

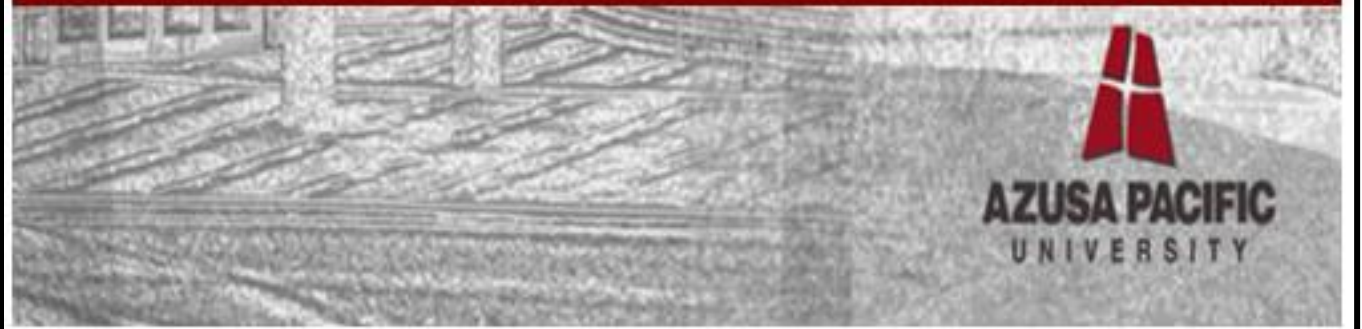
## **Christians on Diversity in the Academy**

*“Diversity: A Mosaic for Global Renewal”*

Sixth National Conference

March 25-26, 2015 – Claremont, California

*Presented by Azusa Pacific University's  
Office of Diversity and Faculty of Color Network  
Center for Teaching, Learning, and Assessment*



Dear Colleagues and Friends,

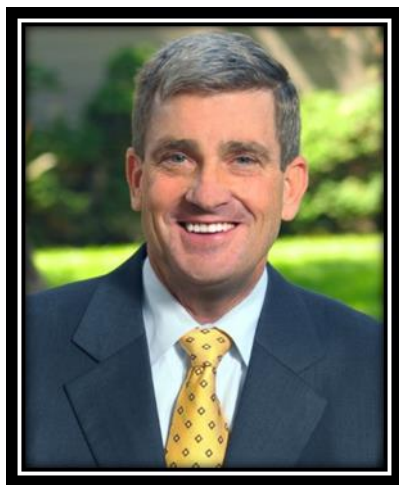
Welcome to the sixth national Christians on Diversity in the Academy (CDA) conference! At APU, our value for all of God's people and the beauty found in our individual stories fuels our commitment to God-honoring diversity. For us, the rich tapestry of community calls us to celebrate the faith that unites us and the differences that distinguish us.

As Christians in the academy, we seek to reflect Christ in both word and deed, and as president of Azusa Pacific, I am determined that our campus will be one where students' identity in Christ and individual stories are affirmed. I know each of you share this resolve and I am grateful for our collective commitment.

Those of us working in education recognize its ability to transform lives. With this as our framework and the call of God upon our lives, we approach the significant work of God-honoring diversity, work that celebrates humanity. This constitutes, in my estimation, some of the hardest and most important work that any of us will do in our lives.

Deep thanks for attending this sixth conference, your significant work in this field, and the important conversations that will transpire over the next several days as we envision the future as colleagues united in shared mission and purpose. I offer my heartfelt appreciation to Dr. Richard Martinez and his entire team for the thought and care that went into the planning and execution of this gathering.

I pray that Diversity: A Mosaic for Global Renewal will prove meaningful, that the presentations will inspire, and that the dialog will enrich. And as members of the Body of Christ called to institutions of higher education across the country, I pray we will lean into the new relationships forged through this conference as we face the challenges and the opportunities this nation and this world offer. Together, we can do this important work and we must.

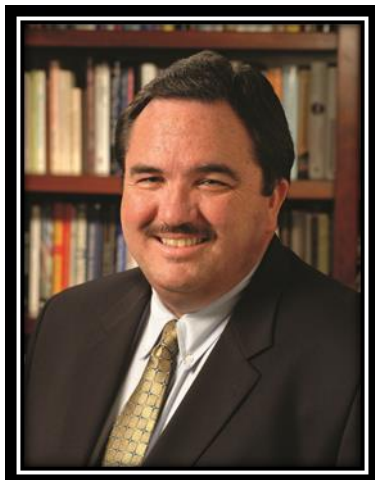


May God richly bless you,

A handwritten signature in black ink that reads "Jon R. Wallace". The signature is written in a cursive, flowing style.

Jon R. Wallace, DBA  
President

## Provost's Welcome



Welcome!

I am pleased to welcome you to the 2015 Christians on Diversity in the Academy (CDA) Conference. Azusa Pacific University is committed to God-honoring diversity through the intentional recognition and incorporation of diversity across academic disciplines in Christian higher education.

The theme of the conference, "Diversity: A Mosaic for Global Renewal," provides a framework for the plenary and session presentations this year. Session presentations will address myriad issues, including ethical and moral decision-making, preparing students for intercultural competence, social justice advocacy and policy, and the socio-political contexts of language and culture. We hope to engage in critical analysis around the key issues of diversity for Christian higher education and to stimulate reflection and change in the academy.

I trust that you will be enriched and challenged by this conference. Your engagement in sessions, your interaction with others, and your thoughtful consideration of ideas can result in meaningful outcomes from the time spent here.

Cordially,

A handwritten signature in black ink that reads "Mark Stanton". The signature is written in a cursive style with a long horizontal line extending to the right.

Mark Stanton, PhD, ABPP  
Provost  
Azusa Pacific University

## Welcome from the Special Advisor to the President and Provost



Welcome to the 6th Annual Christians on Diversity in the Academy Conference.

This year's theme, "Diversity: A Mosaic for Global Renewal" examines diversity with both a global and local lens, exploring such topics as cultural competence in the academy, diversity sensitive practices, the intersection of faith and social justice, gender empowerment, and diversity inclusive curriculum. Since its inception, this conference has focused on offering the latest and the best in diversity scholarship and practice with the inclusion of a Christian world view. As Christian scholars we are motivated to be intentional about diversity not

because it is politically correct, but because it is biblically the right thing to do.

Thank you for taking the time to join us in a diversity discourse that will surely enrich you and result in some significant takeaways for you and your home institution.

Sincerely,

A handwritten signature in black ink that reads "Kim B.W. Denu". The signature is fluid and cursive.

