

TEACHING PORTFOLIO

Areas of Responsibility, Knowledge Sharing, and Peer Supervision

Below are details regarding courses for which I have been responsible. Courses numbered

- with an initial 0 are at a pre-baccalaureate, certificate level;
- either 100–499 or 1000–4999 are at the undergraduate, baccalaureate level;
- either 500–699 or 5000–6999 are at the graduate, master’s level; and
- 7000–9999 are at the post-graduate, PhD level.

For each course, English has been the language of instruction.

Several comments below about knowledge sharing and peer supervision relate to input that I have received and used to improve my teaching. For greater brevity, comments in this section relate solely to what knowledge sharing and peer supervision activity occurred and my responses in implementing that feedback. Details about the kinds of specific improvements I have made in my teaching appear under “Practice and Reflection,” whether they come from my own reflection alone or also from knowledge sharing and peer supervision. Unless otherwise noted with specific comments about my roles, I taught a given course independently.

Bryan College (Online)

For courses in this section, knowledge sharing and peer supervision includes my development of the course in consultation with a long-standing faculty member at the institution.

BIB 222 Old Testament Literature and Interpretation, Fall 2012: 5 students

- Teaching forms: written lectures, written discussions, examinations, reflection paper
- Roles: This course accompanied a study-abroad trip that another faculty member oversaw. I taught the course independently, except that the other faculty member graded the reflection paper.

BIB 493 Second Temple Judaism and Its Literature, Fall 2012: 4 students, teaching forms: written lectures, written discussions, book review, topical index, portfolio

BIB 494 Old Testament Backgrounds, Fall 2012: 4 students

- Teaching forms: written lectures, written discussions, examinations, book review, reflection paper
- Roles: This course accompanied a study-abroad trip that another faculty member oversaw. I taught the course independently, except that the other faculty member graded the reflection paper.

The College at Southeastern (Hybrid)

I taught the courses in this section independently with occasional guidance from the department chair, who also provided recorded lectures that I supplemented with additional instruction during the in-person class time.

NTS 1110 New Testament Introduction 1, Fall 2010: 4 students

- Teaching forms: in-class lectures, written discussions, examinations, essay, essay response, book review
- Knowledge sharing and peer supervision: I developed this course in consultation with the department chair, who also provided helpful suggestions about how best to utilize student feedback on the course, and I implemented these suggestions the following term. The department chair also reviewed and approved the syllabus.

NTS 1120 New Testament Introduction 2, Spring 2011: 4 Students

- Teaching forms: in-class lectures, written discussions, examinations, essay, essay response, book reviews
- Knowledge sharing and peer supervision: I developed this course in consultation with the department chair, who also reviewed and approved the syllabus.

Faulkner University

Course Development

I was responsible for developing the content of the courses in this section, which were to be taught by adjunct faculty. For these courses, knowledge sharing and peer supervision included review and approval of the syllabus by the program director and dean, as well as review of the course's design to ensure it complied with the framework that the university had adopted from Quality Matters. I revised the design of each course as needed to meet this framework's requirements.

BI 1310 The Gospels, Fall 2014

REL 4311 Readings in Religious Classics, Fall 2015

Research Examination and Supervision

HU, HY, LIT, or PHL 5312 Thesis, 1 student per title, roles: I served as an examiner for each of these graduate theses, which often also included working with the committee chair in guiding students about their projects before their defenses.

- Spring 2014: "The Brontë Sisters: Revolutionary Themes for Women in the Victorian Age" and "A Culture of Education"
- Fall 2014: "The *Nous* and Dostoevsky" and "The Land Is Alive: Land as Literary Character in Willa Cather's Writings"

- Spring 2015: “God as Author” and “Humane Limits of Quantification: Boundaries that Free Quantity to Benefit Man”
- Fall 2015: “Equal Opportunity through Education: W. E. B. Du Bois’s Vision of Liberal Education for Disadvantaged Youth”
- Spring 2016: “Ontological and Ethical Foundations for the Discipline of Leadership in the Humanistic Tradition”

HU, HY, LIT, or PHL 9302 Dissertation, 1 student per title, roles: I served as an examiner for each of these doctoral dissertations, which often also included working with the committee chair in guiding students about their projects before their defenses.

