most difficult word in the New Testament" (article accepted for publication by the *Journal of Biblical Literature*). With Jason Whitlark of Baylor, he is working on a book on the rhetorical structure of the book of Hebrews. Their work has appeared in two articles in Cambridge's *New Testament Studies* and in a presentation at the 2014 annual meeting of the Society of Biblical Literature.

Dr. Martin's book *Judas and the Rhetoric of Comparison in the Fourth Gospel* continues to get good reviews and citations. Also, three installments on Isaiah's New Exodus as it is retold in the Gospel of Mark have appeared in *Gospel Tidings*.

As impressive as his contributions to the academy is the intentional way he mentors students. From a graduate seminar on Hebrews, Dr. Martin published an article in *Novum Testamentum* with one of the students in the class on the rhetoric of Hebrews 6. Another student published a paper in *Restoration Quarterly* on the Gospel of Mark from his Mark seminar. The book in the works on the Christ Hymn in Philippians is being written with a couple of Michael's students. A preliminary chapter with one student has appeared in Oxford's *Journal of Theological Studies*. A second with another student will be submitted soon. The genesis for this chapter began in an undergraduate third-year Greek class. One of the students sums up the kind of impact Dr. Martin is having on students when he says that "his approach is not so much about passing along information, but rather instilling in his students a lifelong pursuit of academic excellence and spiritual growth."

Michael Martin's fascination with the Lord's Prayer began when he was asked by his English colleague, Dr. Kenneth Hawley, to read the prayer aloud in Greek during a church service. Reading aloud—for the first time—this familiar text in Greek was for Michael a "profound religious experience." Unable to sleep that night, he sent an email to Kenneth the next morning exclaiming that the prayer was poetry! Subsequent work has underscored the value in "reclaiming the Lord's Prayer as a poetic liturgical text."

Recognizing the artistry in Matthew's rendition of Jesus' prayer that he gave to his disciples has implications for interpreting the prayer. Each part woven together with rhetorical devices, the first half of the prayer petitions for God's reign on the earth to be realized, the second for blessings on God's children (e.g., for bread, forgiveness, and deliverance) in language that evokes an eschatological jubilee of divine grace; however, Michael believes that the real value in this for the church is the realization that the earliest Christian texts produced for worship were works of art.

Often sharing his insights in church settings, Dr. Martin sees his work as playing a role in "reclaiming for the church community the poetry in Christian writings that can be used in worship." In fact, Michael opines what he sees as "a fatigue in the church on focusing just on what is true" and a corresponding "hunger for that which is good and beautiful, which are gifts from God."

Presentations

SHENAI ALONGE

Lecturer of English

Conference Presentation

“Letting the Dead Bury the Dead.” Conference of College Teachers of English, Lubbock, TX. Mar. 2014.

JANA ANDERSON

Assistant Professor of English

Conference Presentations

“Service Learning and the Academy: Writing That Matters.” Conference of College Teachers of English, Abilene, TX. Mar. 2013.

“Co-Curricular Initiatives on a University Campus.” Conference of Christian Professionals in Student Development. Lubbock Christian University, Lubbock, TX. Fall 2013.

SAM AYERS

Distinguished Practitioner in Residence

Conference Presentations

“Lessons Learned Along the Road to Campus Improvement.” Advancing Improvement in Education Annual Conference, Austin, TX. Sep. 2014.

“Specific Strategies for Improving Campus Culture.” 2nd Annual John R. Hoyle Leadership, Education, and Development Conference, College Station, TX. June 2014.

ANDREW BABCOCK

Director of Bands

Conference Presentation

with Philip Camp. “Incorporating iPads for College-Level Instruction.” Texas Music Educators Association Conference, San Antonio, TX. Feb. 2014.

SUSAN BLASSINGAME

*Dean of the Hancock College of Liberal Arts and Education
Professor of English*

Conference Presentations

Panelist, “Women and Leadership in a Christian Context: Insights from a *Lean In* Reading Group.” Christian Scholars’ Conference. Lipscomb University, Nashville, TN. June 2014.

“Nixon and Communism: Fictive Portrayals of the Man and His Time.” Christian Scholars’ Conference. Lipscomb University, Nashville, TN. June 2013.

Convener, “Richard Nixon and Communism: Ethical Dilemmas in History and Fiction.” Christian Scholars’ Conference. Lipscomb University, Nashville, TN. June 2013.

“Service Learning and the Academy: Writing That Matters.” Conference of College Teachers of English, Abilene, TX. Mar. 2013.

STEVEN BONNER

Associate Professor of Youth, Family, & Culture

Conference Presentations

with Brandon Fredenburg & Beth Polin. “Handle With Care: The Midadolescent Researcher.” National Conference on Undergraduate Research, Lexington, KY. Apr. 2014.

with Brandon Fredenburg. “Why They Seem Like 10th Graders: Extended Adolescence and Entering College Students.” Southern Association of Colleges and Schools, Council on Colleges National Meeting, Atlanta, GA. Dec. 2013.

with Dean Culpepper. “Extended Midadolescence & Entering College Students: Quantitative Evidence of Diminished Logical and Moral Cognitive Development.” Association of Youth Ministry Educators, National Meeting, Chicago, IL. Oct. 2013.

“Sports as Systemic Abandonment: The Commodification of Youth as ‘Student Athlete.’” Christian Scholars Conference, Nashville, TN. June 2013.



CATHY BOX

Associate Professor of Education

Conference Presentations

with Josh Wheeler. "Flipped Classrooms: Preparing for Learning in the 21st Century." CSOTTE (Consortium of State Organizations for Texas Teacher Education), Austin, TX. Oct. 2014.

"Flipped Classrooms: Preparing for Learning in the 21st Century." ACEPP (Association of Christian Educator Preparation Programs), Lipscomb University, Nashville, TN. Oct. 2014.

PHILIP CAMP

Professor of Music

Conference Presentation

with Andrew Babcock. "Incorporating iPads for College-Level Instruction." Texas Music Educators Association Conference, San Antonio, TX. Feb. 2014.