Kimberly B.W. Denu, Ph.D., M.S.W.  
Special Advisor to the President and Provost



## Office of Diversity Executive Director's Welcome



Dear Colleagues,

Welcome to the sixth national Christians on Diversity in the Academy Conference. Our theme for 2015 is Diversity: A Mosaic of Global Renewal. This event will feature distinguished researchers from across the nation. Over twenty-one universities from throughout the country are represented this year!

This conference has been specifically designed to provide attendees with a variety of opportunities for dialogue and reflection. The conference topics represent the Lord's beautiful mosaic of diversity. Scholars who are passionate about the transformative power of diversity will reveal how their research and best practices promote equity and justice in the academy.

The future of a vibrant global community will depend on how educators bring knowledge to life through diverse perspectives. It is our moral imperative to embrace the multi-faceted aspects of diversity in our classrooms, campuses, communities, and global arenas.

On behalf of the Azusa Pacific University Office of Diversity, the APU Faculty of Color Network, the CDA conference selection committees, and the Center for Teaching, Learning, and Assessment, I applaud all of you for attending this important event. We look forward to conversations that will lead to a collective commitment to the Lord's Diverse Mosaic for Global Renewal!

God bless all of you,

A handwritten signature in black ink that reads "R.S. Martinez". The signature is written in a cursive, flowing style.

Richard S. Martinez, Ed. D.  
Executive Director, Office of Diversity  
Center for Teaching, Learning, and Assessment

# Conference Mission Statement and Organizers

CDA Conference Mission Statement: Azusa Pacific University's Christians on Diversity in the Academy Conference exists to provide an interdisciplinary forum where scholars and practitioners can dialogue and learn about diversity in higher education and how we as Christians respond to the issues.

## Office of Diversity

Executive Director - Richard S. Martinez  
Administrative Assistant – Stephanie Barfield  
Diversity Fellow – Susan R. Warren  
Diversity Fellow – Kirsten Oh

## Center for Teaching, Learning, and Assessment

Associate Provost - Stephanie Juillerat  
Office Manager/Administrative Assistant - Leah Leander Fuller  
Administrative Assistant – Connie Johnson  
Student Assistant - Brianna Bode  
Student Assistant – Sydney Escalante

# Proposal Selection Committees

## **Collaboration/Service Learning/Community**

### **Chair – HeeKap Lee (School of Education)**

Ron Jewe – Azusa Pacific University  
Craig Bartholio – Azusa Pacific University

## **Curriculum/Best Practices**

### **Chair– Susan R. Warren (School of Education)**

Ruth Givens – Azusa Pacific University  
Maria Pacino – Azusa Pacific University

## **Ethics/Moral Decision Making**

### **Chair – Bala Musa (Communication Studies)**

Stephanie Fenwick–Azusa Pacific University  
Gary Lemaster – Azusa Pacific University

## **Faith: Theological and Biblical Themes on Diversity**

### **Chair – Kirsten Oh (School of Theology)**

Paul Kaak – Azusa Pacific University  
Justin Smith – Azusa Pacific University  
Alice Yafeh-Deigh – Azusa Pacific University

## **Preparing Students for Intercultural Competence**

### **Chair – Frances Wu (Global Studies)**

Gail Buck – Biola University  
Deborah Holmberg – Azusa Pacific University  
Glen Kinoshita – Biola University

**Editors:**  
**Stephanie Barfield**  
**Leah Fuller**  
**Connie Johnson**  
**Kirsten Oh**  
**Susan Warren**

## **Science, Technology, Engineering, Math, and Health**

### **Chair – Mike Truong (CTLA)**

Bradley McCoy – Azusa Pacific University  
Kevin Huang – Azusa Pacific University  
Chris Basseby – Azusa Pacific University

## **Social Justice/Advocacy/Policy**

### **Chair – le May Lim Freeman**

#### **(School of Behavioral and Applied Sciences)**

Elaine Walton – Azusa Pacific University  
Ivy Yee-Sakamoto - Azusa Pacific University

## **Socio-Political Contexts of Language and Culture**

### **Chair – Joi Carr (Pepperdine University)**

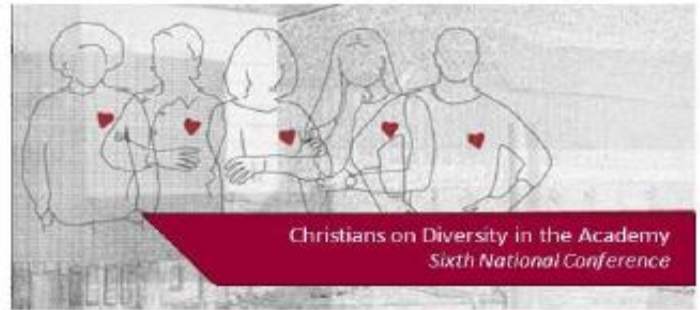
Pat Andujo – Azusa Pacific University  
Dorothy Alston Calley – Biola University

## **Visual/Performing Arts**

### **Chair – Richard S. Martinez (Office of Diversity)**

Leslie Kreiner Wilson – Pepperdine University  
Christopher Keene-Azusa Pacific University  
Jeffrey Carr – Point Loma University

**Thank you to all  
committee  
members for the  
hard work in  
helping make the  
Christians on  
Diversity in the  
Academy  
Conference so  
successful.**



*Christians on Diversity in the Academy 2015 Sponsors*

PEPPERDINE  
UNIVERSITY





## **“DIVERSITY: A MOSAIC FOR GLOBAL RENEWAL”**

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Welcome.....Richard S. Martinez, Ed.D.  
Executive Director, Office of Diversity  
Azusa Pacific University

Opening Remarks.....Kimberly B.W. Denu, Ph.D.  
Special Advisor to the President and Provost  
Azusa Pacific University

Prayer.....Kenneth L. Waters, Ph.D.  
Associate Dean, School of Theology  
Azusa Pacific University

### **DAY 1, Wednesday, March 25, 2015**

Keynote Addresses.....Franklin CampbellJones, Ed.D.  
VP and Owner  
CambellJones and Associates

Mark Stanton, Ph.D., ABPP  
Provost  
Azusa Pacific University

### **DAY 2, Thursday, March 26, 2015**

Keynote Addresses.....Erin Dufault-Hunter, Ph.D.  
Assistant Professor, School of Theology  
Fuller Theological Seminary

Alexander Jun, Ph.D.  
Professor of Higher Education  
Azusa Pacific University

Remarks.....Richard S. Martinez, Ed.D.  
Executive Director, Office of Diversity  
Azusa Pacific University

8:00-9:00 AM.....Check-in/Breakfast  
9:00-9:15 AM.....Opening Remarks  
9:15-10:30 AM.....Plenary Address  
Franklin CampbellJones, Ed.D.