- Fall 2015: “Religious Conflict and Societal Transformation in Seventeenth-Century England”
- Spring 2016: “Love the Stranger, for You Were Once Strangers: Seeing the Image of God in Humanity through Christian Hospitality” and “Søren Kierkegaard in Conversation with Great Minds of the Western World: On the Development of the ‘Religious Self’”
- Summer 2016: “The Virtue of Magnificence in Leonardo Bruni’s *History of the Florentine People*”
- Spring 2018: “The Spirit of Wisdom: The Augustinian Hermeneutics of *Caritas*”
- Spring 2019: “Christianity and Anti-suffragism: Understanding the Roots behind the Beliefs and Practices of Active Presbyterian and Episcopalian Anti-suffragist Women”
- Spring 2020: “Selectively Silent: The Response of the White Baptist Church to the Civil Rights Movement in Charlotte, North Carolina, in the 1960s”

RD 9320–9323 Dissertation I–IV, Spring 2021–Spring 2024: 1 student, roles: I was responsible for supervising this student’s dissertation, “From ΝΗΠΙΟΙ to ἌΝΗΡ ΤΕΛΕΙΟΣ: Spiritual Maturation in Ephesians 4:11–16.” The student has just submitted his final draft in anticipation of what should be a successful defense later this spring.

RD 9323 Dissertation IV, 1 student per title, roles: I served as an examiner for each of these doctoral dissertations.

- Summer 2019: “ΨΥΧΗ in Luke-Acts”
- Spring 2020: “Chronicles as Trauma Narrative”
- Spring 2023: “The Portrayal of Those Inside and Outside the Abrahamic Covenant in the Book of Genesis”

Teaching

Online

Biblical Studies

For courses in this section for which I have been solely responsible, unless otherwise noted, knowledge sharing and peer supervision includes the graduate school director’s and dean’s review and approval of the syllabus for each course. In addition, at the end

of each academic year, the director, dean, or sometimes both performed an evaluation of my teaching. Before I received tenure, we annually discussed areas for improvement; since receiving tenure, this cycle occurs every three years. When receiving feedback on my teaching, I consistently implement this feedback in following terms.

BI 5324 Seminar in Select New Testament Text per offering, teaching forms: in-class lectures and discussions over video conferencing, essay proposal, essays, essay response, presentation, quizzes

- Spring 2020 (Romans): 1 student
- Summer 2020 (Baptism in the Pauline Letters): 1 student
- Spring 2024 (Romans): 4 students
- Summer 2024 (Baptism in the Pauline Letters): 2 students

BI 5325 Seminar in Elective New Testament Text per offering, teaching forms: in-class lectures and discussions over video conferencing, essay proposal, essays, essay response, presentation, quizzes

- Spring 2017 (Romans): 2 students
- Summer 2018 (Paul's Use of Scripture in 1 Corinthians): 1 student
- Summer 2022 (Baptism in the Pauline Letters): 2 students

BI 7100 Introduction to Post-graduate Biblical Studies

- Summer 2020: 7 students
- Summer 2021: 5 students
- Summer 2023: 2 students
- Teaching forms: in-class lectures and discussions over video conferencing, essay proposal, essays, essay response, presentation, quizzes
- Roles: I taught this course (75%) in conjunction with the graduate school's librarian (25%).
- Additional knowledge sharing and peer supervision: The co-instructor reviewed and provided input on shaping the syllabus; she also delivered one quarter of the course's lectures.

