THE APU DISTINCTIVE:
AN EDUCATION THAT BRIDGES
CAREER, CALLING, AND CONNECTIVITY
IT’S never walking away from APU’s campus for the first time in December 1975. I had accompanied a friend from Oklahoma. We arrived with no appointment and very little expectation of meeting anyone when we began to explore. We soon crossed paths with a tall, middle-aged man in a hurry, who still stopped and offered his help. He ended up spending the better part of the afternoon giving us a campus tour and telling us about the college. Despite a busy schedule, Tom Nelson ’62, 20-year faculty member and baseball coach, slowed down, engaged us in conversation, and made it clear that we mattered. In doing so, he introduced me to an APU hallmark—valuing people.

That also marked the start of my lifelong friendship with Tom and my love for this great institution. Since that day, I have encountered countless people like Tom across campus. This place cherishes a strong sense of community and deeply values people—celebrating one another’s triumphs, supporting each other when we struggle, doing life together. That’s what family does.

As you may know, one of our family members, President Jon Wallace, learned last May about a recurrence of cancer. He underwent a successful surgery in June, began chemotherapy in early July, and continues on this journey toward healing. As we cover him with prayer over the next several months, he draws comfort and confidence from knowing that his APU family leans into God’s call upon each and every one of us.

During this time, APU remains committed to our Shared Vision 2022, beginning with providing a world-class, faith-focused academic experience to nearly 11,000 graduate and undergraduate students facilitated by more than 1,000 faculty and staff members. We will continue to support our faculty and student research with funding opportunities, integrate faith, spiritual formation, and God-honoring diversity initiatives; cultivate faculty expertise as educators, mentors, scholarship practitioners, and servant leaders; grow our online institution, University College; and enhance, grow, and support programs of distinction in our graduate and professional offerings. In addition, we will explore creative ways of increasing revenue streams so our university thrives, and make every attempt to ease the burden of raising tuition for our students.

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As we think about ways to value and love people, I ask that you pray for the blessings God has bestowed upon this university and earnest stewardship of the mission and purpose, pray for our acting president and his family as he battles cancer, and pray for our students as they struggle, doing life together. That’s what family does.

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Built in 1993 to accommodate the growing School of Business and Management, Wilden Hall underwent a $3 million renovation this summer to enhance learning, improve functionality, build community, and create a welcoming, contemporary space. Made possible by generous donations from individuals, the Hugh and Hazel Darling Foundation, and the Ahmanson Foundation, a new conference room, flexible classrooms, technology advances, remodeled restrooms, and cosmetic updates throughout will serve the more than 1,000 undergraduates, nearly 300 graduates, and 22 full-time faculty now and in the years to come. A rededication of the facility is planned for early November.
APU Participates in Major Concussion Research

The National Collegiate Athletic Association (NCAA) and the U.S. Department of Defense (DoD) announced in May 2014 a joint $30 million initiative to enable the study of student-athletes and service members that includes the most comprehensive study of concussion and head-impact exposure ever conducted. More than 100 schools applied to take part in two years of the Concussion Assessment, Research and Education (CARE) Consortium, the initiative reviewed by the committee, the committee selected six schools, including Azusa Pacific University. In alignment with APU’s 10-year practice of exemplary concussion protocols, participants will receive a thorough preseason evaluation for concussion and will be monitored closely in the event of injury.

Starting August 1, 2015, 95 percent of APU’s more than 450 student-athletes began participating in the two-year study funded by $286,899 NCAA-DoD grant. The APU’s sports medicine staff will collect baseline data, including demographics, family history, neuropsychometric assessment, and postural stability. In the event of concussion, the sports medicine staff will conduct postconcussion evaluation at prescribed time points: 6 hours and 24–48 hours, asymptomatic, unrestricted return to play, and 30-months post-injury.

Led by the Indiana University School of Medicine, the Medical College of Wisconsin, the University of Michigan, and involving roughly 100 researchers and clinicians in Minnesota, this study will allow scientists to better understand the true nature history of concussions in athletes. Further, it investigates the correlation between multidimensional predictor and outcome variables associated with sport-related concussions from a fully neuropsychosocial perspective in a common injured sample and single- or multiple-injury concussions. This important study will ultimately serve to more accurately diagnose, treat, and prevent concussions for all.

Vice President Takes Top Honors in International Brand Competition

The Educational Marketing Group named Darrell Peck, Ph.D., vice president for university relations, the 2015 Marketing Hall of Fame Gold Medal Brand Master in June. The organization presents this international award, now in its sixth year, annually to an exemplary education brand manager. Peck earned the honor for his significant work around APU’s brand promise to cultivate difference makers. Over 18 months, he invited the university community to learn how to live the brand and embrace it through the lens of that promise, allowing the university community and those it serves to see the unique, culturally aware, and distinctive about Azusa Pacific.

The University Relations team, with Peck as lead, presented research findings and outcomes to the campus community in 15–45-minute workshops. In conjunction with the presentations, more than 600 field guides, called the Brand Book, were shared with staff, faculty, and students to help them become brand ambassadors. Peck saw the opportunity to shift the culture and message to allow people to own it through the lens of the brand promise.

Spirit of the Rainforest: A Yanomamo Shaman’s Story

Reading Recommendations from John Thornton

John Thornton, Ph.D., CPA, is the LP and Bobbi Lea Line Chair of Accounting Ethics, and professor and chair of the LP and Timothy Long School of Accounting in the School of Business and Management.

A Million Miles in a Thousand Years: How I Learned to Live a Better Story by Donald Miller (Thomas Nelson, 2011)

Agrarian Grace: William Wilberforce and the Heroic Campaign to End Slavery by Eric Metaxas (Zondervan, 2007)

The Testament by John Grisham (Dell, 2011)

The Puritiy Pledge: God’s Guardsrills for Life’s Dangerous Roads by Randy Alcorn (Multnomah Books, 2003)

Section sponsored by the University Libraries and compiled by Liz Leahy, MLS, M.A.T., professor of theological bibliography and research and special assistant to the dean of University Libraries. Bailey206@upa.edu

School of Nursing Turns 40

Inaugurated in 1975, APU’s School of Nursing celebrates 40 years of delivering an exceptional nursing education. When first began as a fledgling baccalaureate program, the school now boasts 4 undergraduate programs with 2 minors, 10 master’s programs, 2 doctoral degrees, multiple community service programs, strategic partnerships with hospitals and clinics, accreditation by the Commission on Collegiate Nursing Education (CCNE), and approved by the California Board of Registered Nursing. Increasing from an initial graduating class of 24, the School of Nursing graduated nearly 660 last year, its largest class ever.

The anniversary theme celebrates the excellence in nursing education, scholarship, and service that has exemplified the school during its remarkable history. The yearlong celebration begins with the 40th Anniversary Kickoff the week of September 21, 2015, with events at each regional site. On September 24, the school will host the first of five sessions of a new University Dialogue series, featuring Az Turner Lewis, Ph.D., “Peck and the Reformation.” Jennifer Walsh, Ph.D., dean of the College of Liberal Arts and Sciences, discussing the impact of the affordable Care Act. The second in the series presents Proven Mark Santin, Ph.D., professor in the Department of Graduate Psychology, and Sheryl Tysen, Ph.D., RN, PMHCNS, associate dean for research and faculty development, executive director of the Institute of Health Research, exploring the partnership and collaboration between nursing, psychology, and psychiatry, which each serve distinct, complementary, and interdisciplinary roles.

On October 24, during Homecoming and Family Weekend, the School of Nursing will host an open house to welcome nursing alumni back to reconnect, reminisce, and celebrate together. The event culminates in 2016 with a celebration dinner at the Felix Event Center on February 20, showcasing four decades of rigorous academic and clinical discovery and unspurred service to local and global neighbors for faculty, staff, students, and alumni. Furthermore, the annual Research Symposium slated for April 14 will draw nursing educators and professionals from across nursing and health care facilities to APU to exchange knowledge and research from diverse areas.