**KEYNOTE SPEAKER**



***“The Culturally Proficient School”***  
**Wednesday, March 25, 2015**  
**9:15-10:30 AM**  
**Sequoia Room**  
**Doubletree Hotel, Claremont**

Franklin CampbellJones, Ed.D. is Vice President of *CampbellJones & Associates*. He assists school districts in applying the tenets of cultural proficiency to their policies and practices. Dr. CampbellJones facilitates professional learning seminars and gives keynote addresses to national and international audiences. He has served as teacher, site level administrator, central office director, and state director of professional development. He is co-author of *The Culturally Proficient School: An Implementation Guide to School Leaders* (2013) and *The Cultural Proficiency Journey: Moving Beyond Ethical Barriers Toward Profound School Change* (2010). Franklin is clinical professor in the department of Instructional Leadership and Professional Development at Towson University. He has served as associate professor at Rowan University and California State University, Los Angeles in the departments of Education Leadership.

**SEQUOIA ROOM**

***The Culturally Proficient School***  
Franklin CampbellJones  
**CampbellJones and Associates**

This plenary session will motivate participants to actively investigate the four tools of cultural proficiency and apply one of the tools to their work environment. The linguistic domain as an element for fostering change will be highlighted and applied. The following resources are suggested readings for further engagement with this topic: *The Culturally Proficient School: An Implementation Guide for School Leaders* and *The Cultural Proficiency Journey: Moving Beyond Ethical Barriers Toward Profound School Change*.

**SYCAMORE ROOM**

*Collaboration/Service Learning/Community*

***Addressing Sexual Abuse and Domestic Violence in the African American Community through Psychology-Church Collaboration***

Renata Nero and Rev. Connie Jackson

***Houston Baptist University – Workshop***

Professional collaboration to address sexual abuse and domestic violence within the African American community was undertaken by an ordained minister and a clinical psychologist. Through the bi-monthly women's Bible study, "Sex Crimes in the Bible," the powerlessness women experience in a male-dominated/patriarchal society was explored in depth. The psychologist served as a consultant to the Minister in addressing sensitive issues and provided psychoeducation for the participants. This workshop will discuss the implementation of psychology-collaboration model developed by McMinn and Dominguez (2005) and the measurement of the effectiveness of the Bible study.

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**CEDAR ROOM**

*Curriculum/Best Practices*

***Talk it Up for ELs: Increasing English Learners Engagement in Academic Speaking***

Jane Wilson, Chloe Fang, Jenice Rollins, and Destinee Valadez

***Westmont College – Paper Presentation***

In light of the challenges of creating meaningful linguistic opportunities to increase oral proficiency in English Learners (ELs), classroom teachers are charged with two goals: 1) ensure that ELs acquire full proficiency in English rapidly, and 2) ensure that ELs achieve the same rigorous grade-level academic standards expected of all students. To obtain a deeper look at issues facing ELs, a research study was conducted to explore how often and when ELs engage in academic speaking. Results show that ELs speak most often when working with a partner, less often in a small group, and significantly less in a whole class setting. This presentation will discuss essential implications for elementary educators for meeting the needs of ELs.

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**CEDAR ROOM**

*Socio-Political/Language and Culture*

***Cesar Chavez: Harvesting Lessons on Racial Identity***

Sheila Rodriguez

***Messiah College – Paper Presentation***

The recent film "Cesar Chavez" (2014) tells the story of the formation of the United Farm Workers Union, the 1960's grape boycotts, and Mexican American farm workers' struggle for better wages and treatment. The cinematic account highlights Cesar Chavez's quiet leadership and use of non-violent tactics. This presentation will explore how educators can incorporate this film into classroom curriculum in a meaningful way by asking the following questions: What lessons on race can be gleaned from this film? How has Mexican American identity been constructed in the U.S.? How did Chavez's movement rewrite racial scripts? and What role does faith play in studying this struggle for justice?

**MAPLE ROOM**

*Visual/Performing Arts*

***Theatricality, Spiritual Formation and Community Building: A Template for Living in a Diverse World***

Jeff Tirrell

**Claremont School of Theology – Paper Presentation**

Live theater can provide great entertainment; however, this is not the primary focus of theater. Theater allows us to discover and examine truth beyond the standard means of scientific inquiry, to learn through the process of mimesis, to experience presence in a tangible atmosphere, to create a sacred space, and to practice life through the trial and error rehearsal process. These components, in turn, provide a framework for the daily-lived experience. This session will unpack these processes and is recommended for educators interested in faith integration in the arts who have a passion for diversity present in Southern California: intercultural, intergenerational, and interreligious.

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**MAHOGANY ROOM**

*Faith: Theological and Biblical Themes on Diversity*

***Differences in Biblical Views on Human Nature and Social Justice between Clinical and Community Concentrations MSW Students***

Shaynah Neshama Bannister

**Azusa Pacific University – Paper Presentation**

This research presentation compares both community and clinical concentration MSW students' worldviews on human nature and social justice. It examines whether or not the applied faith integration curriculum contributes to the formation of balanced biblical views on these two concepts through a thirty-item questionnaire. The final results from the 2014 survey and resultant study will be first reported at this presentation.

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**MAHOGANY ROOM**

*Faith: Theological and Biblical Themes on Diversity*

***Students' Perceptions of Jesus' Personality***

Susan Howell and Cameron Schatt

**Campbellsville University – Paper Presentation**

Research on college students' perceptions of Jesus' personality along with whether those perceptions were based on their personality types shows a positive correlation of these perceptions. One's personality traits can influence the assumptions they make about Jesus and how those assumptions can unwittingly seep into teaching, research and leadership. This presentation will highlight ways of mediating this bias and the future research needed to build on this awareness.

**SEQUOIA ROOM**

*Special Session*

***The Culturally Proficient School***

Franklin CampbellJones

**CampbellJones and Associates**

This highly engaging special session is an exciting opportunity to interact with author and speaker Dr. Franklin CampbellJones. Participants will join Dr.CampbellJones in a dialogue regarding applications of his plenary address highlights.