BRANDON FREDENBURG

Professor of Biblical Studies

Conference Presentations

with Steven Bonner & Beth Polin. "Handle With Care: The Midadolescent Researcher." National Conference on Undergraduate Research, Lexington, KY. Apr. 2014.

with Steven Bonner. "Why They Seem Like 10th Graders: Extended Adolescence and Entering College Students." Southern Association of Colleges and Schools, Council on Colleges National Meeting, Atlanta, GA. Dec. 2013.

PAULA GANNAWAY

Director of the Library

Conference Presentations

with JoAnn Long, Rita Doumit, & Cindy Ford.

"Outcomes of an Evidence-Based Research (EBR) Tool to Teach Online Research and Critical Thinking Skills." Oral Presentation, 25th International Nursing Research Congress, Hong Kong, China. July 2014.

with JoAnn Long. "Outcomes of a Web-based Tool to Teach Evidence-based Practice." Poster Presentation. Improvement Science Research Network, San Antonio, TX. July 2013.

with JoAnn Long. "Lessons Learned from Developing a Web-Based Tool to Teach Evidence-Based Practice: Application to Institutional Effectiveness." Small Group Presentation, SACS Annual Conference, Atlanta, GA. Dec. 2013.



GREGG GREER

Assistant Professor of Information Systems

Conference Presentations

"Proposal to Change Curriculum for Lubbock Christian University's Information Systems and Technology Degree." 2nd Cyber Security Workshop for Community College Faculty in West Texas, Sponsored by the National Science Foundation, Texas Tech University, Angelo State University, and University of California at Riverside, Lubbock, TX. July 2014.

with Amit V. Deokar. "Antecedents of Community Commitment in Online Communities of Practice." Americas Conference for Information Systems, Chicago, IL. Aug. 2013.

KENNETH HAWLEY

Associate Professor of English

Conference Presentations

"'the tru cause of its fatal ruine': the Consolation of Sir Harry Coningsby's Poetic Translation." 50th International Congress on Medieval Studies, Kalamazoo, MI. May 2015.

"Teaching as Translation." ACU Summit, Abilene, TX. Sep. 2014.

"'With help of god þe sentence schal I saue': Redeeming the Meaning in John Walton's *Boethius*." Revisiting the Legacy of Boethius in the Middle Ages, Harvard University, Boston, MA. Mar. 2014.

"Prob'ly Needed Killin': Spiritual Identity and Textual Authority in Films of the American West." Conference of College Teachers of English, Lubbock, TX. Mar. 2014.



RONNA PRIVETT

Professor of English

"One Passion and Four Walls: Thea Kronborg's Artistic Development."
Midwest Quarterly 54.2 (2013).

Windows provide a view to the larger world outside, but what if that view is made of miles upon miles of flat prairie? Can the great artist or writer be inspired by such a perspective? As a child growing up in Nebraska, Willa Cather (1873-1947) dreamed of larger vistas, those that encompassed not only the wide open spaces of the prairies and the rugged Southwestern landscape with its canyons and distant mountains, but also quiet and isolated spaces where she could develop as a writer. Cather's novel *The Song of the Lark* (1915) traces the development of fictional opera diva Thea Kronborg from her childhood to adult fame, and in the process, Cather argues for the necessity of private space and landscape to reaching greatness. In the novel, Thea also grows up in Nebraska, and in her small private bedroom she begins to develop her dreams and talents:

"[She] used to drag her mattress beside her low window and lie awake for a long while, vibrating with excitement, as a machine vibrates from speed. Life rushed in upon her through that window—or so it seemed. In reality, of course, life rushes from within, not from without. . . ." (*The Song of the Lark*).

In this semi-autobiographical novel, Cather explores the way this landscape, passionate desire, and the four walls of an isolated room expand the artist. Cather draws upon her childhood experiences, beginning with her passionate desire to do something grand, to be something important, in her account of a young woman who eventually becomes one of the most important singers of her era, reflecting Cather's personal experiences in her journey to becoming a great American writer.

BETH HENNINGTON

Assistant Professor of Behavioral Science

Conference Presentations

with Layton, C.A. "Current Practices in RTI: Are we Doing our Best?" Council for Educational Diagnostic Services, Weehawken, NJ. 2014.

with Layton, C.A. & Davis, R. "Muscle Up Assessment with Play Therapy." Council for Educational Diagnostic Services, Weehawken, NJ. 2013.

CHRIS HENNINGTON

Assistant Professor of Counseling

Conference Presentation

with Frisbie, S. "Emotional Intelligence and Personality: A Comparison of Entry Level and Exit Level Assessments in a Counseling Program." Texas Counseling Association Professional Growth Conference, Dallas, TX. Nov. 2014.

RUTH HOLMES

Professor of Music

Conference Presentations

"The Chorales of Johann Sebastian Bach." TMTA, Houston, TX. June 2014.

"The Chorales of Johann Sebastian Bach." Texas Music Educators Association, San Antonio, TX. Feb. 2014.

MICHELLE KRAFT

Professor of Art

Conference Presentations

with Keifer-Boyd, K. and Hicks, V. "Comics, Films, and Language: Including Difference." Intersections: Arts and Special Education Conference. The John F. Kennedy Center for the Performing Arts and VSA Arts, Alexandria, VA. July 2014.

with Keifer-Boyd, K. "Including Difference: Communitarian Approach to Art Education in the Least Restrictive Environment." National Art Education Association Conference, San Diego, CA. Mar. 2014.

with Keifer-Boyd, K. "IDEA<-->Empowerment Through Difference<-->Find Card Strategies." Intersections: Arts and Special Education Conference, The John F. Kennedy Center for the Performing Arts. July 2013.

JESSE LONG

*Dean of the College of Biblical Studies and Behavioral Sciences
Professor of Old Testament and Biblical Archaeology*

Conference Presentation

with Suzanne Richard, Rikke Wulff-Krabbenhöft, and Susan Ellis. "Expedition 2013 to Khirbat Iskandar, Jordan." Annual meeting of the American Schools of Oriental Research, Baltimore, MD. Nov. 2013.

