



2022 INDICATOR REPORT FOR THE HIGHER LEARNING COMMISSION

Central Christian College of Kansas

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Introduction

The following report is submitted in response to a letter dated August 23, 2022, in which the Higher Learning Commission requested further information concerning Indicator 4 (Minimal Full-Time Faculty). As stated in the “Financial & Non-Financial Indicator Process” procedure document, the College submits the following:

1. A list of all degree programs that indicates the programs that have at least one full-time faculty member and those that have less than one full-time faculty member.
2. A narrative detailing how the institution is ensuring there is enough faculty expertise to offer the degree programs listed.
3. A narrative detailing how the institution is in compliance with Core Component 3.C.

In providing this response the College wants first to affirm the Commission’s concern related to Indicator 4. The College is aware of the incongruence between full-time faculty and degree programs, and is intentionally seeking to mitigate this issue. The main purpose of this response is to provide a narrative of how the College is addressing this issue and ensuring quality academic programming and services.

In summary, there are three significant issues that are currently effecting this ratio:

- Since the onset of COVID, the College has had a difficult time engaging specific full-time faculty members who are properly credentialed in the subjects needed, are aligned with the mission, and who are willing to relocate to the McPherson area.
- Lack of understanding of how the Commission *counts* degree programs and how this relates to how the institution assess coverage of the programs it offers¹.
- Possible revision of degree titles, some of which were developed in response to marketing trends, but are truly redundant in subject matter with other offerings, but with a differing degree title.

The remainder of this document is a narrative describing what Central Christian College of Kansas is doing in the “meantime” and how the College continues its commitment to maintain quality educational offerings. It is our assertion that after reviewing the information contained herein, the Commission will

¹ The College is submitting updated numbers to the Institutional Update based on conversations with Commission Staff and consultation with Criterion 01 peer review volunteers.

remain confident that Central Christian College of Kansas has the faculty and academic support staff for effective, high-quality programs and student services.

Faculty Count

The teaching and administrative faculty of the College is comprised of 73 individuals, all of which have teaching assignments. This number currently includes 12 full-time faculty, 10 staff who also serve as credentialed instructors, 10 residential adjuncts, and approximately 41 online adjuncts. Not included in that count are three (3) other residential staff that also support instructional services (e.g., Librarian and Academic Success personnel). The Faculty are organized into five (5) divisions to ensure collaborative efforts concerning curricular oversight and assessment. According to an audit conducted by the Office of Institutional Effectiveness, Student to Faculty ratios are 8:1 for residential courses and 9:1 for online courses. The primary reason for the flagging of Indicator 4 flag is due to the fact that Central Christian College of Kansas claimed 18 degree programs, with only 12 full-time faculty.

The College has already reached out to the Commission to modify the degree program count, which is inflated in comparison to the current degree programs currently being offered by Central Christian College of Kansas. While this modification reduces the number of degree programs from 18 to 14 (as illustrated in Table 01 below), it does not modify the need for a response, as the ratio still falls below the intended target set by the Commission.

Levels	Degree Programs	Full-Time	Residential PT/Adjuncts	Online Adjunct
Associate	Associate of Arts	1	2	8
	Associate of General Studies			
	Associate of Arts in Health Science	1		2
	Associate of Arts in Criminal Justice		1	7
Bachelor	Bachelor of Science in Criminal Justice			
	Bachelor of Arts	2	4	3
	Bachelor of Science	4	5	3
	Bachelor of Arts in Ministry	2	1	1
	Bachelor of Science in Psychology (BSPSY)		3	8
	Bachelors of Science in Health & Human Services			
	Bachelor of Science in Business (BSB)	2	4	9
	Bachelor of Science in Healthcare Administration			
Bachelor in Business Administration				
Graduate	Master of Science in Strategic Leadership		1	4

Some adjunct positions are double here. Appendix A provides greater perspective of actual assignments.

The color-coding illustrates, based on the Commissions way of designating degree programs, those degree programs that overlap both curriculum and staff. This is explored further in the narrative, but highlighted here. The significant programs that is missing a full-time faculty is Psychology. While the College has an interim director and the adjuncts to continue coverage, the status of the program requires a full-time individual.

A job offer link is present on the website (<https://www.centralchristian.edu/about/employment/>) and qualified candidates are being sought. College is actively seeking an individual to fill this position, but have not yet found a qualified individual.

