



NORTHWEST NAZARENE  
UNIVERSITY

## Curriculum Vitae

### *Applicant Information*

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**Joseph Bankard Ph.D.**  
**Professor of Philosophy**

**Email: [jabankard@nnu.edu](mailto:jabankard@nnu.edu)**

**Phone: 208 467-8369**

### *Educational Background*

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**Doctor of Philosophy (Ph.D.), Philosophy of Religion and Theology**

*Claremont Graduate University*

Dissertation Title: *A New Defense of Universal Morality: Synthesizing the Natural and Social Sciences with Theism* ( 2008)

**Master of Arts (MA), Philosophy**

*San Diego State University*

Thesis Title: *The Family Resemblance Theory of Ethnicity* (2001)

**Bachelor of Arts (B.A.) Philosophy**

*Point Loma Nazarene University (1998)*

### *Professional Experience*

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**Senior Pastor**

*Collister United Methodist Church, August 2016- present*

I am the head pastor of Collister UMC. I give vision and leadership to the entire church.

**Professor of Philosophy**

*Northwest Nazarene University, August 2007-present*

I teach undergraduate philosophy courses and advise all of NNU's philosophy majors. I also teach regularly in our on-line masters program (10 credits per year). Most of this work is in G.T.O.E.'s (Graduate Theological On-line Education) Spiritual Formation track. Aside from teaching, I sit on two committees (HRRC and the Faculty Development Committee) while remaining fully engaged in professional scholarship.

**Chair of Philosophy Department***Northwest Nazarene University August 2009-May 2016*

I oversee the philosophy program. This includes scheduling courses, giving a vision to the program, making curriculum changes, and taking responsibility for the growth of the department. In the one year that I have been chair, the number of philosophy majors increased from 10 to 18. Also, several key changes have been made to the philosophy curriculum.

**Adjunct Philosophy Instructor***Point Loma Nazarene University (2001-2007)*

I taught philosophy courses (Intro and Ethics) and several courses in Bible (i.e. Old Testament).

**Adjunct Philosophy Instructor***Palomar Community College (2001-2007)*

I taught philosophy courses such as Ethics, Logic, and Introduction to Philosophy.

**Adjunct Philosophy Instructor***Mira Costa Community College (1999-2002)*

I taught philosophy courses such as Ethics, Logic, and Introduction to Philosophy.

**Scholarship****Refereed Publications and Submissions****Publications: Books**

*Universal Morality Reconsidered: The Concept of God* (Cambridge: Cambridge Scholars Publishing, 2013)

**Publications: Academic Chapters, Articles, Essays**

"The Interaction between Forgiveness and Resentment on Health Outcomes" was submitted for publication consideration in the *Journal of Spirituality in Mental Health* (December 2019)

"Forgiveness as Process and Virtue: How to Overcome Feelings of Anger and Resentment" was submitted for publication consideration to the *Journal of Pastoral Psychology* in January 2020

Johnstone, B., Bruininks, P., Smith, E. I., Yoon, D. P., Cohen, D., Edman, L., **Bankard, Joseph,** & Witvliet, C. V. O. (2020) "Conceptualising spirituality and religion as psychological processes: Validation of the factor structure of the BMMRS" *Mental Health, Religion & Culture*. DOI: 10.1080/13674676.2020.1793311

“Christian Love and the Call to Non-Lethal Violence” October 2016 edition of *The Table* magazine. Biola’s Center for Christian Thought publishes this magazine in print and on-line.  
<http://cct.biola.edu/blog/>

“Cultivating a Grateful Disposition: Increasing Moral Behavior and Personal Well-Being” in *Habits in Mind: Integrating Theology, Philosophy, and the Cognitive Science of Virtue, Emotion, and Character Formation*. ed. Gregory R. Peterson and James Van Slyke (Brill Academic Publishing, 2017)

“Substitutionary Atonement and Evolution: Part 1” was published by Biologos on its website June 9th 2015. <http://biologos.org/blogs/archive/substitutionary-atonement-and-evolution-part-1/>

“Substitutionary Atonement and Evolution: Part 2” was published by Biologos on its website June 16th 2015. <http://biologos.org/blogs/archive/substitutionary-atonement-and-evolution-part-2/>

“Training Emotion Helps Cultivate Morality: How loving-kindness meditation hones compassion and increases prosocial behavior,” *Journal of Religion and Health*, 54(2015) 61-75.