12:00-12:30 PM.....Lunch – Sequoia Room

12:30-1:15 PM.....Plenary Address  
Mark Stanton, Ph.D., ABBPP

**KEYNOTE SPEAKER**



***“Leaning into Diversity”***  
**Wednesday, March 25, 2015**  
**12:30-1:15 PM**  
**Sequoia Room**  
**Doubletree Hotel, Claremont**

**Mark Stanton, Ph.D., ABPP**, is the provost and a professor of graduate psychology at Azusa Pacific University. He served APU previously as founding dean of the School of Behavioral and Applied Sciences (2006–11), chair of the Department of Graduate Psychology (2000–06), and founding director of the APA-accredited Doctor of Psychology program (1996–2006). He identifies himself as a couple and family psychologist, adopting an understanding of human behavior that recognizes the importance of individual, interpersonal, and environmental factors. He was the 2011–12 presidents of the American Board of Couple and Family Psychology, a constituent board of the American Board of Professional Psychology, and the 2005 president of the Society for Family Psychology of the American Psychological Association. He is a licensed psychologist in the state of California and board certified in couple and family psychology with the American Board of Professional Psychology (an internationally recognized postdoctoral board covering specialties in psychology). The Society for Family Psychology recognized him as the Family Psychologist of the Year in 2007.

**SEQUOIA ROOM**

***Leaning into Diversity***  
Mark Stanton  
**Azusa Pacific University**

A university-wide commitment to diversity presents many opportunities and challenges for faculty and administrators. Christian higher education is in a unique position to lean into diversity in a manner that reflects our Christian faith and values. This presentation will consider the importance of a core commitment to diversity across the spectrum of issues in the academy, as well as examples of ideas, challenges, and initiatives engaged at Azusa Pacific University.

**SYCAMORE ROOM**

*Curriculum/Best Practices*

***When Do I Shut it Down? Discerning What to Do with Difficult Dialogues and Dynamics in the Classroom***

Stephanie Fenwick and Sarah Visser

**Azusa Pacific University – Workshop**

Research shows that students disengage from the learning process when faculty members are unable to skillfully navigate difficult dynamics in the classroom. It can be difficult to know what to do in the classroom or other parts of the academic learning community when dynamics shift around difference (race, class, gender, spiritual beliefs, etc.). Utilizing works from key researchers in the field of diversity, this workshop will explore a four-part framework designed to give practical strategies for addressing challenging dynamics, including the importance of tying individual experience to larger, inequitable social systems. This workshop is designed for faculty, staff, students, administrators, and others interested in enlarging capacity for engaging difference in higher education settings.

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**MAHOGANY ROOM**

*Social Justice/Advocacy/Policy*

***The Effects and Implications of Bullying in Schools Across America***

Ie May Lim Freeman, Ivy Yee-Sakamoto and Heekap Lee

**Azusa Pacific University – Workshop**

School bullying and cyber bullying statistics from the U.S. Department of Justice show that one out of every four children or youths will be abused by a peer. This workshop will focus on the various types of bullying, characteristics of bullies and their victims, and meaningful strategies to prevent bullying in public and private schools. Moral dimensions of interventions will also incorporate the benefits to educators, counselors, administrators or health care providers in an educational setting.

## **MAGNOLIA ROOM**

*Ethics/Moral Decision Making*

### ***Materialist or Ethicist? Exploring the Complexities Behind Design Costs***

Beth Marie Miller

***Seattle Pacific University – Paper Presentation***

Interior design students are highly motivated to be an integral part of the solution to many of our world's problems in the built environment, but are confronted with the financial burden of responsible design. Often they become discouraged, sometimes influenced by the ideology that seemingly requires all design solutions to be cheap in order to be ethical. On the other hand, students question the responsible design with more complex ethical dilemma of market-driven economy and its interplay with the obligation to design and build responsible, enlivening, morally sound practice. This presentation will clarify the issues surrounding this quandary and study the relationships between position, cost, and potential rewards of society.

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## **MAGNOLIA ROOM**

*Faith: Theological and Biblical Themes on Diversity*

### ***John, Prisoner of Patmos & Mass Incarceration***

Don Thorsen

***Azusa Pacific University – Paper Presentation***

Although the book of Revelation touches upon a variety of Christian themes—past, present, and future—it castigates the kinds of injustice in the world that undeservedly imprison people for political and socio-cultural reasons, rather than for justifiable reasons of criminality. Revelation champions the overcoming of injustice, emphasizing the work of God as well as Christians and churches in promoting God's righteous reign. This presentation will begin by talking about the context of the book of Revelation and relate the context to both God's role in implementing the revelation to John and our role, as individual Christians and as corporate churches, in promoting in this day and age the righteous reign of God.

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## **MAGNOLIA ROOM**

*Socio-Political Contexts of Language and Culture*

### ***Rewriting the Biblical Psalms: Ernesto Cardenal's Salmos and the Ethics of Imprecation***

Robert Baah

***Seattle Pacific University – Paper Presentation***

Ernesto Cardenal's imprecatory psalms raise serious ethical issues. Asking and answering the initial questions as well as the alternative ones yields options for understanding these psalms: Are the imprecatory psalms the result of the poet's frustration with social evils that seem to have no solution in sight? Alternatively, do they constitute a sincere desire on the part of the poet to see the purveyors of evil harmed in one way or the other? Are the psalms meant to incite the oppressed against their oppressors? Alternatively, are they only intended to draw attention to the social sins that plague the community of persons in which the poet lives? This presentation will examine some helpful ways to understand this type of psalm.

## **SEQUOIA ROOM**

*Preparing Students for Intercultural Competence*

### ***Culturally Responsive Teaching: What Faculty Can Learn from Students of Color***

Debra Espinor and Rebecca Hernandez

**George Fox University - Workshop**

In response to a biblical call for justice, the George Fox University Academic Affairs office established a faculty professional development day led by students of color and ally faculty. This presentation shares the journey and the challenges encountered as it was recognized that culturally responsive teaching could counteract both privilege and marginalization in the classroom. This interactive workshop will review the process of constructing this type of training with students as both the focus and the teachers of the content by sharing the research data and exploring these with the audience. As participants, expect to compare campus experiences and be challenged to engage in similar conversations on campuses in new ways that include external stakeholders and communities of practice.