As can be seen in the table above, Criminal Justice also does not currently have a full-time faculty specifically assigned. This is partially explained by the hybrid nature of the program. The Bachelor of Science in Criminal Justice is primarily an online program. Residential students, seeking to complete a major in criminal justice access the online courses, augmented by a few on-ground offerings. This is all overseen by a director, who does teach in the program, but according to Commission definition, would not be included in the count of full-time faculty. This director works with related adjuncts, in order to ensure continuity in instruction and quality of the program, including providing oversight with residential staff to provide residential students with on-ground options.

Both of these directors (the interim in Psychology and the individual overseeing Criminal Justice) have a history with the College and each respective program, having both been employed by the College for a number of years. Their appointment provides continuity in assessment, as each is aware of program history and development, and have participated in assessment initiatives for some time now. Just this past year, each of these program directors completed a required Quadrennial Assessment Report.

Core Component 3C

Faculty Sufficiency

As illustrated in Table 01, based on the Commissions calculation formula for degree programs, the College currently offers 14 distinct degree programs. However, this number is deceptive in that a number of those degree programs are duplicated under different names or whose course work is so comparable that there is little difference other than the name. This is best illustrated in the following:

- The Associate of Arts and the Associate of General Studies, while counted as two degree programs, represent duplicated coursework. The difference between the two programs is related to the number of hours required. The Associate of Arts requires 60 hours, with 37 hours of prescribed courses. The Associate of General Studies requires 60 hours, with 34 prescribed hours. Other than the difference in the prescription, the coursework is exactly the same.
- The Bachelor of Science in Business and the Bachelor of Business Administration represent the same coursework, but offered in different modalities. For marketing purposes, the degree title Bachelor of Business Administration was used to target individuals looking to move on to an MBA. To date, the department has not yet decided to make the same shift to the residential program, which continues to offer a Bachelor of Science in Business. Thus, the College is offering the same curriculum under the title of two different degree offerings (based on the modality).

This same type of curricular redundancy occurs elsewhere. Such as with the Associate of Arts in Criminal Justice and the Bachelor of Science in Criminal Justice. While counted as separate degree programs, all coursework utilized in the Associate program is already being offered through the Bachelor Program. Therefore faculty, course oversight, and even assessment is subsumed under the Bachelor program.

Much like the Associate of Arts in Criminal Justice, the Associate of Arts in Health Science also represents a *packaged* program already embedded in the curriculum. The State of Kansas recently began offering a Promise Act Scholarship. This program provides funding for students seeking the completion of *qualified* Associate program. In response, and to assist students seeking to complete a degree program and leverage the funding offered by the State, the Faculty decided to recognize the Associate of Arts in Criminal Justice and the Associate of Arts in Health Science as entry level programs. In doing this the College was able to provide Promise Act compliant programs, which in turn could serve as possible feeder programs for corresponding Bachelor programs. From an assessment and oversight perspective, these programs already had designated faculty providing supervision and no additional instructional faculty were needed, since the courses were already being offered. The unseen consequence was the inflated degree program count that would occur as part of the Institutional Update with the Commission.

There are other cases where redundancy in course work, oversight, and assessment occur, such as with:

- The Bachelor of Science in Psychology and the Bachelor of Science (majoring in psychology). The oversight of the Bachelor of Science of Psychology is already subsumed by a faculty member overseeing the major. The course work is the same and the outcomes the same. The difference is

in the packaging of courses for online students (the curriculum carousel) and the specificity of course work (defined elective pool).

- The Bachelor of Arts and the Bachelor of Science, which only differs by 2-3 requisite courses.

Unlike the Commission, Central Christian College of Kansas assesses the sufficiency of faculty oversight by determining the relationship between faculty numbers and disciplines/programs (rather than degrees programs). Table 02 below demonstrates the allocation of full-time faculty to ensure sufficient numbers and continuity to carry out the classroom and non-classroom roles of faculty. These full-time faculty are further supported by part-time and adjunct faculty.

