Dear Colleagues and Friends,

It is my sincere pleasure to welcome you to the second national Christians on Diversity in the Academy (CDA) conference. This is an extraordinary year for our university and indeed the nation as issues of racial diversity have taken center stage. At APU, we remain committed to God-honoring diversity that recognizes the many things that we share in common, as well as the factors that distinguish between us. Hosting this gathering with Los Angeles as our backdrop, where more than 150 languages are spoken and the complexity and beauty of diversity revealed, seems so fitting yet again.

As Christians in the academy, we are called to reflect Christ in both word and deed, and I am determined that our campus will be one where students will find a community that affirms their identity in Christ and honors their individual stories. I know each of you share this resolve.

Those of us working in education recognize its ability to unlock the door to possibility, to literally transform lives. With this as our framework and the call of God on our hearts, we approach the significant work of God-honoring diversity, work that transcends numbers and focuses on the humanity. Perhaps some of the hardest and most important work that any of us will do in our lives.

Deep thanks for attending this second conference, for your significant work in this field, and for the rich 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. Pamela Christian, Kneeland Brown, Debbie Gin, and Jan Wenger for the thought and care that went into the planning and execution of this important gathering. This time calls for your thoughtful and thought-filled thinking around this critical topic.

I pray that these days 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 together we face the challenges and the opportunities this nation and this world offer. We can do this important work and we must.

May God richly bless you,

Jon R. Wallace, DBA
President
Greetings,

Welcome to our second annual Christians on Diversity in the Academy (CDA) Conference. It is not by chance that our theme this year, "Envisioning the Future," will enable and embrace dialogue among colleagues and friends from various institutions. Azusa Pacific University continues intentional integration of intercultural and academic disciplines in diversity.

It is my hope as we move forward into this historic year that this conference will transform, cultivate and promote not only awareness but change regarding education in diversity. Azusa Pacific University has always strived for academic excellence to include cross-cultural educational experiences.

I pray that these next few days will bring new ideas, thoughts, and experiences for a deeper dialogue on diversity issues, expanding and empowering understanding with respect toward others.

May God bless you,

Michael M. Whyte, Ph.D.
Provost
Azusa Pacific University
Greetings,

It is again an honor to welcome you on behalf of the Azusa Pacific University community, to the 2nd annual Christians on Diversity in the Academy (CDA) national conference.

“Envisioning the Future,” the theme of this year’s conference, captures the call to Christian scholars and practitioners in higher education. As demographics continue to shift during economically challenging times, demonstrating commitment to issues of difference becomes extremely significant.

Meaningful discourse across disciplines is essential as educational policies and practices are developed and implemented in an effort to address the complex needs of today’s college students. Your participation in the dialogue enriches the discussion and the outcomes.

The conference planning committee appreciates your intentional effort to attend the conference. We value your investment of time, financial resources, and intellectual capital in what we hope will be a sustained interdisciplinary dialogue that prompts transformation in the institutions we represent. The tireless dedication of the committee in preparation for your arrival has been a labor of love, based on the belief that we can make a difference.

We pray that you are encouraged, challenged, and invigorated as you participate in the sessions and interact with colleagues from across the globe. We look forward to your input on strategies to improve our efforts in a manner that is edifying and God honoring.

Thanks and blessings,

Pamela M. Christian Ph.D.
Assistant Provost
Conference Mission Statement/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.

Conference Organizers:

Co-Chairs
Career Development
Greg Richardson (Education)

Culture, Religion, Education, and Diversity
Annie Tsai (Psychology)

Educational Outcomes
Juanita Cole (Psychology)
Andreé Robinson-Neal (Inland Empire Regional Center)

Intersections
Kimasi Browne (Music)
Chris Yoon (Advanced Studies in Education)

From Theory to Practice/Activism
Bennett Nworie (Education)

Office of Diversity Planning & Assessment
Assistant Provost—Pamela M. Christian
Director of Diversity Initiatives—Kneeland C. Brown
Director of Diversity Studies—Debbie Hearn Gin
Executive Assistant to the Assistant Provost—Jan Wenger
CDA Conference Project Coordinator—Andrea Garza
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# Schedule At-A-Glance