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## **MAPLE ROOM**

*Special Session*

### ***Why and How to Diversify Senior-Level Leadership: Transferable Insights from the Experiences of Women***

Karen Longman

**Azusa Pacific University**

*A growing body of literature affirms the importance of bringing diverse perspectives to the senior-level leadership table. Despite this widely recognized fact, the underrepresentation of women and persons of color in senior leadership across most sectors of U.S. society continues. Although this session will focus primarily on the experiences of women in terms of internal and external deterrents to seek and/or advance into leadership, transferable lessons to other underrepresented groups will be discussed. Particularly noteworthy is the concern articulated by Kellerman and Rhode (2014) that the “pipeline strategy” represents a male-normed (dominant culture) perspective regarding what motivates individuals to consider and move into leadership. This session will examine “what works” to overcome the “stained glass ceiling” by enhancing leadership self-efficacy, particularly within Christian subcultures that often limit their potential and opportunities.*

**SEQUOIA ROOM**

*Preparing Students for Intercultural Competence*

***Multiculturalism: A Shalom Motif for the Christian Community***

Chinaka DomNwachukwu and Heekap Lee

**Azusa Pacific University – Workshop**

This session will attempt to engage the Christian community in the ongoing discussion of cultural diversity and its implications for the Church based on the presenters' recent book. It will include a discussion of contemporary Christian worldviews, facts and fallacies, and biblical basis for a meaningful engagement with multiculturalism in Christian communities. This interactive workshop will include the participants in difficult conversations about race, gender, diversity, and Christian responses to these issues.

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**SYCAMORE ROOM**

*Social Justice/Advocacy/Policy*

***Who Am I? Where Am I Going? How Do I Get There?***

Sue Burdett Robinson

**Hardin-Simmons University – Workshop**

Retention is a major issue at all universities/colleges. This workshop will explore what educators, administrators, and staff can do to alleviate this problem. It is imperative that each student be understood and appreciated as being much more than a high school ranking, an ACT or SAT score, a GPA, or a declared major. Every student entering college has been impacted by his/her quality world (home environment, personal challenges, financial struggles, etc.). When compounded with the demands and expectations of college life, these factors can potentially lead to a negative or failed college experience. *This workshop will address how educators, administrators and staff can advocate for these students, foster a successful college experience, and promote retention.*

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**CEDAR ROOM**

*Curriculum/Best Practices*

***Inspiring Academic Success in Postsecondary Students Who Have Dyslexia***

Gregory Richardson

**Azusa Pacific University – Workshop**

This workshop is intended to enlighten attendees on the primary dyslexic traits that hinder postsecondary academic success. In addition, the workshop will provide teaching and learning strategies that assist students with learning disabilities in attaining academic success. Workshop attendees will participate in exercises that help ascertain the existence of learning difficulties in providing learned strategies that help all students, particularly those who possess dyslexic characteristics, succeed academically.



## **MAHOGANY ROOM**

*Preparing Students for Intercultural Competence*

### ***Mission to Make Global Christian Leaders: Do Students Value Their Christian Education?***

Daniel Park

**Azusa Pacific University – Paper Presentation**

Many members of the Council for Christian Colleges and Universities (CCCU) have similar mission statements: to make or help Christians become leaders who will impact the world. However, considering the highly competitive education market, it has been a challenge for these universities to achieve their missions in their practices of student recruitment, retention, and training. This paper will discuss whether students value the Christian education from a CCCU University, focusing on the diverse reasons for choosing a Christian school for graduate education. While this paper is based on a CCCU school, the results will help Christian educators think deeply on better equipping students for global leadership.

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## **MAHOGANY ROOM**

*Preparing Students for Intercultural Competence*

### ***A Christian Value?: Faculty Diversity at Southern Evangelical Campuses***

Marquita Smith

**John Brown University – Paper Presentation**

A qualitative study to explore institutional efforts to increase faculty diversity at three Southern Christian universities and to examine how these efforts relate to institutional missions was recently conducted. This presentation will offer descriptions of what promotes or curtails diverse faculty, as well as highlight recruitment and retention efforts at these institutions. Additionally, the paper will offer insight on what tenets of faith may be shaping the diversity conversation on these respective campuses.

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## **MAGNOLIA ROOM**

*Preparing Students for Intercultural Competence*

### ***Renewing Civil Discourse: College Students and Productive Conversations in the Public Square***

Glenn E. Sanders

**Oklahoma Baptist University – Paper Presentation**

“Finding Civil Discourse,” a seminar offered in Fall 2014, introduced a dozen students to significant Christian spiritual practices in addition to the western virtue and civil society traditions. These students were then asked how best to apply these ideas to create productive public conversations. Students also visited with civil discourse practitioners about real-life public exchanges in various contexts. Students’ journals, papers, and public presentation encouraged reflection on the qualities necessary to promote civil public conversations. These assignments demonstrate a deep learning about healthy civil discourse, its means, and ends with personal qualities undergirding it. This presentation will highlight the seminar students’ new appreciations for civil discourse, their new understandings about their roles therein, and imaginations of using these tools.

## **MAGNOLIA ROOM**

*Socio-Political Contexts of Language and Culture*

### ***Bivocationalism and Diversity of Labor***

Austin Johnson

#### **Fuller Graduate School of Psychology – Poster Session**

Vocation is presented as a synthesis between the dual demands of social value and social meaning. Social value is a symbol system mediated by money, while social meaning has a broader semantic range, encompassing such phenomena as functional systems (e.g., training and internship practices), aesthetic practices (e.g., art and other non-structural/post-structural activities), and other non-economic cultural practices (e.g., religion and other liberal arts). Bivocational workers satisfy these two demands in ways that yield a unique psychological and social reality. It is important that psychologists have a working theoretical model of how such manifestations of vocational diversity affect individuals and their sociocultural habitats. This poster session will present a theoretical framework for looking at bivocationalism as an aspect of diversity of labor.

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## **MAPLE ROOM**

*Special Session*

### ***International Refreshing through Diverse Music-: African American-style Gospel Choirs in Beijing, China***

Kimasi Browne

**Azusa Pacific University**

In this talk, Dr. Kimasi Browne will share from his experiences in 2008, as a People's Republic of China-certificated Foreign Expert in Culture and Education and as a Visiting Professor and Ethnomusicologist in the Musicology and Music Education Departments at the Central Conservatory of Music in Beijing, China's premier music-training institution. While there, Browne established China's first University-based Gospel Choir, taught a theoretical survey course titled, American Popular Culture–Soul Music and a Graduate Seminar in Gospel Piano Accompaniment. As a specialist in Gospel music, he trained four choirs how to understand and perform--in English--African American-style gospel choral music. Culminating this work, he conducted two concerts including all four choirs. He was invited to give a Master Class to the world-famous China Children's Choir. He was afterwards invited to give lectures on Soul Music and Transculturality to the China Conservatory of Music and the Music Conservatory at Tianjin University, in Tianjin, China.

**SYCAMORE ROOM**

*Preparing Students for Intercultural Competence*

***A Multi-layered Awareness Approach to Cultural Identity***

Daniel D. Lee

**Fuller Theological Seminary – Workshop**

This Every cultural identity or context is understood as the intersection of four critical elements: Heritage, migration, culture, and racialization. Focusing on a conscious, critical-constructive engagement of these dimensions, we teach and guide our students towards wise and maturing discernment and deepening personal integration. Our proposal for contextual understanding and engagement focuses not on an identity, or affiliation, but multi-layered awareness. This workshop will offer working frameworks and concepts with which to navigate our multicultural maze without falling into stereotypes or generalizations, using the Asian American context as a case study.

