

Richard Slimbach

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EDUCATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES Graduate School of Education
Ph.D. in Comparative and International Education, 1986-1990
Dissertation title: *Learning by Protest: Baloch Nationalism and Educational Innovation*

WILLIAM CAREY INTERNATIONAL UNIVERSITY Pasadena, California
M.A. in Teaching English to Speakers of Other Languages (TESOL), 1980-1982
Thesis title: *Literacy Development in an Underclass Community*

HUMBOLDT STATE UNIVERSITY Arcata, California
B.A. in Sociology, 1972-1974

PROFESSIONAL EXPERIENCE

Co-founder and Academic Director, Master of Arts in Transformational Urban Leadership (MATUL) program

Department of Global Studies and Sociology, Azusa Pacific University, 2010-present

Professor of Global Studies

Department of Global Studies and Sociology, Azusa Pacific University, 2003-present

Founder and Director, Global Learning Term program

Department of Global Studies and Sociology, Azusa Pacific University, 1995-present

Founder and Director, Los Angeles Term program

Department of Global Studies and Sociology, Azusa Pacific University, 1998-1999

Professor and Chair,

Department of Global Studies and Sociology, Azusa Pacific University, 1992-2002

Visiting Faculty,

Latin American Studies Center, San Jose, Costa Rica, Spring 1998

Assistant Professor,

Department of Education, Azusa Pacific University, 1991-92

Language Development Specialist,

El Monte Union High School (El Monte, CA), 1988-90

English as a Second Language Instructor,
Glendale Community College (Glendale, CA), 1983-87

Educational Research Consultant,
Ministry of Education, Government of India (New Delhi and Hyderabad, India), 1983-85

FUNCTIONS IN INTERNATIONAL EDUCATION

Program Administration

- *Academic Director of Master of Arts in Transformational Urban Leadership (MATUL) program.* Maintain high academic standards throughout the 45-unit curriculum. Assist the International Director in developing program sites. Create policy documents (e.g. homestays, internships, health and safety, language learning) that define program expectations in areas of community immersion. Conduct program assessments. Liaise with members of the regional accrediting association (WASC).
- *Director of the Global Studies program* (approx. 100 majors and minors). Advise approximately 45 majors and minors. Set the agenda and lead program faculty meetings. Provide oversight and advisement to program faculty in teaching and ongoing curriculum development.
- *Director of the Global Learning Term program* (a full-immersion, study and service term in non-traditional locations). Supervise the pre-field preparation, in-field homestay and internship placements, and the re-integration process for education abroad participants. Develop and supervise health and safety policies, as well as program budgets.
- *Internationalization task force chair.* Provide leadership to the University on issues related to internationalization. Chair a 12-member task force that recommended short-term (2010) and longer-term (2014) priorities. Write a comprehensive strategic plan that currently serves as a “blueprint” for a wide range of internationalization initiatives (available upon request).
- *Department chair:* Oversee new faculty recruitment and hiring. Monitor teaching quality and course content in five departmental programs (Sociology, Global Studies, on-campus TESOL, extension TESOL, and Study Abroad). Supervise the evaluation and professional development of 15 departmental faculty and staff (intensive co-mentoring with eight faculty). Coordinate ongoing program/curriculum development and revision efforts. Prepare and operate the department budget.

Program Development

- *Master of Arts in Transformational Urban Leadership (MATUL).* Co-created what may be the only graduate program in the world exclusively focused on the world’s burgeoning slums and shantytowns (see <http://www.matul.org/>). Students learn the local language, live with materially poor families over a two year period, and complete five community-based internships focused on land rights, health care, small business creation, educational center development, and service to marginalized populations. The

45-unit curriculum is co-sponsored by entrepreneurial training institutions on four continents (Asia, Africa, Latin America, and North America), and blends online learning with structured fieldwork in host communities and intensive mentoring with subject experts.

- *Los Angeles Term program* (a residential semester of study and service in central Los Angeles). Responsible for creating the curriculum (4 courses), securing facilities, recruiting students and faculty, developing educational partnerships with local families and community-based organizations, conducting program orientations, managing the budget, supervising staff, writing brochures and Web site copy (see <http://www.apu.edu/laterm/>), and hiring a permanent director.
- *Global Studies degree program*. Responsible for creating a 45-unit multi-disciplinary B.A. in Global Studies program emphasizes independent research, experiential (including service-learning) pedagogies, and outcome-based assessments within local and international contexts. "The [global studies] program is certainly one of the most interesting, sophisticated, complex, integrated, and conceptually rich undergraduate majors in the United States" (Bruce LaBrack in *Student Learning Abroad*, p. 209).
- *Creation and teaching of 13 courses within the Global Studies program*: Anthropology for Everyday Life, Intercultural Communication, Urban Explorations, Community Organization & Social Change, Peoples and Places, International Internship, Family Organization, Community Life, Self-directed Language Learning, Global Study Project, Intercultural Journeys, Global Issues & Prospects, and Sustainable Societies.
- *Creation of the Global Learning Term (GLT) program*. As an alternative to traditional study abroad, students contract to engage in a range of learning experiences (self-directed language learning, small-scale independent research, service-based learning, and disciplinary study) tailored to their major field of study.
- *Creation and management of a cooperative, field-based MA/TESOL program*. Conducted between Azusa Pacific University and several private sending agencies, the program has operated since 1997.
- *Creation of a BA Spanish degree program*. The program is the "core" of a now-independent Modern Languages Department.