Table 02

Discipline/Program Oversight	Full-Time Oversight
Majors, Concentrations	
English (General Education)	Mr. Nate Arida
Natural Science & Math	Mr. Mike Craig; Dr. John Trow
Communication & Humanities	Mr. Chris Gates
Music	Dr. Brett Janssen
Education	Mrs. Michelle Barreiro; Mr. Steven Smith
Business (BSB; BBA; Healthcare Administration)	Mr. Heath Whitehouse
Graduate Program	Dr. Enrique Barreiro
Ministry	Rev. Dr. Mindi Cromwell; Rev. Dr. Larry Anderson
Sport Science	Mrs. Tricia Pimentel
Human Services (Psychology, Criminal Justice)	<i>Administrative Oversight</i>

As already stated, in the case of two programs (Criminal Justice and Psychology), administrative oversight has been assigned to individuals with historical knowledge and experience with the program. These individuals provide services such as assessment, curricular design, and oversight of the adjuncts assigned. This is attested by the most recent submission of the required Quadrennial Assessment Report. However, in both these cases, all decisions still fall under the authority of the Academics Affairs & Assessment Committee and the Faculty Senate.

Some course work simply lends itself to the use of adjuncts over full-time staff, as it relates to actual instruction. This is best illustrated in the area of music, which has a full-time faculty who teaches and has responsibility for assessment and curricular oversight. However, the expertise and experience needed to provide instructors for different instruments relies on a diverse adjunct pool. The same is true for courses in Sport Science, which leverage coaches to facilitate activity courses. Recognizing these individuals would add another six adjuncts to the overall count of instructional staff.

Human Diversity

Due, in part, to the geographic (socio-political) location of the institution, maintaining a multi-cultural staff provides a unique challenge. While the College can many times provide a diverse prospect pool, getting diverse full-time faculty to relocate to a small, mid-western community is not easy. To help this process, the College has embedded steps into its hiring process to help alleviate the possibility of identifying diverse candidates.

In this way, the institution is committed to continual efforts of hiring more diverse (multi-cultural) faculty and staff. This is evidenced through hiring practices that specifically reinforce the importance of diverse hiring, and intentionally seeking applicants from diverse and underrepresented populations.

However, as was learned during the COVID crises, the presence of adjuncts improves our ability to provide diverse perspectives to our students, as opposed to the singular voice of one full-time faculty member, who by the nature of his or her assignment, might be the lone teacher for multiple courses. Seen in this way, the use of adjuncts, as a way to ensure diversity of perspective, can be gauged as a strength.

Evaluation

Instructors are regularly reviewed and the College maintains a systematic review process for assessment of student learning, as well as for curricular oversight. At the broadest level, each program of study completes a quadrennial review processes.

The Quadrennial Review Process largely mirrors the Assurance Argument Process used in preparation for Comprehensive Visits by the Higher Learning Commission. This approach was adopted to assist in the assembly of data and evidences needed to construct an informed Assurance Argument for the institution. Each of the standards are related to the Criteria for Accreditation and Core Components outlined by the Higher Learning Commission.

The purpose of this process is to provide a means through which each program of study can provide data to demonstrate compliance with each standard or provide a remediation plan when data does not support the standard. The process begins with a general audit initiated by the Office of Institutional Effectiveness. In response to the audit the department can provide an evidentiary response demonstrating compliance. In those cases, where data is not evident or the program cannot support the

standard, the department or program will need to provide a remediation plan. This plan must provide a specific plan that the department will execute in order to bring the department under compliance. This plan should identify specific dates, data points, and resources needed to execute the plan.

Upon submission of the report, the Academic Affairs and Assessment Committee provides feedback. Each criteria receives a rating of MET, MET WITH CONCERNS, or NOT MET. Many times these ratings also receive direct comment. Programs can provide feedback or a response to the evaluation. Once all evaluations and responses are complete, the Faculty Senate receives a copy of all material for final recognition. In some cases, the department may need to provide an annual Monitoring Report to demonstrate progress.

There are several processes in place leading up to the quadrennials that faculty are responsible for completing.

- All contracted faculty and librarians are required to submit an annual report (Form AD01) concerning professional activities, accomplishments, and assessment practices.
- In addition, all faculty complete Form AD02, which is an evaluation of the Chief Academic Officer.
- Each department also submits an Annual Report (Form AD03), including the Library and Academic Services.