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**MAGNOLIA ROOM**

*Socio-Political Contexts of Language and Culture*

**Renewal Through Return: Robert Webber’s Contributions to Theology and Communication**

Shannon Bates

**Hope International University – Paper Presentation**

Webber’s use of ‘narrative paradigm theory’ challenges Christians to examine how worship renewal edifies the church in terms of theology, church unity, and discipleship. He sought to convince Christians of all stripes that an accurate understanding of worship and its practice, as well as a genuine understanding of an incarnational spirituality, are fundamental correctives to a faith that has become bitterly divided and over-intellectualized. This presentation will explore how Webber employed ancient church methods of evangelism and discipleship to reach contemporary diverse audiences without compromising the integrity of these practices.

## **MAGNOLIA ROOM**

*Preparing Students for Intercultural Competence*

### ***Everyone Has a Story: Using the “Race Card Project” to Prepare Students for Intercultural Competencies***

Trisha Posey and Marquita Smith

#### **John Brown University – Paper Presentation**

In order to have productive discussions about race in the context of college classes, university students must have opportunities to engage with persons who have been affected by institutionalized racism. The Race Card Project, one such way to create an atmosphere in which such engagement is possible, encourages participants to present their experiences, questions, hopes, dreams, laments or observations about race and identity in six words. Students who participated in the project demonstrated an increased awareness of the race as an ongoing issue in the United States, made observations about barriers to active discussions about race, and identified best practices for fostering healthy discussions about race in the United States. This presentation will outline the effectiveness of using the Race Card Project in a U.S. History class to help majority students empathize with students of minority ethnic and racial backgrounds.

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## **MAHOGANY ROOM**

*Special Session*

### ***The Divergent Generation: Will You Be Left Factionless?***

Wendi Dykes, Jillian Gilbert, Gary Lemaster, Michael Whyte and Sarah Visser

#### **Azusa Pacific University**

This generation, our sons and daughters born at the onset of the 21st century, can tweet, text, snapchat and “insta” just about anything. They view email as passé and feel skittish speaking to a live human presence on the other end of the telephone. Often referred to as Generation Z, the iGen, the plurals, or the conflict generation, this faction of individuals will begin entering college within the next two years. What does this mean for educators? How do we shift our education tactics to meet the needs of these divergent minds? With this generation in mind, this workshop will examine the following questions: Who is this generation? What are the social and cultural similarities and differences in past generations? What should our education tactics look like in the classroom? and What precisely do we need to consider to bridge the theory to practice in our various content areas?

**MAPLE ROOM**

*Special Session*

***A Comprehensive Approach to Enhancing the Academic Experience in an Age of Shifting Ethnic and Cultural Demographics***

Ed Barron

**Azusa Pacific University**

According to the Pew Research Hispanic Center, the college enrollment rate of Hispanic students surpassed the college enrollment rate of white students for the first time in 2012. Asian American student populations continue to expand and International student enrollment represent the new frontier of recruitment at U.S. colleges and universities. For most CCCU schools, a multi-ethnic, multi-racial, multi-cultural, and multi-class demographics present real challenges to campus communities structured to serve primarily white, middle class students. This session will explore the interconnection between academic dissonance, kingdom priority of unity, and our responsibility to create a campus environment in which all students thrive.



8:00-9:00 AM.....Check-in/Breakfast

9:00-9:15 AM.....Opening Remarks

9:15-10:30 AM.....Plenary Address  
Erin Dufault-Hunter, Ph.D.

**KEYNOTE SPEAKER**



***“Learning to Receive the Other:  
Practicing the Politics of  
Diversity-in-Unity”***

**Thursday, March 26, 2015  
9:15-10:30 AM**

**Sequoia Room  
Doubletree Hotel, Claremont**

**Erin Dufault-Hunter** joined the faculty of Fuller as assistant professor of Christian ethics in 2006, after having served as adjunct assistant professor in ethics in the School of Theology for three years. Prior to coming to Fuller, she earned several awards for excellence in teaching as a teaching assistant at the University of Southern California. Dufault-Hunter has written on narrative theory and the sociology of religion. Her recent book, *The Transformative Power of Faith: A Narrative Approach to Conversion* (2012), integrates insights from the social sciences with narrative theory to offer a non-reductionistic understanding of conversion. In particular, she argues that a narrative lens provides insights into why strong faith practiced within a community facilitates personal transformation, even for those society considers “hopeless.” She has also contributed entries to the *Global Dictionary of Theology* (2008) and several entries in *The Dictionary of Scripture and Ethics* (2011).

**SEQUOIA ROOM**

***Learning to Receive the Other: Practicing the Politics of Diversity-in-Unity”***

Erin Default-Hunter

**Fuller Theological Seminary**

How do we as Christians approach diversity in the academy differently than those who are not followers of Jesus? Paul notes the difficulties of shared life in his discussion of the body in I Cor. 12. He insists that for Christians difference-in-unity entails disruption for each person and every group. Unity requires naming power imbalances and then reorienting our life together in light of these. However, Paul does not advocate for either mere reversal of position or even equality through fair distribution of resources. Instead, he presses us to receive the “other” as a complicated gift through practices of mutual vulnerability and interdependence. This presentation will consider implications of Paul’s vision for higher education from how we develop curriculum to programs for specific populations (e.g., ethnic minority, international, or disabled students).

**SEQUOIA ROOM**

*Special Session*

***Intercultural Church: Toward God's Eschatological Vision***

Kirsten Oh

**Azusa Pacific University**

According to the PEW Forum on religion, 78.4% of the U.S. population identify as Christian. While the Christian community is a diverse group of ethnic/racial and denominational affiliation, the racial make-up of the Christian Body is similar to that of the U.S. (PEW, 2008). Unfortunately, this diversity is not represented in the local Christian Communities. This presentation will discuss the historical racializing of churches in the US and will explore the ways to integrate the local churches toward God's eschatological vision of intercultural community.