Program Review

- Quality Improvement Plan (QUIP) reviewer for The Forum on Education Abroad.
- Program reviewer for International Programs, Seaver College, Pepperdine University (Malibu, CA): Nov.-Dec. 2011
- Program reviewer for International Development program, Calvin College (Grand Rapids, MI): Nov. 13-14, 2014

Teaching

- [Current] Periodic on-campus teaching of five courses: Anthropology for Everyday Life,

Peoples & Places, Field Research Design, Sustainable Societies, and Global Issues & Prospects

- [Current] Serving as “professor-of-record” for five Global Learning Term courses: Family Organization, International Internship, Global Study Project, Community Life, and Self-directed Language Learning
- [Past] Teaching four courses within the MATUL program: Language & Culture Learning, Service with the Marginalized, Educational Center Development, and Research/Thesis Project.
- [Past] Teaching four courses within the MA/TESOL program: Observational Practicum, Language Program Design, Second Language Assessment, and Teaching Practicum.

Visiting Faculty,

Latin American Studies Center, San Jose, Costa Rica, Spring 1998

- Responsibilities included: reviewing and revising the program curriculum, teaching in the program, leading students in small-group reflection, guiding student research projects, and evaluating program philosophy and pedagogy.

Assistant Professor,

Department of Education, Azusa Pacific University, 1991-92

- *Creation of a new graduate program in Language Development (MA/LD).* The program incorporates state requirements for the CLAD and BCLAD credentials.
- *Creation and teaching of courses in the MA/LD program and Ed.D. program:* Theory and Methods in TESOL, Diversity in the Classroom, and Administration of Education in a Multicultural Environment.

Language Development Specialist,

El Monte Union High School (El Monte, CA), 1988-90

- Conduct pre- and in-service development for secondary school teachers in ESL methods and techniques, content-based instruction, and teacher-aide partnering
- Research and disseminate language area information to a 15-member high school department faculty
- Develop integrated curricular units for listening, oral, reading and writing skill acquisition

English as a Second Language Instructor,

Glendale Community College (Glendale, CA), part-time periods from 1983-87

- Teach integrated skill (listening, speaking, reading, writing) development in English as a Second Language (ESL) to adult Latino, Armenian, and Korean learners
- Development of a community-based literacy program for underclass blacks in northwest Pasadena (state-funded through the *Pasadena Reads* program)

Educational Research Consultant,

Ministry of Education, Government of India (New Delhi and Hyderabad, India), 1983-85

- Develop an occupational literacy program for Urdu-speaking Muslim cycle rickshaw drivers in Hyderabad, India

PROFESSIONAL AFFILIATIONS

- Forum for Education Abroad, 2004-present
- Commission for Advancing Intercultural Competencies, Council for Christian Colleges & Universities, Washington, DC, 2002-2008
- Fulbright Senior Specialist, CIES, 2004-2009
- Southern California Consortium for International Studies (SOCCIS), 2004-2005
- National Society for Experiential Education (NSEE), 1998-2003
- NAFSA: Association of International Educators, 1996-2004
- Comparative and International Education Society, 1992-94

AREAS OF SPECIALIZATION

- Cross-cultural education program design
- International education administration
- Globalization ethics
- Applied anthropology/urban sociology
- Education abroad orientation/re-entry
- Campus internationalization

INTERNATIONAL RESIDENCE AND TRAVEL

- Residence in India (2 years), Pakistan (6 months), Costa Rica (6 months), Switzerland/France (6 months), Mexico (5 months)
- Extensive travel throughout Europe, and in Lesser Tibet (Ladakh), China, Thailand, Nepal, Pakistan, Vietnam, Australia, Haiti, Nicaragua, Belize, Turkey, Indonesia, Philippines, Egypt, Palestine, Ethiopia, Uganda, and Kenya

PUBLICATIONS

(2016). Deschooling international education: Toward an alternative paradigm of practice. In Bernhard Streitwieser and Anthony Ogden (Eds.). *International Education's Scholar-Practitioners: Bridging Research and Practice*. Oxford, UK: Symposium Books.