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<td>REGISTRATION &amp; CHECK-IN</td>
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<td>2:00—3:00 pm</td>
<td>• Mentoring Minority Faculty Regarding the Culture of Higher Education Institutions</td>
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<td>• The Ignatian Paradigm: A Means to Discernment of Faith and Values</td>
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<td>• Creating a Partnership for the Development and Implementation of Institutional Diversity Learning Plan for Staff: A Case Study at APU</td>
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<td>3:30—4:30 pm</td>
<td>• Mothers as Leaders</td>
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<td>• Culturally Proficient Coaching: An Inside Out Approach for Developing High Performing Educators</td>
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<td>• Preparing K-12 Higher Education Educators for Closing the Achievement Gap</td>
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<td>• The Theoretical and Practical Connections in Using Children’s Literature to Build Social/Political Consciousness and Classroom Community through Discussion of Selected Social Issues</td>
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<tr>
<td>6:00—8:00 pm</td>
<td>PLENARY SESSION &amp; DINNER</td>
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<td>• Unity in Diversity: Challenges and Opportunities for Christians in the Academy</td>
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## Thursday, March 26

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<th>Time</th>
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<td>8:30—9:30 am</td>
<td>• Overcoming the Challenges of Career Advancement of Women and Culturally or Racially Diverse Faculty Members with Support and Mentoring</td>
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<td>• Exposing Worldviews through Classroom Simulations</td>
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<td>• Caught in the Middle of Ignorance and Apathy</td>
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<td>10:00—11:00 am</td>
<td>• Talking Back to Racism: A Pedagogy of Resistance</td>
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<td>• English-Learner Representation in Special Education: The Impact of Prereferral Interventions and Assessment Practices</td>
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<td>• Strategically Developing Faculty as Campus Change Agents</td>
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<td>• Christians in Latin America and the United States: A New Paradigm for Facing the Tough Social Issues of Our Day</td>
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<td>• Foundations and Practices of a Theology of Human Diversity - Authenticity</td>
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<td>11:45 am—1:45 pm</td>
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<td><strong>Session #6</strong>&lt;br&gt;- Finding a Familiar Face: Reflections on Being Minority Faculty in Higher Education&lt;br&gt;- Understanding International Student Challenges&lt;br&gt;- Becoming Culturally Competent: A Faculty Development Tool Kit&lt;br&gt;- Reaching the 21st Century Emergent Adult: Cross-Cultural Learning Perspectives Intersecting the Church and Academe&lt;br&gt;- Minorities and Technology in Higher Education: The Way Forward</td>
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<td><strong>Session #7</strong>&lt;br&gt;- Curriculum Enhancement, Diverse Worldviews and the Millennium Professional&lt;br&gt;- Who Really Understands My Concerns? Understanding and Providing Relevant Support to African American College Students&lt;br&gt;- Addressing Diversity in Non-Traditional Classrooms: Challenges and Success Factors for Latina Degree Completion Students&lt;br&gt;- Using National Data Sources in Diversity and Equity Research&lt;br&gt;- Korean Pastors’ Retirement: Crisis Beyond the Shrinking of Social Security</td>
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<td>10:45—12:45 am</td>
<td><strong>PLENARY SESSION &amp; LUNCHEON</strong>&lt;br&gt;In Search of Shalom: Educational Leadership for Peace, Justice, and Reconciliation</td>
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**Keynote Speakers**

**Ruth H. Chung, Ph.D., University of Southern California**

“Unity in Diversity: Challenges and Opportunities for Christians in the Academy”

Ruth H. Chung, Ph.D., is an associate professor of Counseling Psychology at the University of Southern California, where she teaches primarily in the graduate program in Marriage and Family Therapy. Her areas of expertise are in acculturation and cultural identity of Asian Americans, as well as intergenerational conflict in immigrant families. Currently, she co-directs the largest research project funded by the Korean government to create a super database of the Korean American community.

Chung’s most recent publication is a co-edited book with Dr. David Yoo, published by University of Illinois Press, which is an interdisciplinary examination of the critical role that religion plays in Korean American history and contemporary communities. In her current research project, Chung is conducting a comparative study of how parenting style and family functioning differ among Asian, Asian American, and European Americans, and how these factors contribute to intergenerational conflict in families and self-esteem in young adults.

