

Curriculum Vita
RANDALL J. PANNELL, PH.D.

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Education	Ph.D. Near Eastern Languages and Literature; Southwestern Baptist Theological Seminary, Fort Worth TX .	
	Master of Divinity , Ancient Languages; Southwestern Baptist Theological Seminary, Fort Worth TX (1975)	
	B.A. English Literature and Religion Studies, Baylor University (1972)	
<i>Additional Continuing Education</i>	Instituto de la Lengua Española, San José, Costa Rica Certificate in Spanish Language Proficiency (1979)	
	Regent University, Virginia Beach VA Master Instructor Program (1999-2000)	
	National Case Study Institute , Sponsored by Yale Divinity School and the Academy of Case Teaching (2000) Institute <i>Fellow</i>	
Employment	Chief Academic Officer:	
<i>Note that the roles of associate and acting vice president are inseparable regarding my experience</i>	<ul style="list-style-type: none"> ❖ Acting Vice President for Academic Affairs, Regent University (2006 -08) ❖ Associate Vice President for Academic Affairs, Regent University (since 2004) <ul style="list-style-type: none"> 1. Advocate, lead and manage a new strategic planning initiative <ul style="list-style-type: none"> • New phase of development from a grad school only to include a liberal arts college • “Sell” the board on the necessity (Regent is still a founder-led institution, its board is an “affirming board” and not a policy making entity). • Bring the graduate deans to a point of consensus and “buy in” • Involve the executive administration, especially the CFO, in the necessity for a data-driven, assessment-based budget process integrated in the strategic plan (a novelty at Regent). • Since the university was a graduate university, a completely new strategic plan was required to properly embark on undergraduate education. • Overcome the board and president/chancellor’s reluctance to establish mission and fiscal integration through strategic planning. (Regent’s ethos is extremely entrepreneurial and balance is a challenge.) • Manage the implementation of the process given that the graduate deans and the CFO (and President) were not adequately acclimated this sort of comprehensive, data-driven planning and decision-making. • The implementation of this process was crucial to maintaining regional (SACS) accreditation. 2. Tactical implementation of the planning process, especially related to the budget 3. Manage the university’s accreditation, both regional and the national accreditations of its graduate and professional programs—i.e., Law (ABA), Education (TEAC), Psychology (APA), Counseling (CACREP), Divinity (ATS), with Business in the very preliminary phase (AACSB). <ul style="list-style-type: none"> • Lead the reaffirmation of regional accreditation enterprise <ul style="list-style-type: none"> ○ Responsible for overcoming a deficit of 5 years of minimal attention to the accreditation process ○ Marshalling the entire university community to both “close the loop” on institutional effectiveness matters ○ Overcome the board and chancellor’s reluctance to take the accreditation seriously 	

	<ul style="list-style-type: none"> and failure to recognize its importance to the future of the university <ul style="list-style-type: none"> o Successful site visit in March 2009 • Manage and coordinate the national, professional accreditations on behalf of the university <ul style="list-style-type: none"> o Successfully gain new accreditation in Education (TEAC), 2008 o Begin preliminary process for Business (AACSB), 2007-08 o Renewal of accreditation for <ul style="list-style-type: none"> ▪ Law (ABA), 2006 ▪ Psychology (APA), 2007 ▪ Divinity (ATS), 2007-08 ▪ Counseling (CACREP), 2008 • Launched the creation of an office of planning and assessment to institute the matrices for on-going planning, assessment, and continual improvement which had been eliminated by the president in 2001. <p>4. The continued development of Regent's nascent liberal arts college</p> <ul style="list-style-type: none"> • After 3 years, it has an enrollment of approximately 1,500 undergraduates. • A new paradigm blending best educational practices with innovative, state-of-the-art technological resources in primarily an online format • Not only an academic enterprise, but intended a revenue generator • Combining the convenience and flexibility of online education, along with the technological enhancement of on campus courses and programs, is vital to the twenty-first century university • Focus not only the traditional aged undergraduate student, but the adult learner as well • Engagement with the regional and national accreditors to allow the university to develop practices and new competencies to educate not only the "new generation," but the "adult learner" <p>5. Additional CEO functions associated with CAO role at Regent</p> <ul style="list-style-type: none"> • Board interaction, development and leadership • Managing and coordinating many of the university administrative units (i.e., other vice presidents) • Development and other interactions with donors • Representing the president's office with the media <p>6. Oversight of budget development of the schools and college and approval with the board .</p> <p>7. Fundraising for a private, non-profit institution as acting CAO, along with CEO responsibilities,</p>
	<p>❖ Associate Dean for Academics, School of Divinity, Regent University (2002-05)</p> <ul style="list-style-type: none"> • Responsible for professional accreditation (ATS) <ul style="list-style-type: none"> o Negotiated with and pioneered ATS to gain permission to be the first school in ATS to gain approval to offer a percentage of its masters degrees in an online format • Responsible for the regional accreditation matters within the school as related to the overall university • Administratively reorganized the school to facilitate academic oversight for the school, including more robust strategic planning, program and curriculum development, faculty oversight, and faculty/staff development <ul style="list-style-type: none"> o Restructured the school's Korean program, helping it overcome previous financial neglect and abuse within the program. o Resulted in an opportunity to reorganize the school's recruiting processes to bring better efficiencies and "customer satisfaction" at a time of the school's greatest growth (almost doubling enrollment in a 2-year period). • Special assistant to university academic affairs to revise academic policy and begin to develop a Regent undergraduate enterprise.
	<p>Associate Professor (with tenure), School of Divinity, Regent University (since 1998)</p> <ul style="list-style-type: none"> • Teach Ancient Semitic Languages • Pioneer online distance education within the school • Wrote accreditation (ATS) reports • Assist the development of a school strategic plan