(2015). Ethnic binds and pedagogies of resistance: The case of the Baloch in Karachi. In Mir Mohammad Ali Talpur (Ed.). *The Baloch Awakening: Essays on the Baloch Question*. Arab Diffusion Press.

(2014, Spring) Reinventing international education: Purpose, product, place, and pedagogy. *International Educator*. http://www.nafsa.org/File/ie_sepoct14_forum.pdf

(2014). *Transcultural Journeys: Anthropology for Everyday Life*. World Wise Books. [Pre-publication form; in field testing phase]

(2014). *Loosed Tongues: A Field Guide for Self-directed Language Learning*. World Wise Books. [Pre-publication form; in field testing phase]

- (2013, February). Program design for the common good. *Building a Better World*, April 25, 2013. <http://criticalservicelearning.org/2013/04/25/international-education-program-design-for-the-common-good/>
- (2013, February). Local churches in global development: how 'central' are they? *William Carey International University Development Journal*, February 28, 2013. <http://www.wciujournal.org/uploads/files/Slimbach%20Church%20and%20Development.pdf>
- (2012, June). The hole in our helping (3 parts). *Building a Better World*, June 25, 2012. <http://buildingabetterworld.wordpress.com/2012/06/25/the-hole-in-our-helping-part-1/>
- (2012). *The fate of civilization and the future of education abroad: From doorstep to planet.* The Forum on Education Abroad. <http://www.forumea.org/documents/FEASlimbachP2.pdf>
- (2010). Learning from slums: Study and service in solidarity with the world's urban poor. In Ronald J. Morgan and Cynthia Toms Smedley, Eds. *Transformations at the edge of the world.* Abilene Christian University Press.
- (2010). *Becoming World Wise: A Guide to Global Learning.* Stylus Publishers.
Review: http://www.nafsa.org/Resource_Library_Assets/Networks/RS/Book_Reviews/A_Soulful_Approach_to_Sustainable_Global_Learning/
- (2008). The mindful missionary. In Robert Priest, ed. *Short-term missions: Long-term impact?* William Carey Library.
- (2007). The missional college: Higher education in view of the new creation. In Ken Gnanakan, Sam Daniel and Jonathan Lembright, Eds. *Education and Mission.* Bangalore, India: International Council for Higher Education.
- (2005, Fall) The transcultural journey. *Frontiers: the Interdisciplinary Journal of Study Abroad.* <http://www.frontiersjournal.com/documents/RSlimbachFrontiersAug05.pdf> [Refereed]
- (2001, April). Globalization, the kingdom of God, and Christian higher education. Paper commissioned by the Council for Christian Colleges & Universities. <http://www.cccu.org/news/globalguidelines.htm> [Unrefereed]
- (2000, October). First, do no harm. *Evangelical Missions Quarterly.* 36 (4). [Refereed] http://www.vineyardmissions.org/storage/documents/VM-first_do_no_harm.pdf.
- (2000). Wither Mission? *APU Life.* 13(3). Azusa Pacific University. [Unrefereed]
- (1998). Reimagining a distinctively Christian liberal arts education. In Diana Glyer and David Weeks (eds.) *The Liberal Arts in Higher Education.* University Press of America. [Refereed]

- (1997). Connecting head, heart, and hands: Developing intercultural service competencies. In Robert Sigmon (Ed.) *A Journey to Service-Learning*. Council of Independent Colleges. [Refereed]
- (1996). A sign of the kingdom. In *In Search of Unity*. Azusa Pacific University. [Unrefereed]
- (1995). Ethnic binds and pedagogies of resistance: The case of the Baloch in Karachi. In Paul Titus (ed.) *Marginality and Modernity: Ethnicity and Change in Post-Colonial Balochistan*. Oxford University Press. [Refereed]
- (1994). Urban explorations. In Katherine Jackson (ed.) *Redesigning Curricula: Models of Service-Learning Syllabi*. Campus Compact and The Education Commission of the States. [Refereed]
- (1991, October). Science/English program: a framework for curriculum discussion. *ELIC Teaching*. Hong Kong. [Unrefereed]
- (1991, June). *Learning by protest: Baloch nationalism and educational innovation*. Unpublished dissertation, University of California, Los Angeles.
- (1990). Alternative education in Pakistan. *Lubzank*, vol. 24, Quetta, Pakistan. [Refereed]
- (1982). *Literacy in Black and White*. Pasadena: William Carey International University. [Unrefereed]