In affirmation of its growing influence, the school will cohost the 40th Anniversary Nursing Theory Conference, April 15–16, 2016. Last hosted on the West Coast 25 years ago by UCLA, the school will bring together such legends in nursing theory as Dr. Callista Roy, Ph.D., Alda Melin, Ph.D., and Jane Watson, Ph.D., alongside some of the most influential, innovative scholars in nursing science and community health care, gazzoni, and consumer health education. The experience goes undergraduate, graduate, and doctoral students a distinct advantage as they prepare for advanced education and careers in nursing.

The IHR will also facilitate scholarly research by providing much-needed lab space, the latest instruments and appliances, faculty consultations, and an infrastructure conducive to biomedical, experimental, quantitative, and qualitative research. The 28,000-square-foot facility houses state-of-the-art technology, laboratories, faculty offices, and smart conference rooms equipped to promote and advance nursing research.

Finally, APU’s IHR promotes academic and professional partnerships with other institutions that provide clinical training for APUs students, allow for increased community engagement, maximize health care accessibility for underserved populations, and open doors for new funding opportunities that will help sustain and grow the IHR’s mission to advance nursing science. Today’s strained health care system calls for more than an increased number of nurses—it demands highly qualified professionals equipped with a solid foundation of scientific and discipline-specific knowledge. Through the new Institute of Health Research (IHR), APU’s School of Nursing enables students and faculty to conduct groundbreaking nursing research, resulting in the development, discovery, and dissemination of knowledge that drives education, practice, and research.
Focus on Writing Elevates Students’ Skills across Disciplines

The digital age demands clear and powerful communications, perhaps now more than ever. APU takes a comprehensive approach across disciplines to develop students into lifelong learners. From additional writing courses in the new General Education (GE) curriculum, to the Writing Center’s expanded scope, to the full participation of departments and programs on campus, students will have myriad opportunities to strengthen their writing skills no matter their chosen field of study.

Starting in fall 2016, the GE curriculum will include three new courses that build on one another and advance students’ skills throughout their college experience. From additional writing courses in the new General Education (GE) curriculum, to the Writing Center’s expanded scope, to the full participation of departments and programs on campus, students will have myriad opportunities to strengthen their writing skills no matter their chosen field of study.

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**Writing in the Disciplines** focuses on students’ specific majors and the needs within their pre-professional track. Upon completion, students will walk away with skills that transfer from class to class and into their professional lives.

Supporting this effort, the Writing Center, led by new director Jody Fernando, comes alongside undergraduates, graduates, and professional learners, and the response has been positive. The number of students taking advantage of this resource more than doubled, from 3,400 appointments in 2012–13 to more than 6,000 in 2014–15. Among its many services, the Writing Center, which moved into a larger facility in Marshburn Library this fall, offers one-on-one assistance, handouts and tutorials, and workshops. The growing team includes writing coaches at four regional centers, 2 doctoral dissertation coaches, and 30 on-site and online coaches. To ensure that faculty, staff, and students at every level speak the same language, former Writing Center director and current executive director of writing programs Rebecca Cantor, Ph.D., produced a Writing Program Lexicon, establishing a consistent vocabulary that facilitates smooth transitions between courses and disciplines.

"Writing matters in every discipline and every career," said Fernando. "We are in the process of helping students become better writers, and good writers become better writers.”

Chamber Singers Win Top Honors at International Competition

The 35-member Anna Pacifica University Chamber Singers, under the direction of Michelle Jensen, clinched six awards at the inaugural Llangollen International Musical Eisteddfod in Wales, July 7–11, 2015. The group competed with top choirs from around the world and performed for Charles, Prince of Wales, and Camilla, Duchess of Cornwall. They entered and placed in six categories—first in Mined, Adult Folk, and Opera, and second in Cultural Showcase, Youth, and Vocal Ensemble—qualifying them as 1 of 5 choirs among more than 75 participants to receive honors in the World Competition, eventually won by an Irish group. This distinguished honor builds on the choir’s 2013 World Competition for Choirs in Austria. “Performing at the world’s longest-running international musical festival was a joy for the countries brought into competition,” said Jensen. "It’s not a phrase, but rather, we ask questions that help students overcome procrastination, learn to brainstorm, focus their message, improve sentence structure, and address their specific purpose and audience."

"This immense experience cultivate[s] a culture of writing at APU that serves every member of the community, including faculty and staff, writing to communicate, understand, and engage in information pertaining to their academic, professional, and social lives.

determine rankings. CCAP takes a unique approach by excluding the institutions’ reputations, which reflect the perspective of other universities’ faculty. Instead, Forber focuses on concerns that affect incoming students, and specifically considers 12 factors within 5 categories as the criteria. APU compares well to its national competitors in each of the categories.

First, CCAP measures graduates’ success in their chosen professions based on average salaries, a criterion the center weighted more heavily this year. Freshman-to-sophomore retention rates and student evaluations on websites such as ratemyprofessor.com helped determine students’ satisfaction with their college experience. CCAP also attributed more importance to the amount of debt students accrue during their college careers, considering the four-year debt load for a typical student borrower and the overall student loan default rate. APU’s recent drop in student debt may have contributed to its ranking boost this year. Further, the center evaluates students’ four-year completion statistics, considering the actual graduation rate and the gap between average and predicted rate.

Finally, the evaluation team recognizes the school for the number of students who win prestigious scholarships and fellowships, such as Rhodes, the National Science Foundation, and Fulbright, as well as how many go on to earn a doctorate. APU’s exceptional performance in these categories contributes to its rising status on this prestigious list.

School of Education Recommended for Reaccreditation

A joint visit from the National Council for Accreditation of Teacher Education (NCATE) and the Commission on Credentialing (TCT) March 29–31, 2015, resulted in a unanimous recommendation from the visiting teams for accreditation.

This decision authorizes APU to continue recommending candidates for its existing programs and request new programs as well.

During the process, the state and national team members completed a thorough review of program documents and data and interviewed more than 300 administrators, program leaders, faculty, supervising instructors, master candidates, completers, and advisory board members. Based on a measurable increase in faculty collaboration and productivity, the reviewers endorsed the two past areas for improvement (AFI). The only new AFI stemmed from programs with only two years of data available for evaluation, with current systems in place to address that immediately. The report also noted the School of Education’s continued involvement in the “Taskank initiative that provides clear and consistent data for program analysis through key assessments, and APU’s commitment to diversity demonstrated by preparing responsible educators who welcome all students from all backgrounds.

“We are grateful for the positive outcomes of these visits and the collaborative work and professionalism reflected in the report,” said Anita Hinch, Ph.D., dean and professor in the School of Education. This accreditation covers the next seven years and positions APU to strategically design and implement measures to meet the benchmarks of the Council for the Accreditation of Educator Preparation (CAEP) in the coming years. "The national standards for education are

By the Numbers

1: The rank Cynthia Toms, Ph.D. ’15, secured among fellow doctoral candidates when she won the Dissertation of the Year Award from the International Association for Research and Service-Learning in Community Engagement (IARSLCE). Tom’s dissertation, “Global Development through International Service-Learning: Who’s Winning When?” involved a qualitative study of the perceived impact of U.S. university service-learning and volunteer projects on the communities they served in Costa Rica. She will present her research at the 2015 IARSLCE Conference in Boston this November.