“Theological Implications of the Evolution Debate” in *Nazarenes Exploring Evolution* ed. Sherri B. Walker and Thomas Jay Oord (SacraSage, 2014)

“Is Christian Hope a Form of Long Term Economy?: An argument from the writings of Albert Camus?” in *Gift and Economy: Ethics, Hospitality, and the Market*, (Cambridge Scholars Publishing, 2012)

“Moral Instincts and the Problem with Reductionism: A critical look at the work of Marc Hauser” *Theology and Science*, vol. 9, num. 4 (November 2011)

“Compassion and Spiritual Formation” in *Spiritual Formation: A Wesleyan Paradigm* Ed. Mark Maddix and Diane Leclerc (Nazarene Publishing House, 2011)

“What Happens When Faith and Reason Collide?: A look at Kierkegaard’s Teleological Suspension of the Ethical,” *Didache* Vol. 11, No. 1 (September 2011)

“The Church and Postmodern Pop Culture” in *Postmodern and Wesleyan* ed. Jay Akkerman, Thomas Oord, and Brent Peterson (Beacon Hill Press, 2009).

## **Publications: Book Reviews**

Book review of Randal Rauser’s *Theology in Search of Foundations* in *Theology Today*, Vol. 67, No. 4 (January 2011).

## **Presentations**

*Cultivating a Virtuous Character Leads to Physical and Mental Health* presented at the University of Missouri on November 9th 2016

*Cultivating a Grateful Disposition: Increasing Moral Behavior and Personal Well-Being* was presented at Biola's Psychology and Spiritual Formation conference in May 2014.

*Can People (Really) Be Transformed? A Counselor and a Philosopher Offer Answers* I was a panelist for this session at the Wesley Theological Society in March 2014

*Why Evolution Matters: Theological Implications of Evolution* was presented at the Wesley Theological Society Conference in March 2014

*Theological Implications of the Evolution Debate* presented at the Nazarenes Exploring Evolution Conference at Point Loma Nazarene University January 2014

*Training Emotion Helps Cultivate Virtue: How loving-kindness meditation develops compassion and increases helping behavior* presented at the American Academy of Religion (AAR), November 2013.

*Moral instincts and the problem with reductionism: a critical exploration into the work of Marc Hauser* presented at the American Academy of Religion (AAR), October of 2010.

NNU Faculty lecture award recipient. The title of my paper was *When Faith and Reason Collide: A look at Kierkegaard's Teleological Suspension of the Ethical*.  
February 2010

I presented my paper "Moral Instincts" at the Venice Summer School of Science and Religion, May 2010. (The application process was competitive. Only those papers worthy of publication were accepted).

"Is Christian Hope a Form of Long Term Economy?: An argument from the writings of Albert Camus." Presented Wesleyan Philosophical Society at Azusa Pacific University, March 2010

"Human Biology and Moral Instincts" Wesleyan Theological Society, Duke University  
March 2008

## **Grants and Awards**

- NNU Faculty of the Year Award 2019. All NNU faculty are eligible for this award. The award and comes with a \$500 prize.
- NNU Faculty Lecture Award (2010 and 2016). This is a competitive award and comes with a \$500 prize.