SELECT PRESENTATIONS

- (2016, April). *At the Crossroads: Five Urgent Questions for Education Abroad* [With Jeremy Geller & Scott Blair]. Twelfth Annual Conference of The Forum on Education Abroad, April 8-8, 2016 Atlanta, Georgia.
- (2015, October). *From Doorstep to Planet – Global is Everywhere*. Invited three-hour workshop for senior international educators. AAC&U conference Global Learning in College, October 8-10, 2015, Ft. Lauderdale, Florida.
- (2014, October). *From Doorstep to Planet: The Domestic-International Nexus in Global Learning*. Presentation for the AAC&U conference Global Learning in College: Cross-Cutting Capacities for 21st-Century College Students, Minneapolis, MN.
- (2014, March). *At Home in the World: Bridging the Gap between Multicultural Education and Internationalization*. Diversity in the Academy, 6th annual conference, Arcadia, CA.
- (2013, November 7). *From Doorstep to Planet: Putting the Local into Global Learning*. Keynote address for International Education Week, Messiah College, Grantham, PA.
- (2013, May 23-25). *Transformations at the Edge of the World*. International Association for the Promotion of Christian Higher Education (IAPCHE) International Conference, Calvin College, Grand Rapids, MI.

- (2013, April 3). *Ethics and Integrity in Education Abroad*. Presentation for the 9th Annual Conference of The Forum on Education Abroad (Standards of Good Practice Institute), Chicago, IL.
- (2012, Nov. 13-14). *Education Without Borders – Bringing The Experience Back Home*. Keynote address for International Education Week, Humboldt State University, Arcata, CA.
- (2012, Oct. 26-27). *Preparing for the Future of Study Abroad*. Keynote address for the 6th Annual Conference on International Education, Tennessee Consortium for International Studies, Chattanooga, TN.
- (2012, Sept. 20-21). *Borderlands of Hunger: Immigration, and Food Insecurity in a Transnational Context*. Plenary presentation for Global Studies Forum, Benedictine University, Lisle, IL.
- (2012, May). *The fate of civilization and the future of education abroad: From doorstep to planet*. Plenary address at the annual conference of The Forum on Education Abroad, May 21-23, Denver, Colorado. <http://www.forumea.org/plenary12.cfm>
- (2011, April). *Doing good? The enabling and disabling effects of international service-learning* [With Cynthia Tom Smedley, University of Notre Dame] Seventh Annual Conference of The Forum on Education Abroad. Boston, Massachusetts.
- (2011, April). *Global learning pedagogy: Education for homelessness or homemaking?* Keynote address for the Symposium on Global Engagement and Christian Higher Education. Boston, Massachusetts.
- (2008, September). *The engaged university in a divided world*. Plenary address at the Faculty Retreat of Handong University, Pahang, South Korea.
- (2008, April). *Decolonizing study abroad*. [With Anthony Ogden, Mell Bolen & Bruce LaBrack] Fourth Annual Conference of The Forum on Education Abroad. Boston, Massachusetts.
- (2008, April). *The local-global nexus in intercultural learning*. [With Chip Peterson] Fourth Annual Conference of The Forum on Education Abroad. Boston, Massachusetts.
- (2007, September). *The mindful missionary*. Paper presented at the annual meetings of the Evangelical Missiological Society, Minneapolis, MN.
- (2005, February). *Activist art in the city of angels*. Paper presented at the Forum on Art and Social Change, Azusa Pacific University, Azusa, CA.
- (2004, November). *Toward a strategy for global engagement*. Paper presented for faculty of George Fox University, Newberg, OR.
- (2004, April). *Internationalization in the service of shalom*. Paper presented at Presidential Symposium on Intercultural Competencies. Union College, TN.

(2004, February). *The missional college*. Paper presented at the annual conference of the International Council for Higher Education. Kolkata, India.

(2003, November). *Connecting 'home' to 'abroad' in global education*. Paper presented at NAFSA Regional Conference. Los Angeles, CA.

(2003, March). *The community as educator*. Paper presented at Presidential Symposium on Intercultural Competencies. Calvin College, Grand Rapids, MI.

(2003, March). *New self, new society*. Paper presented at the Leadership Seminar for Advancing Intercultural Competencies at Azusa Pacific University, Azusa, CA.

(2002, October). *The self-directed international internship*. Paper presented at the National Society for Experiential Education's 31st Annual Conference, Las Vegas, NV.

PROFESSIONAL REFERENCES

The following persons will be glad to field questions regarding professional competence and personal qualities.

Bruce La Brack, Professor Emeritus, School of International Studies, University of the Pacific (Stockton, CA), 209-471-8318 (mobile), blabrack@pacific.edu

Brian Whalen, President and CEO, The Forum on Education Abroad, Dickinson College (Carlisle, PA), 717-245-1445 whalenb@dickinson.edu
<http://www.forumea.org/whoweare-staff.cfm>

Frances Wu, Global Learning Specialist, Azusa Pacific University, (626) 815-6000, x6483;
swu@apu.edu

Cynthia Toms-Smedley, Director of Global Education, Westmont College, 805-565-6009,
ctoms@westmont.edu