These annual reports, coupled with the Quadrennial Review process and the committee work of the Faculty Senate, provide an avenue to help ensure that:

- Offerings are purposefully aligned with the mission and related outcomes of the College
- Academic departments are engaged in systematic and integrated assessment activities
- Decision-making is data informed and relies on analysis of that data
- Continuous improvement is a hallmark of every program offered by the institution

Faculty Qualification

Academic credentials serve as the primary means through which the College identifies qualified instructors. The Faculty Handbook maintains specific policy concerning qualifications. In summary, it states:

- For undergraduate course work, instructors must hold a Doctorate or Master's degree (or terminal degree) in the discipline or Doctorate or Master's degree, with at least 18 graduate level hours related to the discipline being taught.
- For graduate course work, instructors must hold a Doctorate (or appropriate terminal degree) in the teaching discipline or a related discipline.

As recognized by the Commission, in exclusive cases where an individual holds unique qualifications (e.g., other degrees, exceptional work-place experience, professional licensure and certifications, honors and awards, documented excellence in teaching, or other demonstrated competencies and achievements) an individual may be *recognized* as credentialed to teach, though in these cases the scope of that teaching is often limited to a prescribed course(s). Any department utilizing such methodology is required to define and submit a quantifiable evaluation matrix, which is approved by the Chief Academic Officer.

Any instructor of record, teaching at least one course, must have a credentialing cover sheet validated by the appropriate department head/chair.

Due in part to the structure of the institution, a number of current staff also have teaching responsibilities. These individuals, though important to the instructional make-up of the institution, are not reflected in the data that is used to inform Indicator 4. In each of these cases, these individuals work in the institution (in various positions), but are also credentialed instructors who provide expertise, experience, and breadth of insight. Examples include:

- The College President teaches one of the online graduate courses and teaches 1-2 courses in psychology each year
- The Chief Academic Officer teaches one class each semester in the Social Sciences
- The Dean of Online Education teaches general education coursework
- The Dean of Student Affairs teaches Freshman Seminar
- The Campus Pastor teaches in the ministry program
- A member of the Advancement Staff teaches in the business program
- A number of coaches teach in the Sport Management program

In each case, the individual has been evaluated through the Faculty Credentialing process. They are also evaluated in compliance with processes set forth in the Faculty Manual.

Professional Development

Central Christian College strongly supports the pursuit of continued education and development. As such, the College seeks to assist faculty and staff in their educational pursuits, through designated resources such as:

- Vector Solutions Professional Development LMS: Provides an asynchronous virtual learning environment for issues such as FERPA, Cyber Security, Compliance Issues, Diversity, etc.
- Tuition Assistance Program: The Tuition Assistance Program is available to full-time (benefit eligible) employees for the purpose of completing an advanced degree.
- Budget Resources: Departments are encouraged to include professional development in budget requests, which are honored by the budget committee.
- In House Training: Professional development opportunities are scheduled throughout the year such as Lunch & Learn, Workshops, and other colloquia.

Conclusion

The need for additional teaching faculty is recognized as an area for growth. However, this is only a temporary issue. A review of the College's history would demonstrate that this is the first time Indicator #4 was triggered, attesting to our commitment to Criterion 3. As stated already, the College is in agreement with the Commission's identification of Indicator #4.

The College is actively pursuing candidates to address this issue, as well as reviewing degree offerings currently on the books. Such as the presence of the Associate of Arts in General Studies, which is a carry-over from when the College was primarily a Junior College.

The presence of COVID-19, and its residual presence, has delivered some unique challenges in securing candidates, as there seems to still be some degree of resistance from the pool of interested potential candidates, many of which desire to solely teach online, rather than relocate. This has hampered our efforts to secure residential faculty.

As illustrated herein, Central Christian College of Kansas is committed to maintaining the faculty and staff needed for effective, high-quality programs and student services. The triggering of Indicator 4 highlighted a transitory deficiency that is being addressed.

Currently, the College is schedule to host a Review Team, for a Comprehensive Evaluation, March 4 & 5, 2024. We look forward to presenting a robust Assurance Argument, validating that Central Christian College of Kansas upholds the assumed practices that inform participation in the Higher Learning Commission.

Instructor Assignment: By Degree Programs (HLC)

The following table provides an illustrative perspective of how each instructor approximately relates to a degree program.