2: The number of social work faculty appointed to key national leadership positions by the National Association of Social Workers (NASW), assistant professor and dean of MSW field education, serves as a board member for the North American Network of Field Educators and Directors (NANFED). Adria Navarro, Ph.D., NASW, automotive instructor, serves on the National Association of Social Work’s Research Committee. And three APU faculty members serve the Council on Social Work Education: Anupaama Jacob, Ph.D., assistant professor, on the Commission on Research; Jennifer Payne, Ph.D., LCSW, and professor, on the Council on Professional, Ethnic, and Cultural Diversity; and Mary Rawlings, Ph.D., LCSW, chair and professor, on the Commission on Educational Policy.

5: The number of the APUS-affiliated members of the Glenn Miller Orchestra who completed a seven-week tour of Australia. Members included Mark Kopitzke ’11, vocalist; Joe Di Fiore ’15, saxophone; Craig Ware ’75, bass trombone; and Chase Bland 98, trombone.

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104: The percent increase of tutoring and supplemental instruction sessions attended by students through the Learning Enrichment Center over the last two semesters— from 3,637 to 7,407. Informal qualitative and quantitative data show positive learning outcomes in various courses prompting requests for additional sessions.

853: The average number of credit recommendations issued by the APU advising offices over the last year. APU has more than 1,000 returning students, and California’s third-largest private School of Education and sixth-largest among all California institutions of higher education, APU accounts for nearly six percent of all credentials issued by private institutions in the state.

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Nagel Institute Invites APU Professor to Help Research Socio-Political Issues

Kay Higura Smith, Ph.D., professor in the Department of Biblical and Religious Studies, joined other North American scholars and 10 Indian scholars last summer to conduct a two-week intensive seminar in India. As part of the Nagel Institute of Calvin College, the team comprised a wide range of experts, including biblical and political scholars, sociologists, and economists, each uniquely qualified to enrich the discussion about the drivers and consequences of economic and social change in the country.

During their stay, the scholars traveled to Bangalore (formerly Bengaluru), Chennai, and Delhi, visiting slums, hospitals, liquor colonies, religious health care centers, and political leaders to gather empirical data and anecdotal information to help them assess the complex patterns underlying the relationship between social and economic progress in India.

APU Serves as Host Town for South African Special Olympics Athletes

In the coming months, the seminar participants will continue to collaborate, generating follow-up presentations and an edited book of essays. Smith will partner with an Indian scholar to explore violence in the region and Christians’ response to catastrophe as part of the team’s goal to determine the causal patterns underlying the relationship between social and economic progress in India.

Education continued from page 9

in an educational program that will be open to American hospitality with a warm welcome from APU, which serves as the athletes’ home away from home for three days. In advance of their arrival, APU and St. Mary’s Priory High School volunteers decorated Trinity Hall rooms with brightly painted welcome signs created by APU students who took part in the South Africa Semester. Volunteers greeted the athletes, carried their luggage, and showed them to their rooms, where gift bags, snacks, and drinks awaited.

The welcome festivities continued the next day, with an address from APU President David Bixby, Ed.D., and Azusa Pacific University’s Vice President for Student Affairs, Dr. John Davis (Glendora); and California State Assembly Member Roger Hernandez addressed the delegates. The three-day schedule also included two community parades, a dance party, and a concert in the park. Highlighting the event was Christian Okoye ’88, former Kansas City Chiefs All-Pro running back, who visited the athletes, followed by an exhibition football by 15 APU football players, past and present.

For 10 days, the mini marathons and many on-campus volunteers, several APU faculty, staff, and students worked on-site at the Special Olympics World Games at the L.A. Coliseum celebrating the accomplishments of 6,500 athletes from 165 countries. The largest sports and humanitarian event this year, the World Games inspired the more than 30,000 volunteers and 500,000 spectators who witnessed the determination, ability, gracefulness, and joy of these remarkable Olympians. As a Host Town, APU will serve as the principal investigator and coordinate the purchase of specialized equipment pertaining to “Enhancing Undergraduate Research and Classroom Learning through Incorporation of Flow Cytometry and Cell Sorting Capabilities.”

Recent Grants Advance Research and Scholarship

$10,000

The U.S. Department of Education awarded APU this amount over five years for Target Success, a TRIO Student Support Services (SSS) grant project. Tracie Bart, Ed.D., director of undergraduate student success, will serve as the principal investigator for the project with targeted outcomes including increased retention, academic standing, and graduation rates for participants. The grant assists students who demonstrate academic need, including undergraduate first-generation college students, those from low-income families, and those with disabilities requiring special accommodations.

APU’s Africana Studies Program will serve as the principal investigator for the project with targeted outcomes including increased retention, academic standing, and graduation rates for participants. The grant assists students who demonstrate academic need, including undergraduate first-generation college students, those from low-income families, and those with disabilities requiring special accommodations.

$35,000

From the Substance Abuse and Mental Health Services Administration in the Department of Health and Human Services to Rachel Gonzales-Castaneda, Ph.D., associate professor in the Department of Psychology; Mary Rawlings, Ph.D., LCSW, chair and professor in the School of Nursing, to partner with UCLA and several California faith-based institutions to enhance psychology, nursing, and social work curricula and equip professional students to implement evidence-based strategies for patients at risk for substance abuse.

$400,000

From the Freeman Foundation to Stuart Strother, Ph.D., professor in the School of Business and Management, and Barbara Strother, M.S., to create a fund and expand the school’s China studies abroad program.

$200,000

Preparing for Heaven: What Dallas Willard Taught Me about Living, Dying, and Eternal Life (HarperOne, 2015) by Gary Black Jr., Ph.D., assistant professor, Azusa Pacific University’s School of Theology. In his new book, Dallas Willard explored the nature of Christian life in God’s Kingdom. Yet, one topic remained untouched in his vision of heaven. In the year before his death, Willard expanded on and elaborated conversations about heaven with close friend and theologian Gary Black Jr.—informal dialogues steeped in biblical theology and practical wisdom grounded in the here and now. In Preparing for Heaven, Black not only reveals Willard’s profound and liberating vision of life after death, but also unpacks the implications of this vision for our life today. Willard shows how Willard understood the mortal life as preparation for what comes next—that death is not the end of one life and the beginning of another, but rather a transition through which believers continue the transformational work begun in the here and now. Informative and poignant, Willard and Black’s conversations challenge Christians to reconsider the life separating the afterlife from this life and realize that it may not be as absolute as previously thought.

$15,000


$100,000


$95,831

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Street art stands as the most exciting and important movement in the visual arts today. It touches everyone's daily lives, from nurses to experts, through forms of advertising, design, or even on the back of street signs or neighborhood public murals. Yet, the term often conjures a world of illegality far from the walls of museums and galleries. That stigma, however, primarily stems from graffiti, which involves writing one's name over and over with spray paint. In contrast, street art originated in the Renaissance and has become the art of the people in the 21st century—a subject that continues to grow in influence.

But to understand street art, you must know its evolution. Craftsmen, tired of the 15th-century guild mentality, sought to grow in influence. Craftsmen, tired of the 15th-century guild mentality, sought to expand their independence and a new way to train artists free from the influence of these old-fashioned systems. They formed the art academy, an institution that defined art in the Western world for hundreds of years as realistic painting and sculpture. Art became something predictable and easy to identify. Art had rules, proper subjects, and techniques handed down through a specialized education. Anyone who wished to be an artist from the 16th–19th centuries passed through an art academy or worked in some fashion under the influence of this educational system.

In the 19th century, modernism surfaced and challenged the academic way of making artwork. Impressionism broke the combination into quick brushstrokes. Abstraction changed the way we saw and depicted three-dimensional objects, and expressionism emphasized subject matter that came from within. With each subsequent movement, what constituted art could be changed radically from a traditional point of view. Painter Paul Gauguin describes these changes this way: “The history of modern art is also the history of the progressive loss of art’s audience. Art has increasingly become the concern of the artist and the bafflement of the public”—a comment that reflects the significant change in the way modern art moved farther than notions audiences by becoming harder to interpret and engage. Finally, in the 1960s, Andy Warhol created a Brillo Box sculpture that looked exactly like the package found in a grocery store. Warhol's sculpture frustrated everybody people, because posing as the Brillo Box sculpture as a work of art required prior knowledge of the piece or placement in a gallery context.