BI 7301 Biblical Scholarship and Christian Ministry per offering, teaching forms: in-class lectures and discussions over video conferencing, essay proposal, research project framework exercise, essays, essay responses, presentation, quizzes

- Spring 2016: 2 students
- Fall 2016: 4 students
- Fall 2017: 7 students
- Fall 2018: 9 students
- Fall 2019: 4 students
- Fall 2020: 7 students
- Fall 2021: 5 students
- Fall 2022: 2 students
- Fall 2023: 3 students

BI 7314 and 8320* Advanced Studies in Biblical Textual Criticism per offering, teaching forms: in-class lectures and discussions over video conferencing, essay proposal, written discussions, essay, presentations, quizzes, examinations

- Summer 2016: 1 student
- Spring 2018: 2 students
- Spring 2020: 5 students
- Spring 2021: 3 students
- Spring 2023: 3 students
- Spring 2024: 2 students

* Regarding the change in the course's numbering, please see below under "Improvement of Student Preparation."

BI 7316 Advanced Studies in Biblical Theology

- Summer 2015: 2 students*
- Spring 2017: 2 students*
- Fall 2017: 2 students
- Fall 2018: 4 students
- Fall 2019: 4 students
- Fall 2020: 2 students
- Fall 2021: 8 students
- Teaching forms: in-class lectures and discussions over video conferencing, essay proposal, written discussions, essays, presentations, quizzes
- Roles: I taught this course independently from fall 2017 forward.
- Additional knowledge sharing and peer supervision: Before I assumed responsibility for this course in fall 2017, it had been taught by another faculty member. During this time, I delivered two guest lectures in the course for this faculty member on Paul's thought about the effects of Jesus's resurrection (summer 2015, spring 2017).

* Since I only supplied a guest lecture in the course in these terms, I do not have concrete records for the number of students enrolled. These numbers are a reasonable approximation based on my best recollection.

BI 8313 Advanced Studies in Biblical Languages

- Fall 2015: 4 students*
- Fall 2016: 4 students*
- Fall 2017: 4 students*
- Roles: This course has always fallen under the purview of another faculty member.
- Additional knowledge sharing and peer supervision: In the noted terms, I delivered guest lectures on Rom 3–4.

* Since I only supplied a guest lecture in the course, I do not have concrete records for the number of students enrolled. These numbers are a reasonable approximation based on my best recollection.

NT 8323 Seminar in the Pauline Letters per offering, teaching forms: in-class lectures and discussions over video conferencing, written discussions, essay proposal, essays, essay response, annotated bibliography, quizzes

- Summer 2018: 2 students
- Summer 2020: 2 students
- Summer 2022: 1 student
- Summer 2024: 2 students

NT 8331 Seminar in the Epistle to the Romans per offering, teaching forms: in-class lectures and discussions over video conferencing, written discussions, essay proposal, essays, essay response, presentations, annotated bibliography, quizzes

- Spring 2017: 2 students
- Spring 2020: 1 student
- Spring 2022: 5 students
- Spring 2024: 4 students

BI 9042 Biblical Language Proficiency Examination: Greek, Summer 2023: 2 students

- Teaching forms: quiz, examination
- Knowledge sharing and peer supervision: When developing the passage and question pools for this examination (from Genesis, 1 Kingdoms, 2 Maccabees, Matthew, Luke, and Romans), I submitted drafts to the program director and another faculty member to ensure sufficient variety in the passages and rigor in the questioning.

Humanities

The programs that included the courses in this section were designed to avoid almost all standard lectures in preference for Socratic questioning based on assigned readings; therefore, my teaching these courses took that form. In addition, courses numbered 5308–5317 were individualized tutorials, where students would I worked one-on-one with a student in guided research.

Knowledge sharing and peer supervision includes the program director's and dean's review and approval of the syllabus for each course. At the end of each academic year, the dean also performed an evaluation of my performance, and we discussed areas for possible improvement, which I implemented in following terms.