Certificates	Degree Programs	Full-Time	Staff/Part-Time	Adjunct (46)
Associate	Associate of Arts	Mr. Nate Arida	Mrs. Diane Craig; Dr. Charles Kaufman	*Father Ryan Mackey; Dr. Joan Bowman; Mr. Devin Dodson; *Dr. John Walker; Dr. Mary Donaldson; *Ms. Rebecca Duke; *Mrs. Kristien Hamilton; *Mrs. Suzanne Meyer; Mrs. Amy Goering; Mrs. Rita Burleson; Dr. Janet Neufeld,
	Associate of General Studies			
	Associate of Arts in Criminal Justice [Online]		<i>Col. Tom Greco [Part-Time Program Director]</i>	*Mrs. Sarah Halbmeier; *Mr. Doug Schroeder; *Dr. Susan Nitsch; *Mr. Curt Steel; *Mr. Shae Randall; *Dr. Jack Brown Mr. Shawn Wallace
	Associate of Arts in Health Science [Online]	Mr. Mike Craig		*Dr. Eddy VanHunnik; *Dr. Deana Favara
Bachelor	Bachelor of Arts	Mr. Brett Janssen; Mrs. Michelle Barreiro; Mr. Steven Smith Mr. Chris Gates	*Dr. Jacob Kaufman	*Mr. Connor Gibson; *Ms. Rebecca Kennedy; *Father Ryan Mackey Mr. Eric Corby; Mr. Connor Gibson; Mr. Gregg Walker
	Bachelor of Science	Mr. John Trow; Mrs. Tricia Pimentel	Mrs. Cathy Brown; Dr. Deanna Favara; *Dr. Lenny Favara; Mr. Matthew Barreiro; *Mr. Aaron Hoxie; *Kyle Spencer; Dr. Laura Vanderhoof	*Mrs. Kristine Hamilton; *Mrs. Suzanne Meyer; *Dr. Eddy VanHunnik; Dr. Tim Shaw; Dr. Robin Jackson; Mr. Mark Glover
	Bachelor of Science in Business	*Mr. Heath Whitehouse; *Dr. Enrique Barreiro	*Mr. Scott Balbin; *Mr. Matthew McNett; *Mr. Kyle Spencer	*Dr. Elizabeth Whiting; *Mrs. Rosalind Conner; *Mr. Jeff Deal *Dr. Frank Hart; *Dr. Rol Erickson; *Mrs. Jodi Leatherman; *Mrs. Georjinne Parisi; *Mr. Nathan Warner, Mrs. Diane Miller
	Bachelor of Science in Healthcare Administration [Online]	<i>Administrated as part of the Business Program</i>		Dr. Samantha Starke
	Bachelor in Business Administration [Online]	*Mr. Heath Whitehouse; *Dr. Enrique Barreiro	*Mr. Scott Balbin	*Dr. Elizabeth Whiting; *Mrs. Rosalind Conner; *Mr. Jeff Deal *Dr. Frank Hart; *Dr. Rol Erickson; *Mrs. Jodi Leatherman; *Mrs. Georjinne Parisi; *Mr. Nathan Warner
	Bachelor of Science in Criminal Justice [Online]		<i>Col. Tom Greco [Part-Time Program Director]</i>	*Mrs. Sarah Halbmeier; *Mr. Doug Schroeder; *Dr. Susan Nitsch; *Mr. Curt Steel; *Mr. Shae Randall; *Dr. Jack Brown
	Bachelor of Arts in Ministry	Rev. Dr. Mindi Cromwell; Rev. Dr. Larry Anderson	Mr. Zach Fleming	Mr. Kyle Hoodman; *Father Ryan Mackey; *Dr. Jacob Kaufman
	Bachelor of Science in Psychology [Online]	<i>Administrated as part of the Residential Psychology Major (Dr. Lenny Favara – Interim Program Director)</i>		*Dr. Mary Donaldson; *Dr. Elizabeth Whiting; *Dr. Pat Donaldson; Mrs. Jodi Day; Mrs. Danette Eis; Dr. Nina Nichols; Mrs. Janell Rardon; Dr. Will Nicholas; Mr. Cheyenne Kroeker; Mrs. Pat Muntz; Dr. Mark Glover;
Bachelors of Science in Health & Human Services [Online]	<i>Administrated as part of the Residential Psychology Major</i>		*Dr. Mary Donaldson; *Dr. Elizabeth Whiting; *Dr. Pat Donaldson; Dr. Dean Kroeker	
Graduate	Master of Science in Strategic Leadership [Online]	*Dr. Enrique Barreiro	*Dr. Lenny Favara	*Dr. John Walker; Dr. Rhonda Corwin; *Dr. Rol Erickson; *Dr. Frank Hart; Dr. Rob Shah

The asterisk * denotes instructors that teach in more than one degree program, based on academic credentials.