Street art upends the model and engages us as an educator because it reverses art history. You know a work of street art to be art the moment you see it. It does not require prior knowledge or the context of the art gallery. We know it as art instantaneously. The basic formula for street art is smart, available, free, and in an accessible language. So prevalent now, it has become part of the urban fabric of cities and popular culture in general. One cannot escape the influence, even suburban shopping malls are impacted by the design and culture of street art. Savvy companies market a cool unobstructed image through street art to create an atmosphere that appears urban, hip, or artsy in contrast to the bland curb appeal of most strip malls. And it works! Customers try to replicate the same reasons street art is attractive in the public square. In some cases, bands, actors, or publicity agencies have used street art to promote their causes.

The communicability of street art—its accessibility and direct connection with the public—sets it apart. This explains why it has become a popular subject on social media and spread into other forms of popular culture. Even Disneyland has a street-art-themed store. In order to become educated about the visual information that floods our landscape, we must study alternative forms of art making and expressions, because we engage with it on a daily basis—from movie posters to environmental design, these artists challenge how we live our lives. A working knowledge of street art's history and influence translates to informed critical thinking about politics, religion, and issues that change our world. As contemporary examples, consider President Barack Obama's popular Hope poster designed by street artist Shepard Fairey, a series of paradise-themed murals painted by UK street artist Banksy on the Israeli West Bank, or French street artist JR, awarded a TED prize for his portraits that address issues such as homelessness, racism, and poverty.

Above all, street art redefines the meaning and purpose of art and allows the viewer to find it and recognize it as art in any context. This represents a significant change to the story of art history and how we understand art in and outside the gallery, museum, and classroom.

G. James Daichendt, Ed.D., is an adjunct professor of art and former associate dean of the School of Visual and Performing Arts in the College of Music and the Arts. This piece is an adaptation of Daichendt's TEDxAzusaPacificUniversity Talk delivered on April 7, 2015. Visit the TEDxAzusaPacificUniversity Talk at ted.com/watch/tedx-talks/.

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COMMON MISCONCEPTION

Many people associate street art with graffiti or tagging, but there are distinct differences between them. Daichendt uses four terms to categorize the marks seen on the street.
The sight ended a 14-day trip across the continental United States and the last stop in his production company’s quest to produce the perfect Levi’s ad. A product of Azusa Pacific University’s cinema and broadcast arts and Young Executive MBA programs, Heal is managing partner of Conscious Minds, which produces advertisements and digital content for an impressive list of big-name clients. Brands like Coca-Cola, Nike, General Mills, and Red Bull trust him to tell their stories in new and unique ways. The Levi’s ad conveyed the brand’s patriotic roots through 2,700 photographs of a man in Levi’s 501 jeans walking across the country and garnered more than 10 million views. “We convince brands that they can tell more honest stories, more human stories,” he said. “To find truth they can tell more honest stories, more authentic stories, the story begins to speak for itself.”

In 1986, when Levi Strauss introduced the 501® Original Fit jeans, no one could have imagined what would follow. The jeans have been sold in over 100 countries and have outsold its nearest competitor by more than 100 million views. “We convince brands that they can tell more honest stories, more human stories,” he said. “To find truth they can tell more honest stories, more authentic stories, the story begins to speak for itself.”

Heal attributes his success to APU approach prompts you to consider more: You’ve learned your tangible craft, now what is your calling within the film world? I could have pursued several routes, but APU helped me connect my calling to my career. "My journey is peppered with doors opened by my APU network. Of course, I charged through them and delivered when the time came, but APU gave me the opportunity to show what I could do."

APU is where I connected with an APU alum who worked at Nike and gave me my first ‘in;’ another alum connected me with our now angel investor, and an APU professor introduced me to a VP at Warner Bros. who helped me get my first internship at the Burbank studio. My journey is peppered with doors opened by my APU network. Of course, I charged through them and delivered when the time came, but APU gave me the opportunity to show what I could do."

Combining experience and insight, Heal believes that APU’s commitment to integrative education is a key component in his success. "It’s a very different experience at APU. The APU approach prompts you to consider more: You’ve learned your tangible craft, now what is your calling within the film world? I could have pursued several routes, but APU helped me connect my calling to my career. Heal’s entrepreneurial success while pursuing his calling illustrates a combination of significant importance to Azusa Pacific and the nation. News headlines chronicle a shift from a degree-at-all-costs mentality to a focus on outcomes and employability. "Millennial College Graduates: Young, Educated, and Jobless” bemoans "The 5.4% Unemployment Rate Means Nothing for Millennials," since unemployment among recent college graduates still outpaces that of older, more established workers. Even the White House entered the discussion by proposing an accountability rating system for colleges and universities, with the President emphasizing that American families need "the most bang for their buck: "Another one Vision for Tomorrow’s College: Cheaper, and Digital Content for an impressive list of big-name clients. Brands like Coca-Cola, Nike, General Mills, and Red Bull trust him to tell their stories in new and unique ways. The Levi’s ad conveyed the brand’s patriotic roots through 2,700 photographs of a man in Levi’s 501 jeans walking across the country and garnered more than 10 million views. "We convince brands that they can tell more honest stories, more human stories," he said. "To find truth they can tell more honest stories, more authentic stories, the story begins to speak for itself."
Tim Kapadia, ’97, MBA ’01
Director of Alumni Relations and Development
Azusa Pacific University

“We want to cultivate a bridge between our alumni who are out there doing—using their APU education to make a difference as teachers, doctors, businesspeople, missionaries—and our current and recently graduated students about to take a similar bold leap. It’s how we think about what becomes career contracts will organically lead to mentor relationships and a deeper sense of community.”

Still other established programs connect alumni with employers and go hand in hand with the “Education to Vocation” focus identified by APU Provost Mark Stutsman, Ph.D., ABPP, which emphasizes helping students from the classroom to an applied internship setting, followed by paid work experiences. In addition, entrepreneurial students and alumni participate in InVenture, an in-house, start-up business plan competition, and Elevate, a groundbreaking, nationwide, faith-based business plan competition founded by APU. “These endeavors demonstrate that when you enter APU, you join a community that will support and empower you to realize your vocation, making sure God’s call on your life, and meet each new chapter along life’s path with confidence,” said Kapadia. “APU’s emphasis on character and competence provides a competitive edge. Being part of the APU family and holding an APU degree yield an advantage as you network, pursue career opportunities, and seek talent.”

Employers agree. More and more, businesses seek out APU graduates. “The APU alumni I’ve hired are intelligent, flexible, organized, and have a high degree of integrity,” said Eric Simmons, M.S., ’02, MBA ’08, senior director of software quality assurance for CommerceOne On Demand. “I also like the strong communication skills that I see in these graduates, which are hard to find in the technology field. Several of my hires stand out, and now hiring managers in other divisions want to recruit with me at APU.”

This combination, coupled with a change-the-world orientation, appeals to employers. “Our APU recruits and connectors eagerly apply what they’ve learned in the classroom to make a difference,” said Andrew Henck, M.A. ’13, professional development program manager at World Vision International. “They are excited to use their skills to contribute solutions to big problems.”

Paul Solis ’98, instructor for the Disney College Program at the Disneyland Resort, noted that APU’s emphasis on career and service produces guest-focused employees, known as cast members. “Disney’s culture is very customer-centric, and APU’s service-oriented approach produces graduates who transition beautifully into our organization. APU alumni work in Disney TV animation, guest service management, and multiple other areas. Our current Disneyland Resort ambassador—the official host of Disneyland and Disney California Adventure—was Jessica (Nash ’04) Bernard. Selected for one of two coveted positions, her responsibilities include spreading magic in the community on behalf of the Disneyland Resort and meeting with dignitaries when they come to the park. All of this encourages APU produces individuals ready to lead in many fields, and Disney reaps the benefit.”