Chung is a recent recipient of a Fulbright award and taught for a year at Sogang University in Korea. In addition, she has been invited to present at international conferences on Korean American identity and family, hosted by the presidents of Yonsei and Korea Universities. She has also conducted numerous workshops and seminars in the Korean-American community.

Chung received her Ph.D. in Counseling Psychology from the University of California, Santa Barbara.

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**LTC Les Knotts, Ph.D., US Military Academy at West Point**

“Hot A’s on the Objective: The Snowflake Model in Action”

Lieutenant Colonel Lester W. Knotts, Ph.D., has served in the US Army for twenty-six years on five continents. He continues to serve the country in uniform as an associate professor of English at the United States Military Academy at West Point, New York. He has spent much of his adult life alternating formal schooling with Army operational assignments at Infantry battalion and division level. In addition to his degree in science from West Point, Professor Knotts has earned degrees in business, literature and higher education, military art, and rhetoric and composition. During his career, he has been involved in community leadership as town association secretary, community mayor, and president of his West Point class.

Colonel Knotts is a deacon in his local church. He discipled peers for four years with the Navigators, conducted Bible studies and served as an area coordinator for Officer’s Christian Fellowship in the Pacific, served on the Board of Directors for Military Community Youth Ministries, and teaches Sunday school for officers, cadets, and family members.

While directing the writing program at West Point, Colonel Knotts teaches composition and literature courses, plus electives, with an emphasis in African American literature. He also works with the Educational Testing Service, serves on the Academy Admissions Committee, and helps develop and teach the English as a Second Language program for international cadets.

His current research involves how best to leverage diverse thinking in the composition classroom and in various curricular environments to enhance learning for the entire mixed-culture cohort. His current book project is Greatest Among Equals, a memoir of H. Minton Francis, a distinguished black graduate of West Point whose story will inspire and equip young people with coping skills to achieve their life goals.

Colonel Knotts is married to the former Monika Gayle Churchill of Radcliff, Kentucky, herself the daughter of a career Army soldier. They have two sons, William (17) and Aaron (13).
Pete C. Menjares, Ph.D., Biola University
"In Search of Shalom: Educational Leadership for Peace, Justice, and Reconciliation"

Pete Menjares, Ph.D., serves as associate provost for diversity leadership, and as an associate professor of education, at Biola University in La Mirada, California. Prior to his administrative appointment, Menjares served as education department chair and continues to teach courses in educational philosophy.

Menjares earned his Ph.D. in Education with a specialization in Language, Literacy, and Learning from the University of Southern California in 1998; an M.A. in Education with an emphasis in Curriculum and Teaching from California State University, Dominguez Hills in 1992; and a B.A. in Religion from Vanguard University in Costa Mesa, California in 1987.

Menjares has served on the Council for Christian Colleges and Universities' (CCCU) Commission for Advancing Intercultural Competencies and is a CCCU Leadership Development Institute Fellow. His work in diversity and intercultural competencies in Christian colleges and universities has led him to research, audit, consult, speak, teach, and learn from individuals and institutions around the country. Some of these institutions include Biola University, Calvin College, Westmont College, Fresno Pacific University, Grace College and Seminary, Gordon College, Greenville College, Hope International University, Huntington University, John Brown University, North Park University, Crown College, Waynesburg College, and Union University.

In 2005, Menjares was awarded the Biola University Robert B. Fischer Award for Faculty Excellence, the highest award granted to a faculty member at the university. He is also the recipient of numerous awards and honors, such as the Spirit of Fatherhood Award (The National Center for Strategic Non-Profit Planning and Community Leadership, Washington, DC, May 2002); the Positive Image Award in Education (The Hispanic Outreach Taskforce, November 2001); and Who’s Who In American Education, 2005.

In addition to his university responsibilities, Menjares served as a senior pastor in his hometown of Pico Rivera, California for the past three years. He is a frequent speaker and conference presenter with more than 30 scholarly papers, publications, and research grants to his credit. His most recent publication, “The Great Comeback,” appears in College Faith 3: 150 Christian Leaders and Educators Share Faith Stories from Their Student Days, released in June 2006.