Instructor List

The following list illustrates the current slate of instruction staff at Central Christian College of Kansas. Each instructor listing includes

- Name
- Highest Degree Completed (Abbreviated)
- Relevant Academic Credentials/History
- Teaching Matriculation Date (*italicized*)

Full-Time (Residential) Faculty

- **Anderson, Larry D. (Rev), D.Th. — Ministry and Theology:** A.A., Central College, McPherson, KS, 1974; B.A., Seattle Pacific University, Seattle, WA, 1976; M.A., Fuller Seminary, Pasadena, CS, 1984; Th.M., Fuller Seminary, Pasadena, CS, 1997, D.Th., University of Zululand, South Africa 2011.
Central Christian College, 1996
- **Arida, Nate, M.F.A. – English:** B.A., Ohio Northern University, Ada, OH, 2008; M.F.A., Wichita State University, Wichita, KS, 2015.
Central Christian College, 2021
- **Barreiro, Enrique, Ph.D. – Business (Chair):** B.S., Old Dominion University, Norfolk, VA, 2010; M.B.A., American Intercontinental University, Hoffman Estates, IL, 2012.; Ph.D. Trident University, Cypress, CA, 2020
Central Christian College, 2012
- **Barreiro, Michelle, M.A. – Education (Chair):** B.S., Kansas State University, Manhattan, KS, 2007; M.A., Friends University, Wichita, KS, 2011.
Central Christian College, 2015-2016, 2022
- **Craig, Michael A., M.S. — Natural Sciences, (Chair):** B.S., Greenville College, Greenville, IL, 1983; M.S., Emporia State University, Emporia, KS, 1996, Ph.D., Kansas State University, Manhattan, KS, forthcoming.
Central Christian College, 1991
- **Cromwell, Mindi, Ph.D. – Ministry Department (Chair):** B.A., Greenville College, Greenville, IL, 1997; Ph.D., Saint Louis University, St. Louis, MO, 2005.
Central Christian College, 2020

- **Gates, Christopher A., M.A. — Communicative Arts (Chair):** B.S., Central Christian College, McPherson, KS, 2005; M.A., Kansas State University, Manhattan, KS, 2007.
Central Christian College, 2007
- **Janssen, Brett, Ph.D. – Music & Traditional Music Director (Chair):** A.A., Central Christian College, McPherson, KS, 2001; B.M., Wichita State University, Wichita, KS, 2004; M.A., University of Central Missouri, Warrensburg, MO, 2011; Ph.D. Kansas State University, Manhattan, KS, 2017.
Central Christian College, 2010
- **Pimentel, Tricia, M.S. – Exercise Science (Chair):** B.A., Wichita State University, Wichita, KS, 2011; M.S., Pittsburg State University, Pittsburg, KS, 2015.
Central Christian College, 2019
- **Smith, Steven, M.S. – Education:** B.S., Asbury College, Baltimore, MD, 1991; M.S., Old Dominion University, Norfolk, Virginia, 1997; M.A., University of Michigan – Flint, Flint, MI, 2009.
Central Christian College, 2019
- **Trow, John, Ph.D. – Physics:** B.S. Kansas State University, Manhattan, KS, 1977; Ph.D. University of California, Berkeley, CA, 1985.
Central Christian College, 2015
- **Whitehouse, Heath, M.B.A. – Business:** B.S., Central Christian College, McPherson, KS, 2009; B.S.B. Central Christian College, McPherson, KS, 2009; M.B.A., Kansas Wesleyan University, Salina, KS, 2011.
Central Christian College, 2010

Part-Time (Staff) Faculty (Residential)