Lauren Cray ’08 serves as the production coordinator for Penn Zero: Part-Time Hero / Disney Television Animation. “My job is to stop people considering APU that one of the biggest benefits is the people—your friends, who have the same vision for making a difference, and those connections stay with you in the workplace,” she said. Through these bonds, they built a small team of APU alumni. “I tell people considering APU that one of the biggest benefits is the people—your friends, who inevitably become your network and want to help you succeed,” she said. “It’s building those bonds with a group of like-minded people. It begins in college with the classes we take, the clubs we join, the student projects we do. After college, we stick together. The networking is invaluable. You connect with people you trust, who have the same vision for making a difference, and those connections extend to you in the workplace.”

“I’ve met so many others that have the same career goals as I do,” said Lauren Cray. “Sometimes those connections result from relationships with faculty scholars/practitioners. Sandra Hansen ’04, M.E.E., ’06, BSN ’13, applied to APU’s Entry-Level Master’s (ELM) program at the Inland Empire Regional Center when she decided to change careers, and her contact with nursing faculty there led to a job offer at a facility member’s hospital. “The employability of APU nursing students was a major reason why I chose APU for my nursing degree,” she said. “APU’s nursing programs are highly respected, and I wanted that head start in getting a job when I finished the program.” Sure enough, Hansen was the first in her cohort to receive a job offer, and now she works with her former professor at Methodist Hospital of Southern California as a labor and delivery nurse while she completes her remaining master’s courses. “I tell people considering APU that one of the biggest benefits is the people—your friends, who have the same vision for making a difference, and those connections stay with you in the workplace,” she said. Through these bonds, they built a small team of APU alumni. “I tell people considering APU that one of the biggest benefits is the people—your friends, who inevitably become your network and want to help you succeed,” she said. “It’s building those bonds with a group of like-minded people. It begins in college with the classes we take, the clubs we join, the student projects we do. After college, we stick together. The networking is invaluable. You connect with people you trust, who have the same vision for making a difference, and those connections extend to you in the workplace.”

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The Fear Factor
RECOGNIZING AND OVERCOMING THIS CLASSROOM OBSTACLE

by T. Scott Bledsoe and Janice Baskin; illustration by Vanessa Esparza ’15 and Connor Fisher ’16

Azusa Pacific University

Nervousness

Anxiety

Panic

Dread

Worry

Fear

Wariness

Apprehension

Doubt

Tension

There’s the shy young woman who can hardly speak, the class clown whose one-liners and humorous asidesirk every professor, and the chronic procrastinator with plenty of smiles but no homework. What tie binds them? It may be debilitating feelings of fear or anxiety—feelings that, left unchecked, can derail the most promising student.

Most people learn to control these emotions; in fact, success in life requires it. Many develop coping skills through participation in sports, church groups, school, or social activities. However, the multitude of factors involved in starting life at college can prove overwhelming for some: negotiating a new physical environment, being away from family, and stretching oneself socially and academically, to name a few. Even the most confident students may become overwhelmed in a cycle of anxiety that impairs academic performance and perpetuates that state of discomfort.

Constant fear or anxiety can hinder learners’ attempts to read and understand their academic materials. It can cause physical symptoms such as shortness of breath, nausea, headaches, chills, shakes, and digestive issues. Cognitively, the student may be unable to focus or concentrate, or may become emotionally agitated or excessively nervous. Such levels of fear may result in inappropriate class behavior, poorly done or missing assignments, frequent absences, or dropped courses.

It is also important to realize that behaviors that appear uniform from student to student, such as anxious glances or nervous twitches, may have vastly different meanings. For many, the classroom represents a platform for academic success or a means to building relationships with others, a place where a professor serves as a potential source of guidance and mentorship. But for others, a professor may be perceived as a distant, unforgiving, and judgmental figure, and the classroom an emotional minefield. Each student holds a mental template of classroom environments composed of incidents both positive and negative from earlier occurrences in school and other life experiences, and brings resultant fears into the classroom. Individuals with disabilities, past traumas, or unique historical backgrounds (e.g., being poor but attending an affluent school) may experience deeply-seated fears fraught with painful memories. Researchers on this topic contend that culture can also play an important role in a person’s ability to cope with fear, especially when the learning process takes place in a markedly different environment from the one in which the student was raised. Additionally, studies indicate that this phenomenon is not exclusive to undergraduates—graduate students and even professors may experience fears associated with academic challenges.

Our brains play an integral role in maintaining cognitive and biological functioning. Students who suffer persistent levels of fear actually experience overload in the form of threat-based signals occurring in the central nervous system. On a cognitive level, they may interpret normal occurrences in school and other life settings as threat-based signals occurring in the amygdala (emotion processing), hippocampus (memory formation and organization), and prefrontal cortex (executive planning) becoming overloaded, resulting in a snowballing effect of undue stress and its resultant negative effects on learning.

Parents, family members, and friends can help students overcome these fears by educating themselves about fear and its impact, and recognizing that some fears may be associated with factors outside the classroom (e.g., many students juggle jobs and extracurricular activities, and experience relational challenges amongst friends, family, and the opposite sex). Also, when someone recognizes signs of anxiety in the student, immediate and positive feedback and clear communication about feelings often helps defuse the situation and allay the fear. Further, those in the student’s support system should learn about campus resources designed to assist learners at all levels. Azusa Pacific University provides a number of ways to help students in distress through the University Counseling Center (home of the Care Team), the APU Community Counseling Center, and various offices such as the Learning Enrichment Center, Writing Center, Academic Advising and Retention, Campus Pastor, Residence Life, and Student Life.

Initially, many APU students experience a plethora of emotions and jittery feelings that tend to dissipate over the semester. Yet for a small number, problematic emotions persist and hinder the ability to meaningfully connect with their coursework. By becoming aware of these fears and maintaining open communication, we can help promote a proactive and less-stressful learning environment.

T. Scott Bledsoe, Ph.D., is an associate professor in the Department of Graduate Psychology.

Janice Baskin is an assistant professor and director of library publications. 

This article is adapted from “Recognizing Student Fear: The Elephant in the Classroom,” published in College Teaching (Volume 62, Issue 1, 2014).
Mindfulness practice, for example, includes retreating from the busyness that employs breath meditation, focusing on one sensation at a time. A common way to do this is during dinnertime, my husband asked me to put my smartphone away. He explained that my sons and he often miss out on my presence and engagement at the dinner table, which he knows I cherish and value.

For me, the antidote to this addictive tendency is mindfulness—awareness of the present moment, being still, and practicing meditation. Mindfulness is a secularized approach to mindfulness, but few know that its practice originated with Buddhist religious philosophy and is one of the habits of the eightfold path toward enlightenment and the attainment of nirvana. Jon Kabat-Zinn, the founder of mindfulness-based therapies, and he blogs at teaandmindfulness.com. Regina Chow Trammel, MSW, LCSW, is an assistant professor in the Department of Social Work at Azusa Pacific University.

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As a social work scholar, my education and its application enable us to be better servants of God. A mindful practice that is centered in our faith is worth getting acquainted with. Or, for those who are already familiar, worth getting reacquainted with.