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**SYCAMORE ROOM**

*Preparing Students for Intercultural Competence*

***The Only Way Out is Through: Facilitating Effective Diversity Dialogue in the Classroom***

Kathryn Ecklund, Sarah Visser, Piljoo Kang and Amy Jung

**Azusa Pacific University – Workshop**

With the rapid advancement in diversity among students and faculty in CCCU classrooms, interpersonal dynamics and classroom discussions on diversity have shifted dramatically. Faculty may feel unprepared to manage classroom diversity dynamics, unprepared to facilitate conversations about diverse perspectives and ideas, and unprepared to communicate effectively with millennial students about diversity topics. In this workshop, participants will consider the following: the power dynamics of language and communication in the classroom; the millennial student values, attitudes, and beliefs about discourse regarding diversity; developmental factors related to cultural identity formation; and self-reflection as an avenue for addressing personal triggers and pedagogical hurdles. Furthermore, best practice pedagogical strategies for navigating these complex dynamics in the classroom will be discussed.

## **MAHOGANY ROOM**

*Collaboration/Service Learning/Community*

### ***Dyslexia: A Postsecondary Strengths Advantage***

Gregory Richardson

**Azusa Pacific University – Paper Presentation**

A qualitative research on thirty students who possessed dyslexic traits revealed that these students attributed their postsecondary academic successes to two significant factors: internal strengths and environmental assets. This new social model of disability, identified as the Strengths-Assets Model, synergizes internal strengths and institutional assets for postsecondary academic success. This presentation will discuss the findings from the study, the literature on dyslexia within the secondary educational setting, the research on positive psychology, and the literature on empowerment uncovered a new sub-model.

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## **MAHOGANY ROOM**

*Special Session*

*Social Justice/Advocacy/Policy*

### ***Valuable Voices: Examining Parents' Perspectives on the Impact of Full-inclusion on Their Preschool Children with Disabilities***

Susan R. Warren, Richard S. Martinez, and Lori A. Sortino

**Azusa Pacific University**

Research supports the importance of high-quality early intervention systems for preschool children with disabilities, yet these children are often excluded from interacting with their peers. This session presents a phenomenological study exploring parents' experiences with a full-inclusion preschool program for their children with disabilities as well as parents' perceptions on the children's transition to kindergarten. Parents identified, as important, five themes related to the full-inclusion program: philosophy, parental expectations, collaboration, confidence building, and support. Specifically through parents' voices, the potential impact of full-inclusion on the children and their families is revealed. This study can benefit educators interested in discovering the barriers to and facilitators of inclusion in early childhood programs as they work toward social justice in education for all.

## **CEDAR ROOM**

*Curriculum/Best Practices*

### ***Diversity in Higher Education: Developing and Facilitating Mutual Acculturation and Sensitivity***

Denzil Barnett, Lauren D. Carroll, and Chen-I (Rita) Su

#### **Azusa Pacific University - Panel Discussion**

Enhancing praxis to meet the requirements of international students in culturally diverse class environments require the development of intercultural communicative competence for teachers and students, the understanding of students' role as cultural and language informants, and incorporating pedagogical techniques specially designed to facilitate the needs of international students. This panel discussion will involve the auto-ethnographic narratives of three faculty members who have taught international students in culturally diverse classes in American colleges and universities. The panel will conclude with a round table Q & A session.

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## **MAPLE ROOM**

*Special Session*

Erin Default-Hunter

#### **Fuller Theological Seminary**

This highly engaging special session is an exciting opportunity to interact with author and speaker Dr. Erin Default-Hunter. Participants will join Dr. Default-Hunter in a dialogue regarding applications of her plenary address highlights.

## **MAGNOLIA ROOM**

*Special Session*

### ***Narrative Humility: Affirming the Place of Story in Our Teaching***

Glen Kinoshita

#### **Biola University**

Narratives and stories are among the most effective and moving methods of connecting humans from diverse backgrounds. Our stories can often be the bridge we build to engage one another across differences. Stories and narratives, however, are also complex. Our stories reflect the many layers to our identities such as ethnicity, culture, gender, socio-economic status, ability, national origin, etc. Narrative Humility acknowledges the diversity and complexity in what makes us fully human. Humility is a posture that is necessary as we may not fully understand all the elements of a person's story. Narrative humility moves us to reflect, ask questions in a respectful manner, and acknowledge we are constantly learning, even as we listen to a story being told. In this session we will explore narratives as a vehicle to teach diversity and social justice in Christian higher education as well as how to process the concept of Narrative Humility in the classroom or in training opportunities.

12:00-12:30 PM.....Lunch – Sequoia Room

12:30-1:15 PM.....Plenary Address  
Alexander Jun, Ph.D.

**KEYNOTE SPEAKER**



***“Power, Privilege, and Purposeful Partnerships in Diversifying Christian Higher Education”***

**Thursday, March 26, 2015  
12:30-1:15 PM**

**Sequoia Room  
Doubletree Hotel, Claremont**

**Alexander Jun, Ph.D.**, is Professor of Higher Education in the Department of Higher Education at Azusa Pacific University’s School of Behavior and Applied Sciences. Dr. Jun is a [TED speaker](#) and author of *From here to university: Access, mobility, and resilience among urban Latino youth* (Routledge Press). He has published extensively on issues of postsecondary access for historically underrepresented students in underserved areas. Dr. Jun recently completed a three-year narrative inquiry research project on the educational mobility and academic resilience of Khmer orphans, and is currently completing a book related to his fieldwork in Cambodia. Professor Jun conducts research on issues surrounding equity, justice and diversity in higher education, as well as globalization in the Pacific Rim. Dr. Jun holds a Ph.D. in education policy from the Rossier School of Education at the University of Southern California, where he earned a Ford Foundation fellowship to conduct research on college preparation programs for urban youth. Professor Jun teaches courses in diversity and social justice in higher education, comparative higher education, and qualitative research methods. Dr. Jun serves as APU’s qualitative research consultant, and joined APU’s faculty after 15 years of service as a faculty member and administrator at the University of Southern California.

**SEQUOIA ROOM**

***Power, Privilege, and Purposeful Partnerships in Diversifying Christian Higher Education***

Alex Jun

**Azusa Pacific University**

With a particular focus on issues related to power and privilege as it relates to partnerships on both an individual and an institutional and systemic level within Christian higher education, Alexander Jun, Ph.D. will discuss the essential factors that contribute to developing critical consciousness as it pertains to reconciliation and justice as a way to usher in the kingdom of God.

**SYCAMORE ROOM**

*Social Justice/Advocacy/Policy*

***Women of Color in Leadership***

Kimberly Battle-Walters Denu, Pamela Christian, and Janet S. Walters

**Azusa Pacific University Doretha O'Quinn – Vanguard University – Panel Discussion**

Based on their lived experiences as leaders in academe, business and Church, and their recent edited book, *Mothers Are Leaders*, the panelists will disclose their journeys into leadership as women of color, as well as the added complexities associated with being “mother-leaders.” Addressing work-family balance, professional and personal life integration, and strategic leadership practices for women and people of color, these women discuss “leaning in,” “leaning back,” and the nonlinear path and seasons of leadership. This panel discussion will highlight the opportunities and challenges of women of color in leadership.