- **Balbin, Scott – Business:** B.S., Bowling Green University, Bowling Green, OH, 1998; M.B.A., Regis University, Denver, CO, 2003.
Central Christian College, 2021
- **Barreiro, Matthew – Exercise Science:** B.S., Arizona Christian University, Glendale, AZ, 2005; M.S., Walden University, Minneapolis, MN, 2012.
Central Christian College, 2021
- **Brown, Cathy, M.E. – General Studies:** B.S., Tarleton State University, Killeen, TX, 2000; M.E., University of Texas-Tyler, Tyler, TX, 2011, Ed.D., Missouri Baptist University, St. Louis, MO, forthcoming.
Central Christian College, 2017

- **Craig, Dianne, M.A. – Ministry:** B.A., Greenville College, Greenville, IL, 1982; M.A., Liberty University, Lynchburg, VA, 2018.
Central Christian College, 2014
- **Favara, Dea – Nutrition:** A.A., Central Christian College of Kansas, 1988; Bachelor of Holistic Nutrition Studies, Clayton College of Natural Health, 2006; Doctor of Naturopathy, Clayton College of Natural Health, 2011.
Central Christian College, 1992-93, 2000-2010, 2011
- **Favara, Leonard F., Ph.D. (Rev.) — Psychology & Management:** A.A., Central College, McPherson, KS, 1989; B.S.M., Central College, McPherson, KS, 1991; M.S., Kansas State University, Manhattan, KS, 2003; Ph.D., Northcentral University, Prescott, AZ, 2009.
Central Christian College, 1992-93, 2000
- **Fleming, Zach, M.A. – Youth Ministry:** B.S., Central Christian College, McPherson, KS, 2005; M.A., Huntington University, Huntington, IN, 2013.
Central Christian College, 2009
- **Muntz, Pat, M.E. – Psychology:** B.S., University of Central Oklahoma, Edmond, OK, 1976; M.E., Wichita State University, Wichita, KS, 1980.
Central Christian College, 2011
- **Spencer, Kyle, M.S. – Business:** B.A., Colorado State University, Fort Collins, CO, 2010; M.S., California University Pennsylvania, CA, 2013; M.A., Hope International University, Fullerton, CA, 2018.
Central Christian College, 2021
- **Vanderhoof, Lara, D.S.W. – Psychology:** B.S.W., Roberts Wesleyan College, Rochester, NY, 1992; M.S.W., Roberts Wesleyan College, Rochester, NY, 1997; D.S.W., Capella University, Minneapolis, MN, 2015.
Central Christian College, 2022

Residential Adjuncts

- **Corby, Eric, M.A. – Music:** B.A., Marymount College, Salina, KS, 1989; M.A., Fort Hays State University, Hays, KS, 1996.
Central Christian College, 2014
- **Kaufmann, Charles (Rev), DCS — Social Science:** A.A., Central College, McPherson, KS, 1974; B.A., Briar Cliff College, Sioux City, IA, 1984; M.A.L.S., Wichita State University, Wichita, KS, 2001; D.C.S, Columbia Evangelical Seminary, Enumclaw, WA, 2018.
Central Christian College, 2001

- **Gibson, Connor, B.M. – Music:** B.M., North Park University, Chicago, IL, 2017.
Central Christian College, 2020
- **Glover, Mark, D.Min. – Psychology:** B.A., Southern Nazarene University, Bethany, OK, 1990; M.A., Southern Nazarene University, Bethany, OK, 1994; M.Div., Nazarene Theological Seminary, Kansas City, MO, 1994; D.Min., Phillips Theological Seminary, Tulsa, OK, 2001.
Central Christian College, 2021
- **Jackson, Robin, Ph.D. — Science & Math:** B.A., Bethel College, North Newton, KS, 1975; M.S., Emporia State University, Emporia, KS, 2002; Ed. S., Pensacola Christian College, Pensacola, FL, 2006; Ph.D., Newburgh Theological Seminary, Newburgh, IN, 2011.
Central Christian College, 2001
- **Kennedy, Jean, B.M. – Music:** B.M., Idaho State University, Pocatello, ID, 2004.
Central Christian College, 2019
- **Mackey, Ryan D. (Rt. Rev.), M.M. — Music:** A.A., Central Christian College, McPherson, KS, 1999; B.A., McPherson College, McPherson, KS, 2001, 2004; M.A., Friends University, Wichita, KS, 2009; M.M., Wichita State University, Wichita, KS, 2015.
Central Christian College, 2006
- **Neufeld, Janet, Ed.D. – English, Education:** B.A., Bethel College, North Newton, KS, 1980; M.Ed., Wichita State University, Wichita, KS, 1999; Ed.S., Pittsburg State University, Pittsburg, KS, 2006; Ed.D., Kansas State University, Manhattan, KS, 2016.
Central Christian College, 2021
- **Shaw, Timothy, D.V.M. – Chemistry:** A.A., Associate of Arts, Central Christian College of Kansas, McPherson, KS, 1974; B.S., Azusa Pacific University, Azusa, CA, 1977; D.V.M., Kansas State University, Manhattan, KS, 1984.
Central Christian College, 2020
- **Walker, Gregg, M.M.Ed. – Music:** B.M., Washburn University, Topeka, KS, 1976; M.M.Ed., North Texas State University, Denton, TX, 1985.
Central Christian College, 2017