- In 2015 I was a SCIO (Scholarship & Christianity in Oxford) Visiting Scholar in Science and Religion during the month of July. The title of the SCIO project was “*Oxford Interdisciplinary Seminars in Science and Religion: Bridging the Two Cultures of Science and the Humanities.*” It was organized by *Scholarship and Christianity in Oxford* with funding from *Templeton Religion Trust*. The title of my research project while at Oxford University was “The Science of Christian Virtue.” My focus was on the virtue of Forgiveness. This paper has been submitted for publication consideration.
- I was granted the “Visiting Summer Scholar” position at Point Loma Nazarene University in the Summer of 2011. This entailed working in the Wesleyan center and living on Point Loma’s campus for 9 weeks (May 25<sup>th</sup> – August 1<sup>st</sup>). During this time, I completed an article on moral emotion and virtue theory. It has been submitted for publication.
- In 2010 I was awarded a \$500 grant from the Riley-Woodward Fellowship Fund at NNU. This money is to be used for the St. Thomas Summer Seminar in Philosophy of Religion and Philosophical Theology University of St. Thomas, St. Paul Minnesota, 2011.

### *Service Activities*

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#### **Church Service**

- I was a faithful member of the Nazarene Church from 1989- 2008. During this time I was an active volunteer with the youth at Mission Valley Church of the Nazarene in San Diego from 1995-2002. I was actually employed full time at Mission Valley from 2000 – 2001.
- Currently, I am faithfully attending the First United Methodist Church in Boise (FUMC). I have been at FUMC since Fall 2009.
- I am a member of the FUMC Church Counsel (church board)
- Cathedral of the Rockies is now overseeing a satellite campus called “Amity First United Methodist.” I’ve been asked to preach on a regular basis at this campus. To date, I’ve preached at Amity on 10 separate occasions.
- I also preach several times a year at the downtown campus (most recent August 31<sup>st</sup> 2014).
- I lead a weekly Sunday school class for people in their 30’s or 40’s. (2012-present)
- I frequently lead a small group on Wednesday nights. I do this about two months out of the year.
- I taught the high school Sunday school class and led confirmation classes from Fall of 2010 – Fall 2011.

- I serve as the senior pastor of Collister United Methodist Church (2016 – present)

### **University Service**

- General Education Committee (2010 - 2019)
- Faculty Policy Council (2020 – Present)
- Servant Leadership Taskforce Member (2010)
- Chair of the Philosophy Department (2009- 2015)
- Faculty Development Committee (08- 10)
- HRRC committee (08- present)
- I serve as the Chair of the HRRC (Fall 2012-Spring 2016)
- I wrote a chapter in the edited volume *Spiritual Formation* titled “Compassion and Spiritual Formation”. I presented this chapter to the faculty on 04/19/2012.
- I presented my research to the Oxford Fellowship group in March of 2014.

### **Community Service**

- Member of the Mercy Medical Center’s Healthcare Ethics Advisory Committee (Nampa Idaho) from 2008 – Summer 2010, Spring 2012 - present. This committee meets monthly to discuss the ethical issues encountered by doctors, surgeons, and staff at the hospital. The committee’s role is to listen to the relevant details surrounding the situation and then provide a *recommended* course of action.

### ***Professional Growth and Leadership***

#### **Memberships**

- American Philosophical Association (2002- present)
- American Academy of Religion (2003 – present)
- Wesleyan Theological Society- (2005 - present) I also chair the Moral Theology session at this conference (08 - present).
- Wesleyan Philosophical Society (2005 - present)

#### **Conference Attendance**

- Wesleyan Philosophical Society- 2006-2019
- Wesleyan Theological Society- 2006- 2019
- American Academy of Religion- 2006 - 2008, 2010, 2011, 2013, 2015, 2018
- Venice Summer School of Science and Religion 2010
- NNU’s Wesley Conference- 2007-2019
- Nazarene’s Exploring Evolution (2014)

### ***Teaching, Advising, and Administration***

#### **Teaching Load and Advising**

My faculty position has evolved since coming to NNU. In my first two years at NNU, I taught general education courses in philosophy and in the honors program (HUMN 2500). I also taught upper division courses in philosophy (PHIL 3410, PHIL 4420, and PHIL 4520). At the graduate level I taught PHIL 7580 Philosophical Foundations of Spiritual Formation. I also gave oversight and advising to some philosophy and philosophy/religion majors.