Menjares’ life and work were featured in Today’s Christian Magazine in an article entitled “Redeeming Public Education” (September/October, 2005). Additionally, his testimony was featured in Teach Kids! magazine published by Child Evangelism Fellowship (Summer, 2007) as a curriculum designed to reach at-risk Latino youth.
Wednesday, March 25, 2009

Session #1, 2:00 – 3:00 pm

Career Development

Mentoring Minority Faculty Regarding the Culture of Higher Education Institutions

Doretha O’Quinn (Point Loma Nazarene University)

Institutions of higher education (IHE) must become intentional about educating the dominate faculty in ways they will embrace the minority faculty with a shared language, value system, ideals, power, and all the other aspects of IHE culture through a well-defined and empowered mentoring process. To develop a mentoring program within the systems of the IHE will advance the learning community using a process that is tested, proven and successful for building community. This workshop will help administrators, senior faculty and minority faculty develop a practical tool, through teamwork to use in mentoring minority faculty to relate to the culture of the IHE.

Culture, Religion, Education, and Diversity

The Ignatian Paradigm: A Means to Discernment of Faith and Values

Ángeles Aller, Kim Hernandez (Whitworth University)

This paper describes a framework by which to incorporate faith and learning through the study of literature in a 300 level Spanish curriculum, based on the Jesuit ideal of the Ignatian Paradigm. Through this framework, students engage on a personal level with characters and themes portrayed in the literature while exploring their own faith and values in light of those of the target cultures. We encourage students to discern how their own faith and values relate to those of the characters and, in turn, invite students to experience the target culture in an authentic way that brings meaning to their study beyond the acquisition of language skills. A discussion of the methodology that facilitates this type of integration is included.

Educational Outcomes

From Grade School To and Through College: Commitment of Élan College Leaders to Co-Facilitate College Prep As Early As K-8

Cleamon Moorer (Trinity Christian College)

College/University admissions initiatives, Campus Compact grants, and teacher education curriculums have all proven as notable means to aid K-12 students in minority populated communities. Emphasis can be placed on a deliberate campus-wide model to proactively assist, develop, and nurture middle school and elementary school students (K-8) in minority populated communities to begin the college preparation process early on. This study
investigates college and university leaders’ and administrators’ readiness to collaborate with local school superintendents to form long term relationships to foster college preparation programs for elementary and middle school students in minority populated communities. College administrators will be able to articulate ideas from the perspectives of apprehension/reluctance to enthusiasm and excitement about the prospect of collaborative college preparation projects.

**Intersections**

**Creating a Partnership for the Development and Implementation of Institutional Diversity Learning Plan for Staff: A Case Study at APU**

Murray Flagg, Andrea Garza, Debbie Gin, Ken Harper, Peter Maljian

(Azusa Pacific University)

Azusa Pacific University in an effort to advance diversity awareness and learning among staff members has entered into a partnership between the Office of Human Resources and the Office of Diversity Planning and Assessment. This partnership has resulted in an Institutional Diversity Learning Plan. During the session, representatives from each of the offices will present and discuss the philosophy and implementation strategy for the Institutional Diversity Learning Plan. This partnership was created to move beyond general education and develop a plan that incorporates diversity issues, topics, and perspectives into multiple learning opportunities that build on prior knowledge.

**From Theory to Practice/Activism**

**The Meaning of the Mirror: The Call for Encounter and Change**

Gale David D. Esselstrom (Azusa Pacific University)

In I Corinthians 13:11-12, Paul tells us transitions are inevitable. Heraclitus tells us we can’t step in the same river twice. Paul tells us we shouldn’t try to. We must put away today who we were yesterday. This encounter with our own limitations should be viewed not as an inevitable and therefore unavoidable and, perhaps, lamentable transition but as a transition that we should embrace and value because it can and should be a step forward. This paper untangles in these verses a specific value for plurality and a reasoned justification for humility and trust in human relationships, using the idea of the insufficiency of us all as sufficient reason for the unity of love over the division of fear.