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**CEDAR ROOM**

*Faith: Theological and Biblical Themes on Diversity*

***The Chaos of Uniformity at the Tower of Babel***

Matthew Hauge and Craig Anderson

**Azusa Pacific University – Paper Presentation**

The Tower of Babel story is an iconic account of uniformity disrupted. According to Genesis 11:1-9, there was once a time in Mesopotamia in which everyone in that region spoke a single language. Their uniformity of speech allowed them to embark on great building projects, constructing the Tower of Babel – a tower reaching into the heavens. Upon seeing this, God confused their language, which thereby frustrated their building of the tower. This presentation will explore why God disrupted the builders of the Tower of Babel.

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**CEDAR ROOM**

*Faith: Theological and Biblical Themes on Diversity*

***A Professor's Journey to Understanding Faith Integration and Implementation: Creating a Framework for Faith Integration into a Special Education Program***

Craig W. Bartholio

**Azusa Pacific University – Paper Presentation**

Based on Meta-Paradigms of the field of Special Education, a framework to embed true faith and learning integration into education was developed. An article, “Collaboration from a Christian Perspective for the Novice Special Educator,” ties together the different stages of development in the presenter’s professional knowledge regarding faith, learning integration. This presentation will chronicle the presenter’s journey as a professor regarding understanding of Faith Integration and teaching courses through the special education department.

## **MAHOGANY ROOM**

*Preparing Students for Intercultural Competence*

### ***Promoting Ethnic Appreciation and a Gradual Change of Image at Howard Payne University***

Danny Brunette-Lopez, Andres Zambrano, and Richard Porche

#### **Howard Payne University – Panel Discussion**

As the student body gradually becomes more ethnically diverse, Howard Payne University is taking steps to promote ethnic appreciation, and its positive impact on the campus. With the establishment and assistance of a newly formed committee to consider issues of diversity, the University intends to include certain recommendations in its upcoming five-year strategic plan that will promote awareness, education, activities and events related to ethnic appreciation. This panel discussion will share the difficulties the new committee has encountered when treating the concept of “diversity” and the forms to consider in order to counter the ideological values and beliefs upheld by the Baptist Church and its conservative constituents.

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## **MAPLE ROOM**

*Special Session*

Alexander Jun

#### **Azusa Pacific University**

This highly engaging special session is an exciting opportunity to interact with author and speaker Dr. Alexander Jun. Participants will join Dr. Alexander Jun in a dialogue regarding applications of her plenary address highlights.

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## **MAGNOLIA ROOM**

*Special Session*

### ***Are Your Diverse Learners Thriving? : Using A Strengths Approach to Develop Thriving Students***

Keith Hall

#### **Azusa Pacific University**

Strengths development has been identified as a pathway that leads to academic, social, and psychological thriving in college students (Schreiner, Louis & Nelson, 2012). The strengths development approach suggests that all students can learn and thrive under the right conditions (Kuh, Schuh & Whitt, 2005). So, what are the strengths-based strategies that can be applied in the classroom to make the learning experience engaging for diverse learners? In this session, participants will engage in a guided conversation that highlights ways that a strengths approach can be used to accommodate the unique perspectives and values of diverse learners. Participants will also consider ways that the strengths language can be leveraged to promote community in the classroom.



**SYCAMORE ROOM**

*Preparing Students for Intercultural Competence*

***Cultural Diversity: Obstacles and Solution for the Academy`***

Tamene Menna

**Biola University – Workshop**

Globalization of societies around the world has led to increased demographic variety in organizations. Consequently, leaders in various sectors are faced with a new challenge as their work teams increasingly consist of personnel with diverse ethnic and cultural background. Christian higher education institutions operate in similar environments. Hence, a strategic response to the changes and adverse effects caused by cultural diversity is needed such as trainings, seminars, and events. This workshop will address challenges that arise from cultural diversity, theoretical background of cultural intelligence, empirical studies, and the importance and implications for Christian higher education institutions.

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**CEDAR ROOM**

*Social Justice/Advocacy/Policy*

***Teaching Anita Loos: Notes on Class, Gender, and Social Justice***

Leslie Kreiner Wilson

**Pepperdine University – Paper Presentation**

Anita Loos' 1925 novel *Gentlemen Prefer Blondes*, as well as the 1927 screenplay for the silent film adaptation the novelist and screenwriter disrupts convention by satirizing film censors as well as the elite's judgments of women who was within a certain uneducated class. Through Loos' characterization of the film censor and others, students learn that 1920s film censorship involved presumptions about women and class that run contrary to fundamental principles of social justice. Loos, the premier satirist of her day, drives her sword straight through the heart of censorship integrity in Hollywood. This presentation will advocate that teaching these two works offers students a lesson on the theme of class, gender, and social justice as examined by the author.

## **CEDAR ROOM**

*Science, Technology, Engineering, Math, and Health*

### ***Engaging Diverse Discourse in STEM***

David C. Martin

**San Diego State University – Paper Presentation**

Many incoming university freshmen find themselves engaged by discourse founded in spiritual and social questions according to Astin, Astin, and Lindholm (2011). Diverse discourses are marginalized in the science, technology, engineering, and mathematics (STEM) fields, and the potential exists for silencing spiritual and social expressions of women and people of color. This presentation will address Critical Theory analysis of power relationships and social reproduction in the STEM fields, asking how students in STEM could engage in their domain and providing spiritual and religious practices that allow participants to co-create meaning and diversity of voice within it.

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## **MAPLE ROOM**

*Special Session*

### ***Theological Diversity and Faith-Based Education: The Enriching Legacy of Christian Traditions***

Paul Kaak

**Azusa Pacific University**

Many of today's Christian Universities live in a tension. On one hand, there is the value that exists within its denominational/theological heritage; on the other hand, it appears that today's students seem to care little about this historic identity. This session advocates that embracing identity as well as diversity is important for the institutional vision and classroom experience. Educators who embrace their own distinct Christian ethos and convictions, while also demonstrating appreciation for alternative perspectives offer much in what they model and confer: deep learning, sensitivity to otherness, a faith-based application of critical thinking, as well as an awareness of the rich breadth of Christian understanding. This session will offer explanations, arguments, examples, and tools for meaningfully and appropriately drawing upon the variety of perspectives from within the historic Christian communities.

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# Hotel Floor Plan



# Notes

# Notes