In situations that test our wills, amidst circumstances that elevate stress, and even in simple moments of busyness, creating moments of focused attentiveness that invite us to experience the truth of God’s active presence draws us closer to Him. A mindful practice sets our thoughts on God and allows us to open mental and spiritual space for listening. A mindful state means I am literally transformed by the renewing of my mind. Consider the tea-drinking practice employed in moments of stress or anxiety: As I hold my mug, I take a few breaths and attend to the warmth. I imagine I am that mug, and God’s hands surround me, reminding me of His love and grace. I sip the tea, paying attention to the warmth of the liquid as it slides down my throat and into my stomach. This mug of tea and my mindful drinking of it become a representation of His grace, which I physically ingest and can feel. My tea-drinking practice takes only a few minutes, but profoundly helps me be mindful of God’s presence in my life. Decreased stress, attentiveness to the present moment, a deep sense of God’s direction and presence in our lives—such are the gifts of mindfulness centered on God.

During dinnertime, my husband asked me to put my smartphone away. He explained that my sons and he often miss out on my presence and engagement at the dinner table, which he knows I cherish and value.

For me, the antidote to this addictive tendency is mindfulness—awareness of the present moment, being still, and practicing meditation. Mindfulness employs breath meditation, focusing on one sensation at a time. A common mindfulness practice, for example, includes retreating from the busyness of everyday life or sitting quietly while led by someone to pay attention to one’s breathing, and approaching thoughts with a nonjudgmental attitude. A state of mindfulness results from such practice: a clearer, less-reactive mind attained to the present moment and leading to neurological benefits such as increased attention and brain connectivity.

Offsite, workplaces and popular culture have laid claim to mindfulness. It offers an antidote to the harried, frenzied, technology-enabled (arguably not enhanced) pace of our lives, meeting the desire and sense of longing within us to be still. And for believers, that desire goes hand in hand with knowing that the Lord is God. Most use a secularized approach to mindfulness, but few know that its practice originated with Buddhist religious philosophy and is one of the habits of the eightfold path toward enlightenment and the attainment of nirvana. Jon Kabat-Zinn, the founder of mindfulness-based therapies, and she blogs at teaandmindfulness.com. Regina Chow Trammel, MSW, LCSW, is an assistant professor in the Department of Social Work at Azusa Pacific University.

20 AzusaPacific University

21 FALL 2015
“We still joke about her ‘recruitment,’” said Surrell about Almazan’s unconventional journey to Azusa Pacific. Surrell did not formally recruit her despite the fact she grew up just down the road from APU, played at Covina’s South Hills High School—where Surrell teaches and whose head coach, Scott Mocabee ’97, doubles as APU’s current assistant—and both coaches have known her since she was 14 years old.

It should have been a no brainer. But it wasn’t. Almazan didn’t even consider Azusa Pacific. “I always said I was going to go where I was able to get the most money,” said Almazan. “I was going Division I, and they knew that. When I committed to UC Santa Barbara, Coach Surrell told me that if things didn’t work out, I’d always have a place at APU. I didn’t think much of it at the time.”

Until she arrived in Santa Barbara. Something was amiss from the start. Although she played in every game as a freshman, Almazan never felt comfortable in her new surroundings. Near the end of the season, she suffered an injury and her playing time decreased. For the first time in her life, soccer wasn’t fun.

But soccer is in her blood. It’s part of who she is. The daughter of Costa Rican parents, she holds dual citizenship, and in high school, she could have trained with the Costa Rican National Team as it prepared for the 2010 U20 Women’s World Cup in Germany, but she declined in order to focus on school. While at UCSB, she was called in to play with the Costa Rican senior team for an exhibition against the United States, the Americans’ first game since winning the title-winning goal in overtime of the 2013 NCCAA National Championship game and was named NCCAA National Player of the Year. More important, she fell in love with the game again, and when offered a chance to play in the 2014 U20 Women’s World Cup in Canada, she jumped at it and played in all three of Costa Rica’s group games, starting one.

After the 2014 season ended, Almazan went on her first mission trip to Kenya. During the 11-day journey, the team went village to village, but to hesitantly, sharing the Gospel. “My first day out, we led an entire family of seven to Christ, and I got to pray for and witness the healing of a woman who had been suffering from severe back pain for years. I learned right then how to trust God completely. That was a life-changing experience for me.”

That was the first thing Surrell noticed upon her return. “She’s always been a great kid, but there’s no question God got a hold of her heart there. Her spirit is different. It’s evident in the way she treats her teammates and the way she approaches her life.”

Now a senior, Almazan knows the responsibility that brings. “When I first got to APU, I was encouraged by watching seniors strive in their faith. Now as a leader of this team, others will watch me strive in mine.”

“When I first got to APU, I was encouraged by watching seniors strive in their faith. Now as a leader of this team, others will watch me strive in mine.”

Micah McDaniel ’99 is a digital and content marketer living in McKinney, Texas. micah.mcdaniel@gmail.com
Azusa Pacific posted one of the best first-year performances in Division II history, finishing 17th with 522.75 points in the 2014–15 Leaf’s first-year performances in Division II history, finishing 17th with 522.75 points in the 2014–15 NCAA Division II postseason appearances, with eight placing in the top 20 of their championship events.

**AZUSA PACIFIC ATHLETES CONTINUE ACADMIC SUCCESS**

Alston Updike ’16, the 2015 NCAA Division II national champion in women’s javelin, was selected to the Capital One Academic All-America Team. He also earned the Chick-fil-A College Season Ticket Field/Cross Country first team, posting a 3.9 cumulative grade-point average (GPA) while majoring in applied exercise science.

The upgrades give Azusa Pacific the opportunity to host larger and higher-profile events starting with the 2016 Bryan Clay Invitational and the 2016 PacWest Conference Track and Field Championships. The improvements also allow Azusa Pacific to submit bids for hosting the Division II National Championships in future years.

**TROY LEAF ‘15 WAS NAMED PACWEST ATHLETE OF THE YEAR**

Leaf claimed PacWest’s Top Honor

Troy Leaf ’15 was named PacWest Conference Athlete of the Year, adding the conference’s top individual athletic honor to his PacWest Men’s Basketball Player of the Year and multiple NCAA Division II All-America awards. Leaf led the conference and ranked in the nation’s top 10 in scoring, averaging 22.7 points per game, earning All-America and All-Region honors from the NABC and D3Hoops. He was also named the D3Hoops West Region Player of the Year. Leaf became the NCAA West Region MVP after leading Azusa Pacific to the regional title in the program’s first NCAA postseason appearance. He recorded 17 20-point games, including a career-high 39-point performance against Dixie State.

**AZUSA PACIFIC MEN’S TRACK AND FIELD ALUMNI COMPETE INTERNATIONALLY**

Azusa Pacific men’s track and field head coach Kevin Redd ’88 served as head coach with assistant coach Rob Jarvis ’15 for Team USA’s decathletes at the Thorpe Cup, an annual competition between decathletes from Germany and the United States.

At the Pan Am Games in Toronto, three former Cougars competed internationally for Team USA. Aron Ross ’10 placed second in the 10,000 meters, sprinter Remontay McClain (attended 2011–13) claimed fifth in the 100 meters, and Breanna Leslie ’13 registered a sixth-place finish in the heptathlon. McClain was one of 110 athletes selected to represent Team USA at the 2015 IAAF World Championships, earning a spot on the 4x100 meter relay team.