**Career Development**

**Mothers as Leaders**

Kimberly B.W. Denu (Azusa Pacific University)

Mothers are leading in our homes and within our global community every day. Whether out of necessity, choice, or personal passion, women are increasingly working in the global market place and require a new working model with which to succeed both in and outside of
their homes. This presentation will explore how organizations with women leaders, who are also mothers, can reshape how they do business and provide better options for mothers to work and lead outside of the home. In addition, this presentation will look at the unique leadership characteristics that are indigenous to the role of motherhood, as well as the benefits and management styles that mothers bring into the broader workplace.

**Culture, Religion, Education, and Diversity**

**Culturally Proficient Coaching: An Inside Out Approach for Developing High Performing Educators**

Richard S. Martinez & Susan R. Warren (Azusa Pacific University)

This workshop session will highlight the key elements and skills of Culturally Proficient Coaching for developing high-performing educators. Through interactive simulations participants will learn to create inclusive, learning-rich environments that empower all students, even with the increasing diversity in classrooms today. Culturally Proficient Coaching is an inside-out approach to move teachers along a continuum of excellence mediating a shift in thinking and behaving toward honoring and valuing diversity. It provides educators with a simple, yet comprehensive, new framework: a powerful fusion of the field-tested and respected Cognitive CoachingSM and Cultural Proficiency models.

**Educational Outcomes**

**Preparing K-12 Higher Education Educators for Closing the Achievement Gap**

Cheryl Sheppard, Ruthie Stevenson (Mississippi College)

This presentation will be presented by faculty members from the Department of Teacher Education and Leadership, at Mississippi College, in Clinton, Mississippi. The presentation will underscore how to prepare teachers to close the K-12 achievement gap by meeting the needs of a diverse population. The presentation will show how Mississippi College uses instruction and field experiences to promote discussions on serving diverse school communities in rural, suburban, and urban areas. The presentation will also include a discussion of the preparation of administrators in the educational leadership program. The discussion will address the realities of leadership and the role of leaders in working with internal and external publics to improve the quality of education for all students.

**Intersections**

**Special Keynote Panel: Envisioning the Role of Christians in the Academy in the Era of President Obama**

Kimasi Browne (Azusa Pacific University), Ruth H. Chung (University of Southern California), LTC Les Knotts (U.S. Military Academy at West Point), Pete C. Menjares (Biola University)

In a virtual 180-degree turn from the philosophies, policies, and funding patterns of the 20th Century, the U.S. Secretary of Education recently introduced a new national education agenda, which will be originated and funded during the presidency of Barack Obama. This special keynote panel session will envision how Christian educators might prepare for and influence diversity in this defining moment in American higher education. Two short video clips will be screened, featuring Education Secretary Arne Duncan articulating President Obama’s education philosophy that he is charged with to putting into practice. The three panelists will present responses to the clips followed by an open discussion with the audience.
From Theory to Practice/Activism

The Theoretical and Practical Connections in Using Children's Literature to Build Social/Political Consciousness and Classroom Community through Discussion of Selected Social Issues

Dolores Gaunty-Porter (Vanguard University)

The discussion of children's literature in a teacher education program can be an effective tool to address the growing concerns that classroom teachers have regarding sensitive issues such as racism, sexism, and bullying. Children's literature offers an effective and non-threatening way to initiate mutually respectful dialogue about potentially delicate or touchy social issues. Students have opportunity to examine personal biases and thus explore ways to challenge these issues in their own classrooms. This is particularly important as teachers endeavor to establish a sense of community in the classroom. This workshop will focus on the challenges in teacher education classrooms and Prek-12 classrooms when teachers desire to promote classroom community, and yet dare to discussion sensitive social and political issues.