JOANN LONG

Professor of Nursing

Conference Presentations

with Rita Doumit, Paula Gannaway, & Cindy Ford. "Outcomes of an Evidence-Based Research (EBR) Tool to Teach Online Research and Critical Thinking Skills." Oral Presentation, 25th International Nursing Research Congress, Hong Kong, China. July 2014.

with Sara Dodd, Martin Binks, Ngozi Anywanu, Toby Rogers, & Carol Boswell. "Diet, Encoded Memory, Visual Cues, Obesity, and Neuroimaging: The Role of Memory." Poster Presentation, 25th International Nursing Research Congress, Hong Kong, China. July 2014.

with Paula Gannaway. "Lessons Learned from Developing a Web-Based Tool to Teach Evidence-Based Practice: Application to Institutional Effectiveness." Small Group Presentation, SACS Annual Conference, Atlanta, GA. Dec. 2013.

MICHAEL MARTIN

Associate Professor of New Testament

Conference Presentations

with Jason Whitlark. "Designing Hebrews: A Proposal for Its Rhetorical Structure." Society of Biblical Literature Annual Meeting, San Diego, CA. Fall 2014.

with Ron Guzmán (Graduate Student). "Is Hebrews 5:11-6:20 Really a Digression?" Southwest Commission on Religious Studies Annual Meeting, Dallas, TX. Spring 2014.

ABRAHAM MATA

Assistant Professor of Spanish and Portuguese

Conference Presentation

"Apostles, Conquerors, and Slaves: The Transforming Role of Sermons in the New World." Christian Scholars' Conference, Lipscomb University, Nashville, TN. June 2013.

CARLOS PEREZ

Assistant Professor of Family Studies

Conference Presentations

"Race and Reconciliation in the Church: Using Theory as a Guide." Christian Scholars' Conference, Lipscomb University, Nashville, TN. June 2014.

Panelist, "Ethics Among Classroom Training." Texas Tech Family Therapy Symposium, Texas Tech University, Lubbock, TX. July 2013.

RONNA PRIVETT

Professor of English

Conference Presentation

"'Let's Go Girls!': The Female Heroic Archetype and Hero's Journey in Young Adult Literature." Conference of College Teachers of English (CCTE). Lubbock Christian University, Lubbock, TX. Mar. 2014.

GONZALO RAMIREZ

Professor of Education

Conference Presentation

"ESL 101: Teacher Behaviors for the Instruction of English Language Learners." Consortium of State Organizations for Texas Teacher Education Conference, Austin, TX. Oct. 2014.



BETH ROBINSON

Professor of Counseling

Conference Presentations

"Parenting Traumatized Children." Southwest Association of Childcare Administrators, Arlington, TX. June 2014.

"I Win. You Lose. Game Over." Southwest Association of Childcare Administrators, Arlington, TX. June 2014.

"Joyful, But I Don't Feel It." Women Walking With God Conference, Wichita, KS. Apr. 2014.

"Joyful in the Unexpected." Women Walking With God Conference, Wichita, KS. Apr. 2014.

"Joyful in His Plans." Women Walking With God Conference, Wichita, KS. Apr. 2014.

"In the Beginning: Scriptural Foundations for Sexuality." National Conference on Youth Ministry, Daytona Beach, FL. Jan. 2014.

"Ethics for Working with Children and Adolescents." Healthy Families Conference, Lubbock Christian University, Lubbock, TX. Oct. 2013.

MARK SNEED

Professor of Old Testament

Conference Presentations

"Inspired Sages: Massa' and the Confluence of Wisdom and Prophecy." Society of Biblical Literature Annual Meeting, San Diego, CA. Nov. 2014.

"Methods, Muddles, and Modes of Literature: A Response to Russell Meek." Institute for Biblical Research—Society of Biblical Literature Annual Meeting, Baltimore, MD. Nov. 2013.

"The Book of Epigrams, Not Proverbs! The Ethos of the Sentences." Society of Biblical Literature Annual Meeting, Baltimore, MD. Nov. 2013.

JOSH WHEELER

Assistant Professor of Secondary Education

Conference Presentation

with Cathy Box. "Flipped Classroom: Preparing for Learning in the 21st Century." Consortium of State Organizations for Texas Teacher Education Conference, Austin, TX. Oct. 2014.

MARK WIEBE

Assistant Professor of Theology

Conference Presentations

Organizer, Analytic Theology Group Session, Christian Scholars Conference, Lipscomb University, Nashville, TN. June 2013.

"A Defense of Foreknowledge: Three Challenges Facing Open Theism." Christian Scholars' Conference, Lipscomb University, Nashville, TN. June 2013.

MARK WILKINSON

Assistant Professor of Nursing

Conference Presentation

"Making the Evidence-Outcome Connection." 2014 Summer Institute on Evidence-Based Practice, San Antonio, TX. Aug. 2014.

ANDY YOUNG

Professor of Psychology and Counseling

Conference Presentations

"Using Mental Health Professionals on Hostage Negotiator Callouts and the Results of My National Survey of Hostage Negotiators." Texas Association of Hostage Negotiators Annual Conference, San Antonio, TX. Nov. 2014.

"Using Mental Health Professionals on Hostage Negotiator Callouts and the Results of My National Survey of Hostage Negotiators." California Association of Hostage Negotiators 25th Annual Conference, Anaheim, CA. Sep. 2014.

"Using Mental Health Professionals on Hostage Negotiator Callouts." Washington State Criminal Justice Training Commission, Regional Crisis Intervention Training Conference, Burien, WA. Aug. 2014.

"Mental Health Professionals (MHPs) Working with Police Departments and Selecting the Right MHP." Washington State Criminal Justice Training Commission, Regional Crisis Intervention Training Conference, Burien, WA. Aug. 2014.

"Using Mental Health Professionals on Hostage Negotiator Callouts." Western States Hostage Negotiators Association, Annual Conference, Bellevue, WA. May 2014.

"Police Hostage (Crisis) Negotiators: Negotiator Experience, Personality, Cognitive Emotion Regulation, Decision-Making Style and Implications for Training and Selection." Western States Hostage Negotiators Association, Annual Conference, Bellevue, WA. May 2014.



CATHY BOX & JENNIFER DABBS

**Associate Professor of Education
& Associate Professor of Sociology**

with Gerald Skoog. "A Qualitative Analysis of Teacher Personal Practice Assessment Theories and Complexities of Implementing Formative Assessment." *American Educational Research Journal – Teaching, Learning, and Human Development* (Forthcoming, 2015).