IDS 5301 Scholarly Inquiry and Writing in the Humanities, Spring 2016: 2 students, teaching forms: in-class discussions over video conferencing, written discussions, essay proposal, book review, essay

IDS 7301 Scholarly Inquiry and Writing in the Humanities per offering, teaching forms: in-class discussions over video conferencing, written discussions, essay proposal, book review, essay

- Spring 2016: 10 students
- Summer 2016: 8 Students
- Spring 2017: 6 students

REL 5308 Second Temple Jewish History, Fall 2013: 1 student, teaching forms: in-class discussions over video conferencing, essays

REL 5308 Heaven and Hell in the Christian Tradition, Summer 2014: 1 student, teaching forms: in-class discussions over video conferencing, essay, quiz

REL 5310 Ancient Judaism, Spring 2012: 1 student, teaching forms: in-class discussions over video conferencing, essay, quiz

REL 5317 Writings of Augustine, Summer 2011: 1 student, teaching forms: in-class discussions over video conferencing, essays, reading summaries

REL 5322 Exploring Religion: Great Authors and Ideas per offering, teaching forms: in-class discussions over video conferencing, written discussions, essay proposal, essay, quiz

- Fall 2011: 12 students
- Summer 2012: 1 student
- Fall 2012: 5 students
- Fall 2013: 6 students
- Fall 2014: 1 student
- Fall 2015: 3 students
- Fall 2016: 2 students

Onsite

I taught the courses in this section independently with occasional guidance from a long-standing faculty member. Knowledge sharing and peer supervision includes my development of these courses in consultation with this long-standing faculty member, and the department chair's and dean's review and approval of the syllabus. Teaching forms included in-class lectures, quizzes, examinations, homework, and a book review.

BI 1301 Elementary Greek 1, Fall 2005: 12 students

BI 1302 Elementary Greek 2, Spring 2006: 9 students

Liberty University (Online)

I independently taught the courses in this section, which the institution had designed to incorporate recorded video lectures from another faculty member. Unless otherwise noted, knowledge sharing and peer supervision included my consultation as needed with a faculty cohort leader and receiving input from this leader about how to improve my teaching, and I implemented these suggestions in following terms.

NBST 510 New Testament Introduction, Fall 2013: 13 students, teaching forms: supplementary written lectures, written discussions, essays, quizzes

NBST 610 and 652* Hermeneutics per offering, teaching forms: supplementary written lectures, written discussions, book review, essay, examinations

- Spring 2012: 54 students
- Summer 2012: 51 students
- Fall 2012: 72 students
- Spring 2013: 69 students

* While I was teaching this course, the university updated the course number to reflect the course's resequencing.

THES 690 Thesis, Fall 2019–Summer 2020: 1 student

- Roles: I was responsible for supervising to a successful conclusion this student's thesis, "Jesus's Son of Man Strategy in Mark: The Allegorical 'Idiomatic vs. Messianic' Chess Match and Lessons for Christian Apologetics."
- Knowledge sharing and peer supervision: The student defended her thesis orally via video conference to me and another faculty member from the university. The thesis passed with minor revisions, attesting to the adequacy of the supervision she received. In addition, while navigating this process as an adjunct faculty member, I sought and received regular input about the process from the department chair. This experience also provided helpful formation and implicit training for subsequent the dissertation supervision that I am just now concluding.

Lipscomb University (Online)

BI 1093 The Story of Israel per offering

- Spring 2013: 10 students
- Summer 2013: 26 students
- Fall 2013: 12 students
- Teaching forms: written lectures, written discussions, notebook, examinations, quiz
- Knowledge sharing and peer supervision: I developed this course in consultation with the department chair, who reviewed and approved the syllabus.

Lithuania Christian College International University (Online)

THE 491 Thesis Writing and Defence, Spring 2015: 1 student, roles: I served as an external examiner for this student's thesis, "Suffering Kingdom? A Study of 1 Peter 4: Finding Meaning in Suffering as a Christian."