Plenary Session & Dinner

6:00 – 8:00 pm

Unity in Diversity: Challenges and Opportunities for Christians in the Academy

Ruth H. Chung (University of Southern California)

The challenges confronting Christians in the academy occur within the intersecting layers of the diversity of our nation ("e pluribus unum"), diverse approaches to the pursuit of knowledge within the university ("unity" in "diversity") and the diversity that exists within the Christian community. For those striving to be agents of healing and unity in a divisive world, our faith can be an integrating framework that intersects these multiple contexts. The presentation will highlight the challenges and opportunities in engaging both the Christian community and the secular world in striving for unity in diversity.
Thursday, March 26, 2009

Session #3, 8:30 – 9:30 am

Career Development

Overcoming the Challenges of Career Advancement of Women and Élan Culturally or Racially Diverse Faculty Members with Support and Mentoring

Robert Morwood, Dione Taylor (Point Loma Nazarene University)

This symposium is designed to illustrate the perspectives of and supportive resources available to women and culturally or racially diverse faculty members applying for promotion, tenure, and sabbaticals at their institutions of higher education. The journey toward university advancement has the potential to feel overwhelming to these faculty members at predominately White institutions (PWI). A system of support within the institution is of great importance to these esteemed members who may feel tentative about the process required of applicants who wish to apply for advancement. Discussion will take place of a survey methodology to assess the system of support experienced by members of this select population, between the graduate and undergraduate departments at Point Loma Nazarene University.

Culture, Religion, Education, and Diversity

Exposing Worldviews through Classroom Simulations Madera South

Lorelle Beth Jabs (Seattle Pacific University)

Exposing worldviews in the classroom is generally not an easy task. All of us, students included, are typically blind to our cultural assumptions, values and worldviews until we encounter an experience of the other that shocks us out of our complacent norm. Carefully crafted classroom experiences can provide students with the cross-cultural interactions that can fundamentally alter ethnocentric worldviews. This manuscript describes for educators a variety of in-class simulations that were successfully used in a Cultural Communication course to radically shift student paradigms concerning themselves and others.

Educational Outcomes

Increasing "Psychological Capital" through Strengths Awareness Madera North

Karen A. Longman, Teri Marcos (Azusa Pacific University)

The latest research on factors that contribute to effectiveness in life and in leadership has identified "Psychological Capital" as being critical (Avolio & Luthans, 2006). Similar to economic or social capital, the emerging field of psychological capital offers insights into how individuals can grow in effectiveness. A meta-analysis of leadership research over the past century identifies four components as key: self-efficacy, hope, resiliency, and optimism. Strengths awareness and application can provide reasons for hope and optimism, as well as contribute to self-efficacy and resiliency. This session will provide research-based support
and practical tips for instilling both awareness of strengths and a "growth mindset" that allows entering students to flourish during the college years.

**Intersections**

**The Green Experiment: Combining Academic Discipline and Spiritual Purpose for Global Impact**

DawnEllen Jacobs, Kristen White (California Baptist University)

Our symposium will focus on the seamless integration of academic and student life affairs through the International Service Projects Program at California Baptist University. CBU's participation in service learning projects overseas has more than tripled in three years. We will share the history of our 12-year program and present the data that demonstrates how bridging the great divide between academia and student affairs promotes wider participation among our students and faculty. We will also discuss the desired outcomes for our participants and how we assess their growing understanding of God, the world, and themselves as well as examining how their expanded worldviews and appreciation for diversity affect their relationships with minorities and international students on our campus.

**From Theory to Practice/Activism**

**Caught in the Middle of Ignorance and Apathy**

Steven J. Wentland (Azusa Pacific University)

This paper examined historical-legal findings on how to teach about controversial issues, ethnicity, and specifically religious beliefs/themes by educators. Many guidelines have been developed over the past twenty-five years but none have defined for the educator specifically how to address these issues while developing and conducting a lesson. Until now, there has not been a creative way for teachers to allow students to initiate nor express their religious beliefs in the public school setting. Educators have been fearful or lost to teach about religion-morality or controversial issues but are responsible for student learning and the implementation of daily lessons, thematic units, and student activities in the public school environment. University professors need to become knowledgeable on how to teach about religion.

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**Session #4, 10:00 – 11:00 am**

**Culture, Religion, Education, and Diversity**

**Talking Back to Racism: A Pedagogy of Resistance**

Kathleen Stetz (Seattle Pacific University) David Allen (University of Washington)

This workshop models pedagogical strategies for helping students gain knowledge and skills to respond to discriminatory narratives that serve to divide people. At predominantly white Christian institutions we cannot limit our commitment simply to diversity; equality must be our goal. The classroom can be used as a forum for “talk backs” or verbal engagement that resists stereotypes with accurate representations of people of color while pursuing reconciliation rather than alienation or conflict. Our workshop will demonstrate specific strategies for helping students gain these dialogical skills. We use video segments to coach
attendees through the process. By practicing these conversations, students solidify their ability to be allies in addressing racism and supporting reconciliation.