	<ul style="list-style-type: none"> • Chaired the school's curricular committee • Active in student recruiting and retention
	<p>Consultant in Spanish language corporate leadership instruction, Crucial Communications Group, LLC. (formerly Ammerman Enterprises, Inc.), Houston TX (since 1985)</p> <ul style="list-style-type: none"> • Develop and instruct Spanish language curriculum for crisis media training of business executives in Latin America and the Caribbean basin.
	<p>Vice President for Academic Affairs & Associate Professor, American Christian College, Houston TX (1985-87)</p> <ul style="list-style-type: none"> • Negotiated preliminary regional accreditation • Develop the curriculum • Hired the faculty • Organized the faculty • Created, hired and oversaw administrative offices and personnel • Instructed ancient Semitic languages
	<p>Vice President for Academic Affairs & Acting President, Coral Ridge University, Houston TX (1984)</p> <ul style="list-style-type: none"> • Negotiated preliminary regional accreditation • Develop the curriculum • Hired the faculty • Organized the faculty • Created, hired and oversaw administrative offices and personnel • Raised money for the institution • Networked within the community leadership to sponsor and support the new enterprise
	<p>Adjunct Faculty, LeTourneau University, Houston campus (1994-98)</p> <ul style="list-style-type: none"> • Instructed business ethics in the M.B.A. program and biblical surveys for the B.A. completion program. • Revised the curriculum for the M.B.A. business program.
	<p>Associate Professor of Hebrew and Old Testament, Seminario Internacional Teológico Bautista, Buenos Aires, Argentina (1979-83)</p> <p>Primary responsibilities: To instruct Old Testament studies, biblical Hebrew, biblical Aramaic and biblical hermeneutics.</p> <p>Secondary responsibility: To develop and coordinate a distance education program for the first two years of the three year licenciatura program.</p>
	<p>Visiting Professor, El Seminario Bíblico Latino, San José, Costa Rica (1979)</p> <p>Responsibility: To instruct certain Old Testament courses in the context of liberation theology.</p>
	<p>Assistant Professor of Hebrew and Old Testament, Southwestern Baptist Theological Seminary, Fort Worth TX (1976-79)</p> <p>Primary responsibilities: To instruct biblical Hebrew and Old Testament studies.</p>
Publications	<p>“El Deuteronomio y su Hermenéutica de la Tradición.” <i>Diálogo Teológico</i> 21 (1983): 47-56.</p> <p><i>Ezequiel: El Guía por El Ministerio durante Tiempos de Pena y Pérdida.</i> Buenos Aires: Apuntes Pastorales, 1982.</p> <p><i>Ezekiel People.</i> Houston: ACTS, 1995.</p> <p><i>The Hermeneutic of Tradition: Revelation through Tradition in Deuteronomic Theology.</i> Ft. Worth: SWBTS Dissertation Series, 1979.</p> <p>“La violencia y la política del mesías a la luz de Miqueas 4:14- 5:5.” <i>Apuntes Pastorales</i> 1 (1981): 15-26.</p> <p>“The Politics of the Messiah: A New Reading of Micah 4:14- 5:5.” <i>Perspectives in Religious Studies</i> 15 (1988): 131-43.</p> <p>“SHORT STUDY: I WOULD BE WHO I WOULD BE! A PROPOSAL FOR READING EXODUS 3.11-14.” <i>BBR</i> 16:2 (2006).</p>

	<p>“Sing Us One of Your Songs, Habakkuk!” <i>Journal for Case Teaching</i> 11 (Fall 2000):73-79.</p> <p><i>THOSE ALIVE HERE TODAY: The "Day at Horeb" and Deuteronomy's Hermeneutical Locus of Revelation</i>. Longwood, FL: Xulon Press, 2004. [Reviewed by Rickie D. Moore, <i>Pneuma: The Journal for Pentecostal Studies</i>, 28, 1 (Spring 2006): 159-62.]</p> <p><i>A Word from the Lord Just for You: A Daily Bible-Reading Plan of the Psalms and Proverbs</i>. 2d ed. Houston: Presbyterian Press, 1990; 3d ed. Vineyard Publications, (in process).</p> <p>“Why Begin with the Book of Jonah? Tyndale’s <i>First-and-Only</i> Translation of an Old Testament Prophetic Book.” <i>The Tyndale Society Journal</i> 33 (August 2007): 8-19.</p> <p>“Aramaic;” “Canon of Scripture;” “Hagiographa;” “Sabbath;” “Syriac.” <i>The Encyclopedia of Christian Civilization</i>. 4 vols. Edited by George T. Kurian. Oxford: Wiley-Blackwell, 2009. 1:144-45, 390-92; 2:1099-1100; 4:2049-50, 2306-07.</p>
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