The value and effectiveness of formative assessment in the classroom has gained an increasing amount of attention during the past decade, especially since the publication of seminal work by Black and Wiliam entitled *Assessment and Classroom Learning*. Since that time, there has been a renewed interest in describing and evaluating teacher practices related to formative assessment. Based on evidence of its effectiveness in the classroom and on improving standardized test scores, many prominent educational entities have initiated reform efforts to promote the use of formative assessment, yet these practices have not been embraced by classroom teachers.

This case study investigated internally constructed and externally imposed contextual elements that constrained or facilitated the use of formative assessment by three high school science teachers. Cornett's (1990) curriculum development model of personal practice theories was modified to include assessment, termed personal practice assessment theories (PPATs), and chosen as a framework for the study.

This research revealed distinct differences among the three teachers' PPATs and several different factors that constrained or facilitated the use of formative assessment in their instruction. Most notable of these factors were the forms of teacher knowledge that played a critical role in shaping their assessment practices and had a bearing on their ability to convert espoused theories about assessment into actual classroom practice. Other externally imposed barriers that constrained the use of formative assessment included expectations, habits, and dispositions of students, the pressure that teachers felt to "cover" all of the curriculum in order to prepare students for the end-of-year, high stakes exam, and an instructivist, rather than constructivist approach to teaching and learning. Results from this study add to the growing body of knowledge about the complex terrain teachers negotiate in making teaching and assessment decisions, and they provide a framework for future studies.



Dr. Kenneth Hawley

Associate Professor of English

BY DR. SUSAN BLASSINGAME, DEAN OF THE HANCOCK COLLEGE OF LIBERAL ARTS AND EDUCATION

Dr. Kenneth Hawley, Associate Professor of English for Lubbock Christian University's Department of Humanities, could not have guessed some 15 years ago that a research project on an electronic edition of a severely damaged Old English manuscript from the 9th century would change the course of his career. What began as a matter of hours spent analyzing digital images to recover otherwise lost readings has become a matter of years spent studying and editing other translations of the same Latin text upon which that Old English manuscript was based—Boethius's *Consolation of Philosophy*.

Boethius was a philosopher, politician, theologian, mathematician, and musician whose life and work serve as a bridge between the late Roman period and the early Middle Ages. Written after he was accused of treason and imprisoned by King Theodoric c. 524, Boethius's *Consolation* features an alternation of prose and verse passages, divided into five books. The text meditates on the kinds of issues a philosopher might confront when facing a humiliating downfall and what he surely considered an unjust death: fate, free will, divine foreknowledge, providence, and eternity.

Dr. Hawley wrote his dissertation on English translations of Boethius's *Consolation of Philosophy*, focusing primarily on those translations by King Alfred the Great, Geoffrey Chaucer, and Queen Elizabeth I. Included in this study, though, was an all-verse version by John Walton (1410), whose work was influenced in part by Chaucer's all-prose translation. This last spring, Dr. Hawley presented a paper on Walton's version for Harvard University's conference, "Revisiting the Legacy of Boethius in the Middle Ages." Boethius's influence can be seen throughout the Middle Ages and the Renaissance (in the works of Dante, Shakespeare, and Milton, for example). This conference allowed scholars from a wide variety of fields, disciplines, and backgrounds to reflect upon the deep and lasting mark that Boethius has left on Western culture and literature.

Dr. Hawley's paper, "'With help of god þe sentence shal I saue': Redeeming the Meaning in Walton's *Boethius*," addresses the religious, philosophical, and literary dimensions of Walton's Middle English poetic translation. It is being printed along with other selected papers from the Harvard conference in *The Legacy of Boethius in Medieval England*, published by the Arizona Center for Medieval and Renaissance Studies as a part of its Medieval and Renaissance Text and Studies series.

A few years ago, he began research on an unpublished manuscript from 1693—an English translation of *The Consolation* by Henry Somerset, Duke of Beaufort. Dr. Hawley's introductory essay on Somerset and his translation (2010) and his critical edition of the manuscript (2011) were published in *Carmina Philosophiae*, the scholarly journal of the International Boethius Society. His edition, *Henry Somerset's Translation of De Consolatione Philosophiae*, is currently being published as a part of that journal's 10-year retrospective, *New Directions in Boethian Studies*, a volume printed by Western Michigan University's Medieval Institute Publications.

Dr. Hawley's current research on Sir Harry Coningsby's 1664 all-verse translation recently took him to Yale University's Beinecke Library for special collections and manuscripts. Coningsby's version was published only for friends and family and exists now in only three volumes. So, during his trip to Boston last spring, he arranged for a visit to Yale in order to spend time with this rare text. Having already transcribed the British Library copy via digitized microfilm, his work with this copy gave him the chance to verify difficult readings and to establish the physical details of its printing. The experience of handling and reading the fragile artifact proved invaluable to his research—and all the more fun in a secure room, with a guard posted at the door.

He is scheduled to present "'the tru cause of its fatal ruine': the Consolation of Sir Harry Coningsby's Poetic Translation" at the 50th International Congress on Medieval Studies at Western Michigan University in May 2015. Coningsby dedicated his work to his recently deceased father, whose imprisonment at the hand of Oliver Cromwell resulted in the loss of the family's wealth and position, as well as in the chronic illness that precipitated his death. Dr. Hawley's essay on Coningsby's life and background will eventually serve as an introduction to his scholarly edition of that 1664 translation. After this project, he is set to begin an edition of Henry Somerset's introductory "life" of Boethius, a text that accompanies his 1693 translation and is based on a well-circulated Latin biography from that period. His work on these lesser-known Latin texts and with the International Boethius Society aims to help give greater attention to the "afterlife" of Boethius in English. Dr. Hawley looks forward to working more closely with the society, as he currently maintains its online newsletter and has just accepted the position of co-editor for its journal, *Carmina Philosophiae*.



Dr. Hawley's research on Sir Harry Coningsbye's 1664 all-verse translation recently took him to Yale's Beinecke Library for rare books and manuscripts.