In 2009 I became Chair of the Philosophy Department and some of my responsibilities changed. I picked up some administration load and I took leadership over the philosophy program. These responsibilities include scheduling courses, giving a vision to the program, making curriculum changes, and taking responsibility for the growth of the department. In the one year that I have been chair, the number of philosophy majors has **doubled**. Also, I took over academic advising for all philosophy and philosophy/religion majors. Currently, I am the academic advisor for 15 students

I continue to develop and improve my teaching. I incorporate a wide range of teaching methods in the classroom. My course evaluations have been very positive (see attachment). I have a very pastoral and relational approach to teaching. I think it communicates to students that I am open and receptive to their questions and ideas.

### **Courses Taught at NNU**

PHIL 2010 Introduction to Philosophy

PHIL 2020 Ethics

PHIL 2030 Quest for the Good Life

PHIL 3020 History of Modern Philosophy

PHIL 3060 Critical Reasoning

PHIL 3520 Philosophy of Science

PHIL 3620 Science and the Christian Faith

PHIL 4520 Philosophy of Religion

PHIL 4980 Seminar in Philosophy

PHIL 3410 Existential Philosophy and Literature

PHIL 4420 Metaphysics

HUMN 1010 Cornerstone

HUMN 2500 Western Intellectual Traditions

*On-Line Masters Courses*

PL 7580 Theoretical Foundations for Spiritual Formation

PHIL 7290 Reflecting on Character: Philosophy and the Christian Life

### **Integration of Faith and Philosophy**

A Christian University should provide students with an opportunity to pursue knowledge and truth in a variety of disciplines. Hopefully, the students become aware of the ways that God is made present in these diverse areas of study. It is my belief that all Truth is God's Truth. Therefore, as one pursues truth, one pursues God. This might happen in a theology class, but it might also happen while reading Shakespeare or studying microbiology. It is important for students to have an opportunity, to struggle with a number of academic disciplines in their pursuit of knowledge and truth. This connects to NNU's core value "Truth" which states, "We

believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ."

Over the past fourteen years I have taught a variety of philosophy courses at Northwest Nazarene University, Point Loma Nazarene University, Miracosta Community College, and Palomar Community College. While I enjoy teaching in all of these environments, NNU and PLNU gave me the unique opportunity to integrate faith and learning. When covering Existentialism, I have the freedom to discuss the radical Christian views of Kierkegaard and what his challenges might mean for the church and for the Christian faith. When discussing Kant's transcendental idealism, I am allowed to explore the effect his notion of metaphysical knowledge, or lack thereof, might have on our concept of God, the soul, and faith. So much of my theology is informed by philosophy and vice versa. The opportunity to combine both disciplines has been a wonderful experience.

As a philosophy instructor at a Christian University, I feel that my role is not to regurgitate Christian doctrine in a way that merely supports a student's current belief system. Rather, I try to give them the skills needed to engage their Christian faith critically and reflectively. Many students come to college with a naïve or underdeveloped faith. A faith that has been given little or no thought. I believe that in order for one's faith to become one's own, it must be thoughtful and purposeful. Therefore, a sound Christian education should provide students with the necessary skills to ask difficult questions in a loving and caring *community*. And it should also equip students with the tools necessary to pursue sound Christian answers to these questions. It is my role as instructor to help facilitate the difficult, but rewarding, transition from Christian adolescent to Christian adult.