**UPCOMING ATHLETICS EVENTS**

**Basketball**

- December 5 | 5:30 p.m. | Women’s and Men’s Basketball vs. California Baptist
- October 3 | 6:00 p.m. | Cougars vs. Central Washington
- October 24 | 6:00 p.m. | Cougars vs. South Dakota Mines Homecoming
- Citrus Stadium

**Football**

- October 10 | 2:00 p.m. | Cougars vs. BYU-Hawaii
- Felix Event Center

**Soccer**

- October 15 | 5 and 7:30 p.m. | Women’s and Men’s Soccer vs. California Baptist
- Citrus Stadium

**Soccer Complex**

- October 10 | 6:00 p.m. | Cougar Soccer Complex

**volleyball**

- November 7 | 7:00 p.m. | Women’s Swimming and Diving
- Felix Event Center

**LOW COST, low entry isn’t the same page.**

**Financial challenges cause more stress for couples and families than any other issue—66 percent of American couples say they spend more time thinking about money and careers than sex, health, and relationships. While obtaining financial peace won’t remove all stress, couples who live by a simple plan can move toward a more successful relationship. When it comes to finances, couples and families can choose to live with the pain of discipline or the pain of regret. Those who choose wisely will create a budget and stick to it.**

**Simplifying Finances**

by Jim Burns

Financial challenges cause more stress for couples and families than any other issue—66 percent of American couples say they spend more time thinking about money and careers than sex, health, and relationships. While obtaining financial peace won’t remove all stress, couples who live by a simple plan can move toward a more successful relationship. When it comes to finances, couples and families can choose to live with the pain of discipline or the pain of regret. Those who choose wisely will create a simple and workable financial and stewardship plan. I challenge them to K.I.S.S.—Keep It Short and Simple. Make a budget and stick to it. Creating a budget is easy. Following it is much more difficult. Proverbs 21:5 says, “The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.”

**Dealing with your debt.**

At our recent Refreshing Your Marriage Conference sponsored by APU, a couple told me that at the time of last year’s conference, they were drowning in debt and struggling with their relationship. They went home that day, seriously examined their spending choices, and starting paying down debt that weekend. They are not debt free yet, but they are on the same page and happy with their progress.

**Delay gratification and get on the same page.**

It takes discipline delaying the gratification speaks volumes about a couple’s happiness. Someone once said, “Cash never sends you a bill.”

**Give and save.**

Couples and families who give a percentage of their incomes, save a percentage, and live on the remainder tend to have more successful relationships.

**For more help, visit homeword.com.**

**P.O. BOX 9625**

**FALL 2015**
...continued on page 33

COUPLER INTERVIEW — WILLIAM LISBIN '12

As a financial analyst for Jet Propulsion Laboratory (JPL) in Pasadena, California, William Lisbin ’12 supports projects that are world-changing. It is his daily responsibilities to focus on supply chain management for the spacecraft of the Mars Curiosity rover. His career advice, extracurricular interests, and callings are down-to-earth.

APU LIFE: What helped prepare you for your current role at JPL?

LISBIN: Certainly my degree in business economics readied me for the daily tasks of budgets and variance analysis, but there is so much more that goes into this job than a single class like JPL. Throughout my college career, many of my professors helped me develop the problem solving and overwhelming sense of curiosity. As the world’s leader in Mars exploration and deep space, JPL offers the perfect environment for somebody like me who loves to discover new things.

APU LIFE: How is networking so important today in the marketplace?

LISBIN: Well, I actually get my job at JPL on a 10-hour trip in the middle of the John Muir Trail in the Sierra Nevada. On the fifth day of that trip, I met my boss; we spent the day talking about space and exploration. I kept his information, and when the time was right, I contacted him to see how I could help him to identify available internships. It took two years, but the power of networking and timing finally paid off. My boss offered me a summer position that eventually grew into a full-time role. It’s all about getting outside, meeting new people, and creating personal connections.

APU LIFE: What advice do you have for those going to graduate school?

LISBIN: Don’t be afraid to reach out to friends from college. I got the job because of the people that I network with. Once you graduate, the world offers a host of different opportunities. Find something you truly passionate about and go connect with the people who have that same interest.

APU LIFE: How have you paid it forward by assisting fellow APU alumni?

LISBIN: I’ve had the opportunity to connect with a few people who are now recent graduates of APU. New opportunities emerged for me, and with those new opportunities, I wanted to help others to have that college experience that was centered on the foundation of God First, second to APU. Fortunately, New when God speaks, I listened. I believe that my true career path can only be satisfied if I respond to God’s call up on my life.

APU LIFE: What advice do you have for those going to graduate school?

MELISSA BROUGHTON, M.Ed. ’04, teacher, author, and publisher, a book on her experience growing up with alcoholism in her family, Cowboy Dad: A Love, Addiction, and a Dying Way of Life. In 2006, she and her husband, Brian, remarried Keith Roberts in 2013.

CHERYL (LYON ’80) ROBERTS was a registered nurse and chief medical officer for San Diego, California. Her practice specializes in Gynecology and obstetrics. Tanya holds a wealth of knowledge about available internships. It took two years, but the power of networking and timing finally paid off. My boss offered me a summer position that eventually grew into a full-time role. It’s all about getting outside, meeting new people, and creating personal connections.
God gave her a glimpse when she traveled to Kenya after earning her Doctor of Physical Therapy in 2012. “Life is so different there,” said Winblad. “If the farmers get hurt, they can’t work, and they can’t earn any support for their families.”

Upon her return, she joined Team Physical Therapy, where she had undergone treatment while a freshman at APU. It proved to be a great fit—familiar surroundings and a professional philosophy about patient care that aligned perfectly. When she explained her desire to make physical therapy accessible to rural communities throughout the world, the team that had inspired her career choice and life’s work supported her once again. She and colleague Jeff Bekendam, owner of Team Physical Therapy, then launched Comparison Physical Therapy, a nonprofit foundation that provides physical therapy in impoverished areas. The organization comprises a six-member board seeking new ministry partners, and an outpatient care facility in Kenya where it sponsors two therapists, as well as one in Moncada, Mexico.

“If we can support native therapists, then hundreds of people get a chance to follow God’s lead when life gets tough—sometimes you have to change courses to stay on track.”

From Spain and France to Greece and Germany, the diversity of locations offers alumni in Europe a chance to create new memories with former classmates while reminiscing about their APU experiences. The regular attendees, whom Grams says have grown into a family, organize the events either in their hometowns or special destinations, traveling from near and far to attend the extended weekend and take turns hosting. Responsible for bringing many of these APU graduates to Azusa, Grams has never missed the occasion since its inception. In addition, the Office of Alumni Relations sends a representative to provide university updates, highlight recent accomplishments, and discuss APU’s vision for the future.

The May 2015 gathering at the Rhin River in Germany marked a milestone, as 19 current students from the Azusa Pacific European Union (APEU) study-abroad program joined alumni for a weekend of networking. Those current School of Business and Management students not only interviewed alumni on life in the corporate world, but also connected with them on a personal level, seeking advice from a global perspective. Composed of former international students—some now living outside their home country—this unique group shares a mindset of internationalization professionally and personally. German native and annual reunion participant Tilo Schwarz, M.B.A. (Burroughs ‘05), encourages APU alumni to participate.

“Getting together with APU alumni not only brings back wonderful memories of studying in Southern California, but it also helps generate current business initiatives and ideas. Sharing experiences and new success stories is as important as reconnecting on a personal basis. Mary Grams helps establish personal connections and recreates the warmth of our APU family. I highly recommend this reunion to European alumni.”

To receive information about the 2016 gathering in Switzerland or to host a local reunion in your own region of the world, contact alumni@apu.edu.
Food is such a personal thing, especially for parents whose children have type I diabetes.

The Lemonade Stand

PHOTO COURTESY OF SARA WILLIAMS-CURRAN, M.ED. ’03

Curran didn’t make just any kind of lemonade; she wanted something that could be enjoyed by her daughter, Allie Lou, who was diagnosed with type 1 diabetes at age 3. “When life hands you lemons,” said Curran, “you make lemonade.” She poured the creative juice into a recipe for organic, zero-sugar lemonade juice boxes for Allie Lou, and her playmates gulp it down—and sing with relief and pride.

Such a simple act might have gone unnoticed on any other day of celebration. But the day of Allie’s fourth birthday, Curran gratefully welcomed another unnoticed event: a rousing tea party, complete with the clattering of teacups and lemonade, wide-brimmed hats bedecked in ribbons and patterns. Giggling little girls wearing floral dresses and pearl necklaces sipped the homemade refreshment for Allie Lou, and poufs. All delighted the guest of honor, especially for parents whose children have type 1 diabetes.