Mentoring

STEVEN BONNER

Associate Professor of Youth, Family, & Culture

Mentoring

Capstone Advisor for James Masterson, "Submission to Who? Exegesis of Romans 13:1-7." Spring 2014.

Capstone Advisor for Bailey Chisum, "Homosexuality as it Concerns Inclusion in the Christian Church." Spring 2014.

National Conference on Undergraduate Research, Lexington, KY. Apr. 2014:

- Scott Hall, "Contemporary Eucharist."
- James Masterson, "The Effectiveness of Short-term Intensive Youth & Family Ministry Internships." (Recipient of the 2013-2014 Qualitative Undergraduate Researcher Award).
- James Cockrell, "How We've met our Father: The Sitcom of Spirituality."

AMANDA BOSTON

Assistant Professor of Chemistry

Mentoring and Travel

LCU Washington Visit. Washington, D.C. July 2013.

Research Mentor for Tyler Sams, "Survival of *Escherichia coli* in Relation to the Disaccharide Trehalose." National Conference on Undergraduate Research (NCUR). University of Kentucky, Lexington, KY. Apr. 2014.

Research Mentor for Tyler Sams, "Survival of *Escherichia coli* in Relation to the Disaccharide Trehalose." Undergraduate Poster Award. LCU Scholars' Colloquium, Lubbock, TX. Apr. 2014.

Research Mentor for Tyler Sams, "Survival of *Escherichia coli* in Relation to the Disaccharide Trehalose." Undergraduate Research Conference 2014. Texas Tech University. Lubbock, TX. Apr. 2014.

TONIA BOYER

Assistant Professor of Education

Mentoring and Travel

Co-sponsored with Dana Reeger, Spring Break Trip to Ecuador. with 11 LCU School of Education Students. Mar. 2014.

JEFF CARY

Associate Professor of Theology

Mentoring and Travel

Lecturer, with Jesse Long, LCU Trip to Turkey. March 2013.

LAURIE DOYLE

Professor of Fine Arts

Mentoring and Travel

Sponsor, Vocal Competitions. NATS Competitions at Baylor University, Waco, TX; Amarillo College, Amarillo, TX. 2014.

Sponsor, Christian University Theatre Festival, Howard Payne University. Brownwood, TX. 2014.

BART DURHAM

Associate Professor of Natural Resource Ecology and Conservation

Mentoring

Research Mentor for Taylor Bonner, "Mortality of 229mm Stocked Channel Catfish *Ictalurus punctatus* in Small Texas Lakes." Spring 2014.

Research Mentor for Matthew Hutton, "Spatial Pattern and Abundance of *Escherichia coli* at Urban Playa Lakes." Fall 2014.

with Lucy Porter. Research Mentor for Ashley Albrecht and Jase Hill, "Comparison of *Escherichia coli* Loads in Urban Playa Lakes During Wet and Dry Seasons." Fall 2014.

LANELL HARRISON

Associate Professor of Nursing

Mentoring and Travel

Medical Mission Trip to Honduras, with Nursing students. Focus on Women's Health. Sep. 2014.

Global and Cultural Trip to San Antonio, TX, with Nursing students. Focus on Healthcare to Under-served Populations. Aug. 2014.

Research Mentor for Maureen Hensley (Graduate Student), "Is Accountability a Driving Factor in Bedside Nursing?" Poster Presentation, Covenant Medical Center. July 2014.

Mission Trip to Antigua, Western Indies. June 2014.

JESSE LONG

*Dean of the College of Biblical Studies and Behavioral Sciences
Professor of Old Testament and Biblical Archaeology*

Mentoring and Travel

Tour-director and Lecturer. LCU University Tours Trip to Israel and Jordan. June 2013.

Tour-director and Lecturer, with Jeff Cary. LCU Trip to Turkey. March 2013.

JOANN LONG

Professor of Nursing

Mentoring and Travel

Faculty Mentor for Madelyn Sparks (Graduate Student).

“Sparks Code-Blue Ability Questionnaire of Novice Nurses in the ICU.” Sigma Theta Tau International 25th International Research Congress, Hong Kong, China, July 2014.

Faculty Mentor for Ngozi Anywanu, Research Assistant. “Diet, Encoded Memory, Visual Cues, Obesity, and Neuroimaging: The Role of Memory.” Poster Presentation, 25th International Nursing Research Congress, Hong Kong, China, July 2014.

Faculty Mentor for Winter Chambers. “Emotional Eating and Visual Food Records.” National Conference on Undergraduate Research, Lexington, KY, Apr. 2014.

Faculty Sponsor and Co-Leader. LCU Trip to Turkey. Mar. 2014.

Faculty Sponsor. LCU Trip to Israel and Jordan. June 2013.

JULIE MARSHALL

Professor of Chemistry

Mentoring

Research Mentor for Matthew Johnston, “A Study of the Desiccation of Peanuts with Varying Times and Temperatures for Manners in Food Preparation and Preservation.” LCU Scholars Colloquium, Lubbock, TX, Apr. 2014.

Research Mentor for Bryan Hettick, “Quality and Stability of Peanut Oils in Raw Nuts Treated with Ultraviolet Light to Reduce Bacterial Loads.” Poster. National Conference on Undergraduate Research, Lexington, KY, Apr. 2014.

Research Mentor for Markese Bohanon, “Optimal Growth Parameters of *Pycnopus sanguineus* for Enzymatic Breakdown of Peanut Hulls.” National Conference on Undergraduate Research, Lexington, KY, Apr. 2014.

Research Mentor for Jordan Putman, “Using DNA Profiles to Determine the Commonality of *Escherichia coli* Isolated from Canada Geese Feces and Urban Playa Lake Water.” National Conference on Undergraduate Research, Lexington, KY, Apr. 2014.

MICHAEL MARTIN

Associate Professor of New Testament

Mentoring

Faculty Mentor for Ron Guzmán (Graduate Student).

“Is Hebrews 5:11-6:20 Really a Digression?” Spring 2014.

Faculty Mentor for Bryan A. Nash (Graduate Student).

“Philippians 2:6-11 as Subversive Hymnos: A Study in the Light of Ancient Rhetorical Theory.” Spring 2014.