### **Philosophy of Education**

My passion is teaching and I try to incorporate a pedagogical style that is both interactive and engaging. I believe that teaching philosophy is less about having the students memorize information concerning the history or figures associated with the discipline, and more about forming students into thoughtful readers, critical thinkers, and creative writers. I'm not interested in teaching students "what to think"; rather, I am interested in teaching students "how to think." The ultimate goal is to get students fired up about the quest for *knowledge and truth*. But to do this, the student must first fall in love with asking questions. For this reason, I argue that the questions we ask are much more important than the conclusions we make. Similar to one's faith, the educational process is a lifelong journey. And questions drive this pursuit. In some ways, philosophy's main job is to help us ask good questions.

I also believe that students generally learn more when they are active, and I prefer a discussion-driven course to one that prioritizes lectures and note taking. My classes often begin by breaking students into small groups in order to discuss the assigned reading. These discussions are guided by two or three driving questions. This format allows students who might

not feel comfortable sharing in front of a large group of people the chance to ask questions and discuss the material; it also creates an open and discussion-oriented classroom.

The argument that I make in most of my classes is that, aside from being useful in other academic disciplines, philosophy can and should enrich one's life. And while my main goal is to prepare philosophy majors for Graduate school, Seminary, and Law school, the tools that one develops in philosophy are relevant to one's working environment, one's relationships, and one's personal growth as well. In some ways, a sound philosophical education seeks to cultivate the *whole person*. And one of the primary features of this kind of philosophical formation is to create an atmosphere where students are forced to feel the gravity of philosophical questions through the study of philosophical figures and their thought.

I also try to incorporate movies and media into the classroom in an attempt to bring philosophy to life. Cinema is an art form that students can relate to, but it can also help frame philosophical discussions. For example, I use *The Matrix* to help facilitate the discussion on Plato's allegory of the cave, showing how the two narratives parallel each other. This use of media not only works as a memory device for students, but it also brings philosophy to the students in a medium that is tangible for them. In the end, I hope that making the material engaging will help students develop a love of learning that travels beyond their years at NNU.

### ***Christian Mission Statement***

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#### **Statement of Faith**

Aside from understanding my academic and professional goals, you should also know what influences me outside of philosophy. One of the most important aspects for my spiritual formation has been my participation in the Nazarene church. I became a Christian in a Nazarene youth group when I was thirteen years old, and was an active member of the Nazarene Church until moving to Idaho in 2007. In the past, my wife and I have been active members at both Mission Valley Church of the Nazarene (MVCN) and Mid-City Church of the Nazarene (MCCN) in San Diego. As a member of MVCN, I volunteered with the youth for six years (1995-2002), helping to organize activities on Tuesday nights, summer camps, and mission trips to Mexico. As a member of MCCN (2002-2003) I was involved with both the Coalition for the Homeless and Prison Ministries. Currently, we are attending the First United Methodist Church in Boise (FUMC) because my wife was hired as the assistant youth director in the fall of 2009. I am a volunteer with the FUMC youth group and I serve as the liturgist once a month. These experiences in the local church have helped develop my faith and continue to shape me in the image of Christ.

I affirm the Apostles Creed as the historical foundation of Christian doctrine. I also affirm the doctrine of the Church of the Nazarene as expressed in the Articles of Faith. I believe that being Christian means becoming a disciple of Jesus Christ. This means more than believing certain propositions about God, it means being formed by true Christian practices such as

forgiveness, confession, tithing, giving to the poor, and using one's gifts to serve the kingdom. So often, it seems that Christianity is reduced to proper belief, rather than, having a proper relationship both with Christ and with one's neighbors. Because of this tendency, I try to focus on the connection between having faith and being faithful. I truly believe that I am saved by faith, but this should not cause me to separate my faith from my faithfulness. As a Christian, I want to partner with God in making "all things new." For me, this means working to make the kingdom of God a reality on earth as it is in heaven. At its best, the church provides the world with an imperfect glimpse of what it is to live as faithful citizens in God's kingdom. Because of this conviction, I take great pride in working for an institution whose mission is to "instill habits of heart, soul, mind and strength to enable each student to become God's creative and redemptive agent in the world."