Graduate Faculty

- **Barreiro, Enrique, PhD. – Strategic Leadership:** B.S., Old Dominion University, Norfolk, Virginia, 2010; M.B.A., American Intercontinental University, Hoffman Estates, Illinois, 2012.; PhD. Trident University, Cypress, California,

2020

Central Christian College, 2012

- **Corwin, Rhonda, DBA – Leadership:** B.A., MidAmerica Nazarene University, Olathe, Kansas, 1999; M.B.A., MidAmerica Nazarene University, Olathe, Kansas, 2002; D.B.A., Walden University, Minneapolis, Minnesota, 2015.

Central Christian College of Kansas, 2021

- **Erickson, Rollis, Ph.D. – Business and Bible:** B.A, Warner University, Lake Wales, FL, 1996; M.A., Reformed Theological Seminary, Atlanta, GA, 1998; Ph.D., Regent University, Virginia Beach, FL, 2005.

Central Christian College, 2015

- **Favara, Leonard F., Ph.D. (Rev.) — Psychology & Management:** A.A., Central College, McPherson, Kansas, 1989; B.S.M., Central College, McPherson, Kansas, 1991; M.S., Kansas State University, Manhattan, Kansas, 2003; Ph.D., Northcentral University, Prescott, Arizona, 2009.

Central Christian College, 1992-93, 2000

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Central Christian College, 2020

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Central Christian College, 2021

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Central Christian College, 2019

Online Faculty

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Central Christian College, 2012

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Central Christian College, 2012

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Central Christian College, 2013

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Central Christian College, 2015
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Central Christian College, 2015
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Central Christian College, 2016
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Central Christian College, 2011
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Central Christian College, 2015
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Central Christian College, 2015
- **Duke, Rebecca, M.A. – English:** B.A., Bob Jones University, 2012; M.A., Bob Jones University, 2014.
Central Christian College, 2015
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Central Christian College, 2012
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Central Christian College, 2015
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Central Christian College, 1992-93, 2000-2010, 2011

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Central Christian College, 2017
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Central Christian College, 2013
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Central Christian College, 2012
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Central Christian College, 2013
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Central Christian College, 2020
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Central Christian College, 2011
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Central Christian College, 2012
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Central Christian College, 2010
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Central Christian College, 2005

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Central Christian College, 2011
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Central Christian College, 2007
- **Leatherman, Jodi, M.B.A. –Business:** A.A, Highland Community College, Highland, Kansas, 1999; B.A., Baker University, Baldwin, Kansas, 2001; M.B.A., Northwest Missouri State University, Maryville, Missouri, 2005.
Central Christian College, 2011
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Central Christian College, 2006
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Central Christian College, 2018
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Central Christian College, 2012
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Central Christian College, 2016
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Central Christian College, 2015
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Central Christian College, 2017
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Central Christian College, 2013

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Central Christian College, 2015
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Central Christian College, 2011
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Central Christian College, 2018
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Central Christian College, 2015
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Central Christian College, 2020
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Central Christian College, 2018
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Central Christian College, 2019
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Central Christian College, 2012
- **Warner, Nathan, M.S.L. – Business:** B.S., Palm Beach Atlantic University, West Palm Beach, Florida, 2008; M.S.L., Palm Beach Atlantic University, West Palm Beach, Florida, 2015.
Central Christian College, 2015
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