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JULIE MARSHALL

Professor of Chemistry

“Comparison of Peanut Roasting Using Oven and Microwave Technologies on the Inactivation of Heat-resistant *Salmonella* Surrogate *Enterococcus faecium*, and Development of Color, Flavor, and Lipid Oxidation”, A.L. Smith, J.J. Perry, J.A. Marshall, A.E. Yousef, and S.A. Barringer, *J Food Sc.*, 79, (2014) S1584-S1594.

Peanut safety and quality were evaluated for different roasting technologies. Shelled raw peanuts were roasted using an oven at 163 to 204° C, microwave, or oven and microwave combinations. The lethal effect of these treatments was investigated on peanuts inoculated with the *Salmonella* surrogate, *Enterococcus faecium* and stored at room temperature for 1 hour, 24 hours, or 7 days before roasting. Roasted peanut color, odor activity values (OAVs), descriptive sensory panel analysis, free fatty acid, and peroxide values were determined. Color and OAVs were also analyzed on two commercial peanut butters. OAVs were calculated using volatile levels quantified with selected ion flow tube mass spectrometry and known odor thresholds.

All treatments resulted in a minimum of three log reduction of inoculated bacterial population. Resistance to the process was not influenced by storage of inoculated peanuts prior to treatment. Roasting by different methods produced equivalent, commercially ideal L* color. Based on the OAVs, treatments had similar volatiles important to flavor compared to the commercial samples. Descriptive sensory analysis showed no significant difference between the roasting treatments for most of the sensory attributes. Lipid oxidation was not significantly different between the roasting methods, displaying no evidence that roasting time or temperature affected lipid oxidation, when ideal color was produced. These results suggest that oven, microwave, or combination roasting should be sufficient to mitigate the threat of *Salmonella* contamination and produce similar color, OAVs, sensory attributes, and lipid oxidation results.

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CARLOS PEREZ

Assistant Professor of Family Studies

Mentoring

Dilcia Carrion, "Experiences in the Use of Technology in College Dating: Text Message, Facebook, Facetime, and Skype." LCU Scholars' Colloquium, Lubbock, TX. Apr. 2014.

LUCY PORTER

Instructor of Natural Science

Mentoring

Research Mentor for Matthew Hutton, "Spatial Pattern and Abundance of *Escherichia coli* at Urban Playa Lakes." 2014-15.

Research Mentor for Ashley Albrecht and Jase Hill, "Comparison of *Escherichia coli* Loads in Urban Playa Lakes During Wet and Dry Seasons." 2014-15.

Research Mentor for Michael Sa-id, "Genetic Profiles of *Escherichia coli* Isolated from the Fecal Matter of Resident Water Fowl of Urban Playa Lakes." 2014-15.

Research Mentor for Jordan Putman, "Surveying Antibiotic Resistance and Genomic Relationships in *Escherichia coli* Isolated from Canada Geese Fecal Matter in Urban Playa Lakes." 2014-15.

Research Mentor for Logan Adams, "Detection of Genes Encoding Shiga Toxin in Antibiotic Resistant *E. coli* Isolated from Urban Playa Lakes and the Feces of Canada Geese and Resident Waterfowl." 2014-15.

Research Mentor for Markese Bohanon, "Identification of Enzymes Produced by *Pycnopus sanguineus* in the Breakdown of Peanut Agricultural Waste." 2014-15.

Research Mentor for Markese Bohanon, "Optimal Growth Parameters of *Pycnopus sanguineus* for Enzymatic Breakdown of Peanut Hulls." 2013-14.

Research Mentor for Bryan Hettick, "Quality and Stability of Peanut Oils in Raw Nuts Treated with Ultraviolet Light to Reduce Bacterial Loads." 2013-14.

Research Mentor for Sara McBride, "Antibiotic Resistance of *Escherichia coli* Isolated from the Feces of Playa Lake Resident Waterfowl." 2013-14.

Research Mentor for Jordan Putman, "Using DNA Profiles to Determine the Commonality of *Escherichia coli* Isolated from Canada Geese Feces and Urban Playa Lake Water." 2013-14.

Research Mentor for Tyler Sams, "Survival of *Escherichia coli* in Relation to the Disaccharide Trehalose." 2013-14.

DANA REEGER

Assistant Professor of Education

Mentoring and Travel

Co-sponsored with Tonia Boyer, Spring Break Trip to Ecuador with 11 LCU School of Education Students. Mar. 2014.

MARK SNEED

Professor of Old Testament

Mentoring

Capstone Advisor for Marissa Hale, "Creation Accounts in the Ancient Near East." Fall 2014.

MARK WILKINSON

Assistant Professor of Nursing

Mentoring and Travel

Global and Cultural Trip to San Antonio, TX, with Nursing students. Focus on Healthcare to Under-served Populations. Aug. 2014.



MICHELLE KRAFT

Professor of Art

with Keifer-Boyd, K. "IDEA<-->Empowerment Through Difference<-->Find Card Strategies: Communitarian Approaches to Empowerment." *Exemplary Programs and Approaches*. Ed. Sharon Malley. The John F. Kennedy Center for the Performing Arts, 2014.

An art education that fosters the democratic values of the Individuals with Disabilities Education Act (IDEA, 2004) galvanizes students to "act on their visual environments in ways that . . . critically examine larger systems that encompass their lives" (Keifer-Boyd & Maitland Gholson, 2007, p. 17). Through self-representation and critical reflection, students experiencing varied (dis)abilities may engage in dialogue with those within the community who are different than themselves and may learn to be empowered by those differences.

In this article, Keifer-Boyd and Kraft consider access to, and participatory engagement in, the visual arts in education as vehicles for creating an empowered citizenry who recognize and are strengthened through their differences. The authors reflect upon their own teaching and share the use of Find Cards as a strategy for differentiated curriculum and assessment, which provides for full participation of all learners in the art class community.

A Find Card activity elicits a sense of student agency in selecting artworks, and yet focuses a student team's search and discussion in an open-ended translation of curricular content from the combined strengths of the team. Find Cards increase active engagement through relevancy to learning about what students find interesting, and they can be modified without diminishing learning goals.