Williams-Curran realized how small moments—like a tea party—could have a significant impact for a caregiver or child. “I wanted Allie Lou to still enjoy the simple pleasures in life without jeopardizing her health and wellness,” she said.

Bridging her role as a parent with her experience as a teacher and school administrator of more than 15 years, Williams-Curran said she carried forward a new mission to educate others about type 1 diabetes, while providing parents with options that would fit their child’s lifestyle. “For a long time, adding up the calories, selecting the right ingredients, and buying a healthy alternative are concepts that are foreign to parents,” she said. “But I’ve grown to understand that parents are doing the best they can.”

Williams-Curran sees the Leaf & Love product fitting well within a changing landscape where consumers increasingly reject food additivies and empty calories. Today, many people practice watchful sugar consumption, not just those grappling with diabetes. “The U.S. Department of Health and Human Services recently revised the official Dietary Guidelines for Americans, limiting added sugars to no more than 10 percent of daily calories, down from the previous allowance of 25 percent,” said Williams-Curran. “The message is that all Americans should reduce their consumption of sugar. It’s a healthier lifestyle for all of us.”

Many of the products on the market today contain sugar, which is an elephant in the room. “For someone like Sara, creating this product is about wanting to do the most good for her child and for children everywhere,” said Williams-Curran.

Williams-Curran realized how small conveniences—like a juice box—could have a significant impact for a caregiver or child. “For Allie Lou, a box of juice means something,” she said. “It’s a moment she feels happy, and that’s amazing.”

Over the next few months, comments kept pouring in, and I noticed a trend: many came from a group of close friends who graduated in 2006. They all took Cell Biology together in 2004, and that experience formed bonds that still exist more than 10 years later. They talked about the value of study groups and great friends and the pride they pulled on faculty.

Within minutes, many had replied. Some were funny, others died serious, all of them good. I read each one to my students so they could hear what a bunch of high school teachers, physicians, physical therapists, and physicians’ assistants said about how to succeed.

I was about to leave my office and head for the first day of my Cell Biology class to go over the syllabus. The course has a reputation for being rigorous among the students. At the beginning of the semester, I tell them everything they need to know and try to calm their fears. Before I left my office, I posted a video on Facebook asking for previous students’ advice for the new students.

Even a small part in the process.

The Lemonade Stand

by Evelyn Allen

Evelyn Allen is a senior editor in the Office of University Relations. eallen@apu.edu
CLASS NOTES

continued from page 27

MARIA CONRAD ’13 to ANDREW SORIA ’14 on December 29, 2014, in Fairfield, California. Wedding party members included SAMMY CONELL ’14, TYLER SHATTUCK ’14, CALEB WAGNER ’14, KELSEY MILAM ’13, MSH ’16, and KATIE MCKINNON ’13. The couple lives in Pasadena. soria@usc.edu

DELANIE NIELSEN ’13 to TREVOR WOOD ’14 on June 13, 2015, in Temecula, California. The wedding party included BRANDON WOOD ’11, MICHELLE FERNANDEZ ’12, TOMMY WALLACE (ATTENDED 09–12), CHELSEY (TUCKER ’13) PETTY, KATY (SURFACE ’13) FUJIOKA, ISAAC LEE ’13, CODY WOOD ’15, and MADISON NIELSEN ’19. Delanie works in the APU School of Business and Management, and Trevor works at the Pomona Fairplex.

FUTURE ALUMNI

15 To PIETER BOND ’08 and his wife, ERIN (RALMA ’08), a son, Caleb John, on May 14, 2015.
16 To CRAIG THOMPSON ’08 and his wife, JEN (WAGNER ’09), a daughter, Hattie Ruth, on July 21, 2015. The family lives in Elina, California.
17 To GRACE (MOREHEAD ’09) HUBER and her husband, David, a son, Malachi Isaac, on July 20, 2015. The couple works with the underserved in inner-city Memphis.
18 To ALLISON (BOND ’10) GADDIS and her husband, JD, a son, James Bond, on May 14, 2015.
19 To BRETT BARRY ’07, M.A. ’11, and his wife, Heather, a son, Brendan Dylan, on February 12, 2015. Brendan has sisters, Lily, 8, and Lucy, 5. Brett is the associate director of marketing at Azusa Pacific University, and Heather is a stay-at-home mom.

IN MEMORY

DIANE RICE ’71 passed away June 1, 2015. She taught deaf, deaf-blind, and severely disabled children for four decades. She also served as a missionary in Haiti and Zaire. Diane adopted her daughter, Elizabeth, in 1987, and married Michael Dahlberg in 2013. Her brothers, daughter, son-in-law, and two granddaughters survive her.

Notable and Noteworthy

This Alumni Relations staff and your classmates want to know what’s new with you. Upload Alumni Class Notes and photos to apu.edu/alumniparents/alumni/connect/classnotes or email alumni@apu.edu.

Planned gifts to Azusa Pacific help prepare men and women to impact the world for Christ, and in some cases, help you financially.

Bequest Allows you to give property or funds to APU through a living trust or will.
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To be listed, call Denette Miramontes at (828) 815-5070, email legacy@apu.edu, or visit apugifts.org.
WHERE IN THE WORLD

Prayer—communication, communion, or dialogue with God, in worship, thanksgiving, or praise, occurring either corporately or individually. In whatever form it takes, prayer constitutes a powerful connection with the Creator. As a Christ-centered university, Azusa Pacific and its forerunners have always provided sacred places of prayer, including chapel, shown above in 1946. On November 7, 1989, to provide a serene environment for private prayer and reflection, Marv Hartwig established the W. Ray Hartwig Memorial Student Prayer Chapel on East Campus in memory of his late brother, reflecting the charge in Matthew 6:6: “But whenever you pray, go into your room and shut the door and pray to your Father” (NRSV). On February 14, 2007, APU broke ground for the Barbara and Jack Lee Place of Prayer—a peaceful garden, prayer wall, and 46-foot-tall Cornerstone Tower providing students, staff, and faculty a tranquil area in which to pray on West Campus. That day also marked the Lees’ 64th wedding anniversary as well as the day Barbara passed into Glory. Much like sojourners to Jerusalem’s Wailing Wall, visitors often place written prayers and petitions in the wall’s cracks. Though prayer requires no buildings or rooms, spaces such as these offer a respite from the distractions of the day where believers can pause to direct their full attention to the Lord. They also serve as physical reminders to pray without ceasing and keep God First on this campus, in this community, and throughout the world.

—Ken Otto, MLIS, associate professor, Special Collections librarian

WHERE IN THE WORLD ARE YOU WEARING YOUR APU CLOTHING?

Attention alumni: Send us your photographs of the places you have been with your Cougar wear. If we print your submission, you will receive an APU T-shirt to wear while visiting your next exotic or interesting destination. Send your photos* along with a description of the location where the photograph was taken, and your T-shirt size, to the Office of Alumni and Parent Relations, PO Box 7000, Azusa, CA 91710-7000, or alumni@apu.edu. Or you can add your photo to the Azusa Pacific Everywhere Flick account at flick.com/groups/apueverywhere. *Please send high-resolution images or prints only.

Places of Prayer

Prayer—communication, communion, or dialogue with God, in worship, thanksgiving, or praise, occurring either corporately or individually.

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—Ken Otto, MLIS, associate professor, Special Collections librarian
October 22–24, 2015

It’s one of APU’s best-loved traditions, and it just won’t be the same without you! Mark your calendar and plan to come celebrate the spirit of community at your alma mater with favorite events like the golf tournament, Battle of the Bands, In-N-Out tailgating, and of course, the big football game.

Visit apu.edu/homecoming or call (626) 812-3026 for more information.