Luther Rice University (Online)

TH 530 Hermeneutics per offering

- Summer 2011: 47 students
- Fall 2011: 27 students
- Teaching forms: written lectures, written discussions, essay proposal, essay, examinations
- Knowledge sharing and peer supervision: I developed this course in consultation a long-standing faculty member. After the summer 2011 course, this faculty member also provided helpful suggestions about how best to utilize student feedback on the course to improve my teaching, and I implemented these suggestions the following term.

Southeastern Baptist Theological Seminary

I independently taught the courses in this section with occasional guidance from the department chair, who also provided recorded lectures that I supplemented during the in-person class time. Unless otherwise noted, knowledge sharing and peer supervision includes developing the course in consultation with the department chair, who also reviewed and approved the syllabus.

Hybrid

NTS 5110 New Testament Introduction 1, Fall 2010: 27 students across 3 locations

- Teaching forms: in-class lectures, written discussions, examinations, interpretive paper, interpretive paper response, book review
- Additional knowledge sharing and peer supervision: The department chair provided helpful suggestions about how best to utilize student feedback on the course, and I implemented these suggestions the following term.

NTS 5120 New Testament Introduction 2, Spring 2011: 39 students across 3 locations, teaching forms: in-class lectures, written discussions, examinations, interpretive paper, interpretive paper response, book reviews, group debate

Onsite

WST 0220 New Testament Book Study: Galatians, Fall 2009: 15 students

- Teaching forms: in-class lectures and discussions written discussions, interpretive paper, interpretive paper response, book review
- Roles: I taught this course independently with occasional guidance from the program director.
- Knowledge sharing and peer supervision: I developed this course in consultation with the program director, who reviewed and approved the syllabus. The director also provided helpful guidance during the term about student feedback from the course that shaped how I delivered the balance of it.

Knowledge of Learning, Teaching, and the Study Program

As a teacher, I have proven open to feedback about my instruction and evolved my understanding of students, the study program, and university teaching. Along the way, I have consistently improved my teaching methods and collaborated in improving programs of study to produce better student outcomes. Among these improvements, the more significant fall into three areas—namely, improvement of student preparation, clarification for student engagement, and adaptation to student learning realities.

Improvement of Student Preparation

I have routinely found students less than fully prepared for the realities of what various degree programs require. In such cases, I have spearheaded the collaborative development of curriculum proposals to improve students' preparation.

For instance, in Faulkner's MA and PhD programs in humanities, I regularly found students ill-prepared for critical, hermeneutically reflective research at appropriate levels. In response, I spearheaded an effort to add to the curriculum for each program a foundational course on scholarly inquiry and writing, and I taught these courses through their earliest iterations (the IDS 5301 and 7301 classes noted above).

Similarly, on the admissions committee, I regularly found applicants for Faulkner's PhD program in biblical studies under-qualified. And the applicants who appeared qualified and eventually received admission to the program often struggled with the reality of the workload that a PhD in biblical studies entails. In response, I spearheaded the development of two curriculum proposals. One addressed applicants' frequent under-qualification by creating—from courses already offered—a Master of Theology (ThM) that would both allow such students to enroll at an appropriate post-graduate level and prepare them for subsequent matriculation into a PhD. The second was adding to the PhD (and including in the ThM) degree plan a new seminar to help students manage the kind of knowledge work that is a post-graduate degree in biblical studies, and I have taught this course since its addition to the curriculum (the BI 7100 classes noted above).

Also, when I began my current role at Faulkner, I assumed responsibility for the PhD's textual criticism seminar. This seminar previously had no prerequisites besides admission to the program. The program, however, often admits students who do not already have reasonable facility in Hebrew, Aramaic, or Greek, and provides them a path to acquire these competencies during their program. Yet such students are naturally incapable of wrestling with textual criticism at the level of a PhD seminar. Consequently, I spearheaded an initiative to resequence the textual criticism seminar after an adequate prerequisite.