Exemplary Programs and Approaches (2014) is a joint publication by the John F. Kennedy Center for Performing Arts and VSA Arts and is available online at:

Kennedy-Center.org/education/vsa/resources/2013_VSA%20Intersections_Exemplary_Programs_Approaches_2014.pdf

Keifer-Boyd, K., & Maitland-Gholson, J. (2007). *Engaging Visual Culture*. Worcester, MA: Davis Publications.





Dr. Boston's own student experiences influence her commitment to teaching.

Dr. Amanda Boston

Associate Professor of Chemistry

BY DR. STACY PATTY, DIRECTOR OF THE HONORS PROGRAM

As a first-year chemistry major in the University Honors Program, Amanda Boston did not envision that she would return as an Honors Chemistry faculty member ten years later. In her third year at LCU, however, she began doing undergraduate research in the Biochemical Research Laboratory under the mentorship of Dr. Julie Marshall.

In her work as an undergraduate researcher, Boston developed new protocols for measuring the amount of soluble protein in different peanut varieties. She took the opportunity to present this new technique to lab technicians in North Carolina for use in industrial tests. She gained invaluable research experience by presenting at the LCU Scholars' Colloquium, working with her peers in the lab, and solving hard problems under Dr. Marshall's guidance. As a summa cum laude graduate, she was well prepared for doctoral studies.

In graduate school at Texas Tech University, Boston continued to excel in the classroom and in the laboratory, where she was named the Outstanding Organic Chemistry Teaching Assistant. Her doctoral research focused on the synthesis of new ligands for use in selective extractions of toxic and radioactive metals from aqueous solutions. After receiving the Ph.D. with an emphasis in organic chemistry, Dr. Boston served Texas Tech as the Organic Chemistry Instructional Laboratory and Safety Coordinator for two years before returning to her alma mater as an assistant professor.

Dr. Boston's own student experiences influence her commitment to teaching. To improve required labs, she introduced new inquiry based lab manuals. To maximize class meeting time and encourage better student learning, she developed flipped classroom methods and added innovative video content to student preparations. To encourage research, in a short three years, she has mentored five students on two undergraduate research projects and one high school science fair project, including a nationally recognized project with honors scholar Tyler Sams ("Survival of *Escherichia coli* in Relation to the Disaccharide Trehalose").

Only a recent graduate, Dr. Boston is already proving worthy as a scholar. She has presented research at several conferences, including the Southwest Regional Meeting of the American Chemical Society.

In addition to publications in *Tetrahedron*, an international journal for rapid publication of research results with outstanding significance, her most recent publication is located in the *Journal of Inclusion Phenomena and Macrocyclic Chemistry*, the premier publication reporting on original research in all aspects of host-guest systems.

These recent publications are focused on her graduate work where she synthesized different calixarenes (organic molecules that can be thought of as molecular "doughnuts") and studied what metals can fit in the "doughnut hole." This research has applications for the removal of hazardous metals, like lead or mercury, from waste water.

Dr. Boston mentored two students this fall on a project in collaboration with a local oil and gas company ("Optimizing manufacturing protocol for the production of charges used in plugging hydrofracking wells"). These students are now preparing to present the results of their project in their senior seminar presentations, at the LCU Scholars Colloquium, and one of these students, Rustin Keneda, will travel to and present at the National Conference on Undergraduate Research in April. The main objective of this project was to test variables to see how they affected the burn rate of power charges used in plugging hydrofracking wells.

Dr. Boston is also working on a collaborative project with other LCU faculty. Drs. Julie Marshall, Cathy Box, Chris Hennington, and Mrs. Jessica Rogers are all part of a research team called the "Flip Academy." The overarching goal is to implement a training course and carry out a research project focusing on the flipped classroom. They want to improve undergraduate STEM education by changing the practices of secondary and college level teachers away from extensive lecturing to a more interactive, student centered approach. The Flip Academy will bring such change not only by training teachers in the methods of flipping the classroom, but also by building evidence for the effectiveness of the method.

Dr. Boston is excited about new research opportunities on the horizon. She has plans to continue mentoring undergraduate students on short term chemistry projects and collaborating with other faculty and industries.

Grants

AMANDA BOSTON

Assistant Professor of Chemistry

Grants

Instrumentation Grant. CH Foundation: \$50,000. 2015.
with Julie Marshall. Undergraduate Research Projects in Chemistry. Welch Foundation Grant: \$20,000. 2014-2015.
Research and Development Projects. Diamondback Industries: \$5,597. 2014.
with Julie Marshall and Jessica Rogers. Equipment Grant. LCU Associates: \$5,000. 2014.
Equipment Grant. EquipLCU: \$500. 2013.
Research and Development Projects. Glass Magic: \$1,500. 2013.

CATHY BOX

Associate Professor of Education

Grant

Partner with ESC-17 Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching Grant. 2014-15.

LAURIE DOYLE

Professor of Fine Arts

Grants

LCU Associates. Band Hall: \$1,050 Funded. 2014.
Civic Lubbock, Inc. Fall Musical: \$9,000 Funded. 2014.
Helen Jones Foundation. McDonald Moody Stage: \$35,000 Funded. 2014.

PAULA GANNAWAY

Director of the Library

Grant

LCU Associates. Humanities Research Materials: \$5,000 Funded. 2014.

JOANN LONG

Professor of Nursing

Grants

with Nursing Faculty. Covenant Health Research Partnership – Magnet Status, 2013-2015. \$20,000.
C.H. Foundation, Faculty Support for Family Nurse Practitioner Program, 2013-2014. \$90,000.
with Sara Dodd. “fMRI and the Role of Encoded Memory and Affective Response in Eating Behavior.” Research Seed Grant. TTU, College of Human Sciences, 2013-2014. \$10,000.
with Roney, J., Stunkard, K., Maples, J., and Whitley, E. “Implementation of a Modified Early Warning Scoring (MEWS) Tool.” Research Seed Grant, Iota Mu Chapter, STTI, 2013-2014. \$500.

JULIE MARSHALL

Professor of Chemistry

Grants

Principal Investigator, “Undergraduate Research as a Means of Mentoring Faculty and Students.” LCU Dean’s Council and Office of the Provost, Sep. 2015-Dec. 2017. Total Requested: \$88,333. Pending.
Principle Investigator, with Jessica Rogers, Amanda Boston and Byron Rogers. “Departmental Grant in Chemistry.” Welch Foundation Program Grant BV-0043, June 2003-May 2015. Total awarded: \$175,000.
Principal Investigator, “LCU Associates Grant.” Apr. 2012-Apr. 2014. Equipment Grant. Total Awarded: \$10,000.

JESSICA ROGERS

Assistant Professor of Chemistry

Grant

LCU Associates Grant. \$600 for Chemistry Lab Equipment, 2014.



JOANN LONG & PAULA GANNAWAY

**Professor of Nursing
& Director of the Lubbock Christian University Library**

“Outcomes of an Evidence-Based Research (EBR) Tool to Teach Online Research and Critical Thinking Skills.” Oral Presentation, 25th International Nursing Research Congress, Hong Kong, China. July 2014.

Contributing authors: JoAnn D. Long, Paula Gannaway, Cindy Ford, Beverly Byers, LaNell Harrison, Daniel Hatch, Justin Brown, and Sharlan Proper (Lubbock Christian University); Rita Doumit, Nadine Zeeni, Ola Sukkarieh-Haraty, and Aline Milane (Lebanese American University); Patricia White and Huaxin Song (Texas Tech University Health Sciences Center).



Advancing technology has changed how students access and use evidence-based information. Research suggests students overestimate their ability to locate quality online research and lack the skills needed to evaluate the scientific literature. Clinical nurses are more likely to rely on personal experience as the top source of evidence rather than peer-reviewed literature emphasizing the need for education and skill-building strategies to promote evidence-based practice (EBP).

To address this problem, our team developed the Evidence-Based Research tool (EBR tool), a theoretically grounded, web-based application designed to improve the overall research and online critical appraisal skills of learners engaged in research utilization for EBP. Testing of the tool took place in a mixed-method, three-arm study in a US and Middle East (ME) university. Arm 1 used a quasi-experimental design (QED) with 158 BSN and MSN students in the US and ME. Arm 2 used a randomized control trial (RCT) design with 80 undergraduate nutrition students in the ME. Arm 3 used a RCT design with 79 graduate ME PharmD students. A statistically significant improvement in overall research skills was supported in arm 1, QED, nursing students, and in arm 2, RCT, intervention nutrition students, as compared to controls. In arm 3, RCT PharmD, both control and intervention groups significantly improved (both had prior exposure to an EBP course).

A statistically significant proportional difference was supported in arms 2 and 3 RCTs, nutrition and PharmD intervention groups, in participants' ability to distinguish the credibility of online source materials as compared to controls. The majority of participants could correctly apply PICOTS search strategy to a case study when using the tool.

Conclusion: The data from this preliminary study suggest the EBR tool enhanced student overall research skills and selected EBP skills while generating data for assessment of learning outcomes.





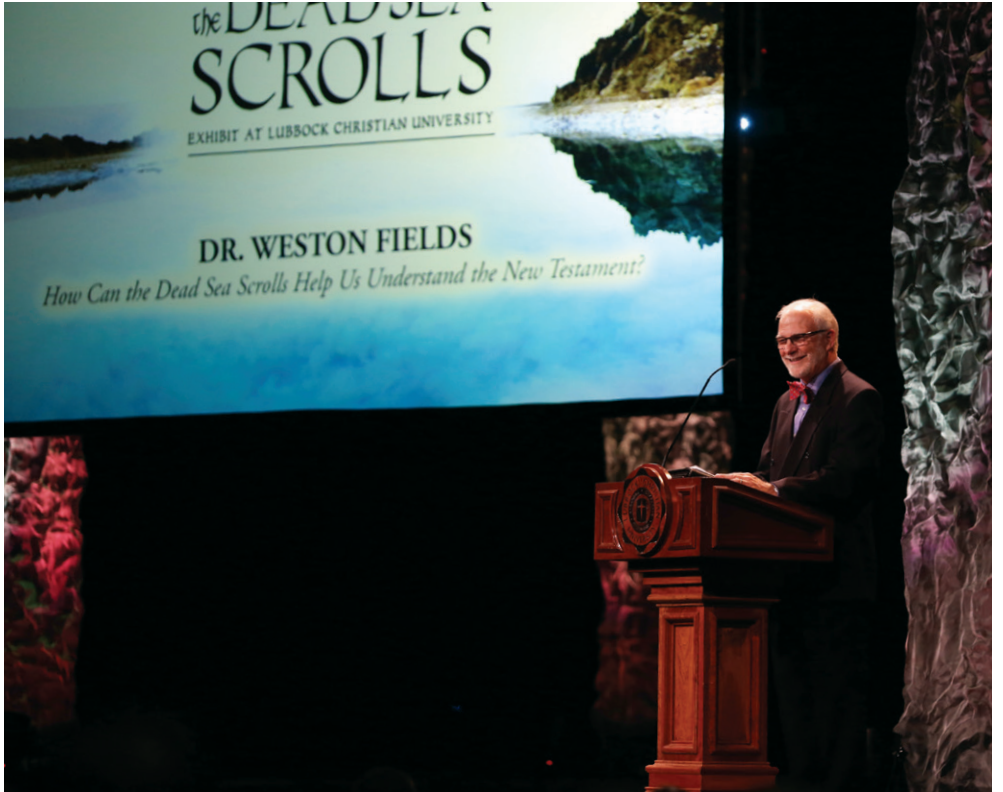
Lubbock Christian University

Our Heritage of Faith

Passionately pursuing student success in all aspects of life, Lubbock Christian University has been changing lives for over 50 years. With a rich heritage, full of faith, campus traditions, and student leadership, the campus and community at LCU are marked by generations of student life that have left behind countless exciting activities, unforgettable memories, and meaningful reminders of what it means to be Christ in the world. From our oldest traditions to our latest innovations, LCU is a place that is bursting with life and a rich heritage of faith.

Our Mission

Lubbock Christian University was founded by members of the Churches of Christ dedicated to restoring New Testament Christianity. To honor its heritage, the university is committed to imparting this faith and its values to future generations. The mission of Lubbock Christian University is to educate students, imparting values for scholarship and for living. Through its baccalaureate and graduate programs, the university challenges students to think critically, to excel in their disciplines, and to model Christ.



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