Clarification for Student Engagement

As described below, I have substantial experience and training in online course design and delivery, which has been the modality for most of my teaching. Along the way, I have improved how I articulate learning outcomes to students and how I structure courses' activities toward these outcomes. In particular, I have worked with pertinent program directors at Faulkner to clarify course-level learning outcomes for each of my courses. And in spearheading the creation and implementation of the ThM, I collaborated with the graduate school's assessment specialist to ensure that degree program, from the start, had clear outcomes for its assessment.

Adaptation to Student Learning Realities

Finally, there are numerous ways in which I have adapted my teaching to the realities of how students seem to learn most effectively. In addition to what emerges from knowledge sharing and peer supervision, I consistently pursue ways to maximize student learning that arise from my own reflections.

For example, students in my textual criticism seminar have routinely found challenging that course's breadth of material. In response, I have gradually

- decreased the proportion of time in class that I spend lecturing,
- increased the overall amount of time I spend with students in class, and
- increased the proportion of our in-class time that we spend working through particular text-critical questions about particular texts.

This approach has improved student learning in the course by helping students walk through text-critical decisions first hand.

In addition, I have also spearheaded changes to accommodate the (MA or ThM) thesis and (PhD) dissertation process at Faulkner to how students in biblical studies typically undertake it. Some ideas for these changes emerged from experience supervising a thesis for another university, seeing how they did things, and reflecting on how Faulkner processes could improve. Similarly, no student (or perhaps now only one) has completed the dissertation in the approximately two-year period that the program's degree plan implies. Consequently, to mitigate various challenges with this situation, I spearheaded the development of a dissertation continuation module. Students now register for this module each semester that they need to continue working beyond the catalog's allotted two years.

Practice and Reflection

At the end of each year, all Faulkner faculty must review, reflect on, and respond to student evaluations of their courses, in addition to possibly receiving input from respective program directors or deans. When responding my courses on formal, anonymous assessments or in less formal communications, students typically indicate their appreciation for my instruction (e.g., see [these examples](#)). Nevertheless, there is always something to improve to foster still better learning. So, within my process of teaching and reflection, as well as a result of knowledge sharing and peer supervision, I have made numerous adjustments to my teaching to improve student learning. Some of these changes are already noted above; others include actions like

- changing discussion modalities (e.g., from asynchronous written to synchronous video conferencing) or restructuring the interaction students had within a given modality;
- clarifying instructions or requirements to render them more transparent and centralizing how I communicate to students about certain conventions that apply across every class I teach;
- further focusing, restructuring, resequencing, or coaching students through course readings, lectures, assignments, or examinations;

- improving the quality, consistency, and helpfulness of my comments on students' work;
- providing additional, periodic check-ins for cumulative assignments so students can understand their progress better; and
- reviewing courses to remove assignments that purely multiplied students' requirements without meaningfully expanding their learning or enhancing its assessment.

Training in the Pedagogy of University Teaching

Before teaching at Southeastern Seminary, I completed a required introduction to teaching in higher education (see [these transcripts](#)). In addition, I have undertaken numerous other training modules to improve my teaching, including those listed below. In most cases, these modules provided no particular certification of completion or did so only in a portal to which I no longer have access. For modules where I do have completion documentation, however, I have attached that documentation also.

- Academic Writing Enhancement (October 2015)
- Active Learning Techniques (August 2010)
- Applying the Quality Matters Rubric (October 2013)
- Asking Interpretive Questions (August 2011)
- Assessing Experiential Learning of the Adult Student (December 2014)
- Attention = Retention: How Two Schools Operationalized Student Success (May 2015)
- Being Part of a Great Conversation (August 2011)
- Blackboard: New and Advanced Features (December 2013)
- Building Community in an Online Classroom (October 2012)
- Closing the Skills Gap: The Role of Education (July 2014)
- Collaborative Communication Technologies (September 2015)
- Creating a Communications Strategy for an Online Program (October 2014)
- Creating an Engaging Learning Environment (September 2015)
- Creating Passionate Students (May 2013)
- Distance Education Faculty Training (August 2010)
- Educating and Empowering Military Students (March 2012)
- Efficient and Effective Feedback in the Online Classroom with GradeAssist (December 2014)
- Enterprise-wide Online Proctoring (October 2016)
- Five Tips You May Not Know about Blackboard Tests (September 2015)
- Grading Multilingual Writers' Assignments (December 2014)
- Growing with Canvas (February 2021)
- Handling Plagiarism (May 2013)
- How and Why to Read the Great Books (August 2011)
- How Students Can Use Tutor.com (May 2013)
- Improving Access and Affordability with Innovative Digital Models (April 2015)
- Integrating Smarthinking into Your Classroom (September 2013)
- Internet of Things: Solving Education Challenges and

- Improving Student Success (June 2015)
- Learning Design: The Science behind a Great Course (May 2012)
- Learning Science in Online Course Design (September 2014)
- Managing Multiple Personalities in the Online Classroom (May 2012)
- Online Faculty Training (December 2011)
- Online Program Development and Delivery: Developing Your Playbook for Success (March 2015)
- The Placebo Effect of Online Proctoring (November 2016)
- Plagiarism Prevention in the Online Environment (March 2015)
- Quality Matters Higher Education 5th Edition Rubric Update (July 2014)
- Quality Matters Institutional Representative (October 2013)
- Reading Strategies to Assist Online Learners (September 2015)
- Service Learning Course Design Workshop (August 2014)
- Service-learning and Effective Campus-community Partnerships (July 2012)
- Smarthinking E-structor Certification (August 2010)
- Special Topics: Equipping Online Learners in their Quest to Succeed and Open Educational Resources (September 2015)
- Staying on TRACK when Interacting with Disgruntled Students (May 2013)
- Teaching in a Post-modern World (September 2015)
- Technological Assistance in Grading (March 2015)
- Top Ten Mistakes Faculty Make when Grading (May 2013)
- Using Library Resources for Effective Online Teaching (December 2012)
- Using SafeAssign Effectively (December 2014)
- WebEx (December 2012)
- Writing Assistance Options (October 2012)

Pedagogical Development Projects

Already discussed above are several of the major, program-level pedagogical development projects that I have undertaken. In addition to these projects, in the 2006–2007 academic year at Faulkner, I delivered select lectures and assisted in the assessment of student work as invited by a long-standing faculty member for BI 2309 Orientation to Biblical Studies (spring, onsite) and BI 5300 Introduction to Graduate Biblical Studies (fall and spring, onsite). Along the way, I developed a handout to simplify the process of developing a research proposal. The College of Biblical Studies eventually adopted this handout as a standard part of its graduate thesis manual.

In addition, for several years now, each of my courses has consistently had an initial quiz that, in part, invites students to share what they see as their biggest struggle as developing biblical scholars. Along with other inputs, students' varied responses to this question inform additional resources that I then make available, where necessary, or point students to, where such resources already exist. I have not pressed to include this component in every course in any degree program. But especially for Faulkner's PhD in biblical studies, I teach four of the program's required core courses and two of its electives. Given this teaching load, I am able to gather information about students'

evolving struggles as they progress through their programs and offer appropriate support across the curriculum.

Finally, as tools that could continue to be used within the program even by different faculty in the future, I have worked with Anselm Academic to create and refine two readers and evaluate prospects for a third. Anselm's "Professor's Choice" service specializes in clearing permissions for material and bringing it together into such custom collections. This service has proven particularly useful for cases where titles are out of print and, therefore, more difficult for online students to purchase or to procure via interlibrary loan. In cases like these, such readers facilitate students' cost-effective access to key resources for two courses (my seminars on [biblical theology](#) and [baptism in the Pauline letters](#)). Beyond these readers, I have also evaluated with Anselm the prospect of developing a third reader for my textual criticism seminar. In that case, however, the price point required for the collection in order to clear permissions for the material to be included proved prohibitive. So, I have instead simply tried to indicate where students can most easily and economically access [that course's ancillary material](#).