**Educational Outcomes**

**English-Learner Representation in Special Education: The Impact of Prereferral Interventions and Assessment Practices**

Ramón B. Barreras (Azusa Pacific University)

Disproportionate representation of English-learners (ELs) in special education has been a longstanding challenge and concern. This study examined prereferral interventions and assessment practices with ELs and representation in special education. In a random sample of EL's assessed for special education demonstrated that only 52% of students tested included assessment of language proficiency in both languages, 25% included the determination of language dominance, and 42% indicated that ELs with a Beginning CELDT level of English proficiency were assessed in English. It is critical that the prereferral intervention process is culturally and linguistically responsive; that is, educators must ensure that students’ socio-cultural, linguistic, and other relevant background characteristics are addressed, including reasons for student difficulty or failure, and interpreting assessment results.

**Intersections**

**Strategically Developing Faculty as Campus Change Agents**

Deborah Taylor, Cassandra Van Zandt (Biola University)

This workshop will describe a model recently implemented at Biola University to strategically develop faculty for diversity leadership. The university wanted to avoid imposing mandatory or superficial diversity training. Thus, a voluntary model was envisioned which incorporated activities such as: a weekend retreat, readings and discussions, experiential learning, visits to multi-ethnic churches, and spiritual formation activities. The interdisciplinary group of women and men who participated represented several cultural backgrounds, varying degrees of exposure to diversity issues, and all faculty ranks. Intended outcomes included: deepening personal thinking about diversity, enhancing a Biblical understanding of diversity, increasing commitment to campus diversity issues, and implementing curricular modifications in courses. Attendees will gain specific ideas about strategically developing faculty for diversity leadership on their own campuses.

**Christians in Latin America and the United States: A New Paradigm for Facing the Tough Social Issues of Our Day**

Lindy Scott (Whitworth University)

It is frequently asserted that Christians around the world belong to the one Body of Christ. Nevertheless, most of the flow of information within that Body goes from North to South. Given the human tendency towards ethnocentrism, this imbalance poses a serious problem for North American Christians as we face overwhelming social challenges with global implications: the economic crisis, wars in Iraq and Afghanistan, global warming and immigration. As we transition into the Obama administration, there appears to be an opportunity to reshape relations among nations. This paper illustrates how Christian institutions of higher education can facilitate greater bilateral and multilateral cooperation by Christians around the globe so that we can provide more effective and wiser contributions to these challenges.
From Theory to Practice/Activism

Foundations and Practices of a Theology of Human Diversity - Authenticity

Charles Scully Stikes (Missouri Baptist University)

This presentation provides an understanding of how racism and monoculturalism is presented from a narrow view of scripture and theology. An analysis and interpretation of scriptures from Genesis to Revelation are used to combat this racist analysis and interpretation. Diversity is inherent in a Christian view of the Bible. The basic principles of humanness in the scriptures which lead to principles of theology and diversity are presented. Ultimately, the author shows how an appreciation of cultural diversity, human diversity, loving values, beliefs, attitudes, understandings and human relations skills must emerge from this theology if the world is to survive without racism. Practical suggestions are presented on how to promote individual change and institutional changes in societies.

Plenary Session & Lunch
11:45 am – 1:45 pm

Hot A’s on the Objective: The Snowflake Model in Action
Madera Banquet Hall

LTC Les Knotts (U.S. Military Academy at West Point)

In our battle to go beyond mere tolerance to a valuing of diversity—diversity of culture, diversity of thought, diversity of action—we continue to overcome a whole national psyche that has developed over many decades to believe that there are differences between people that make some groups inherently better than others. Differences that matter ought to be acknowledged, valued, and then deployed for the good of the whole body of citizens, whatever the particular community. This is a reasonable and attainable objective. It is the hilltop we strive for that will permit a commanding view of the entire region round about. Appreciable individual and collective opposition confounds achievement of these egalitarian goals. People who oppose reasonable goals are not necessarily evil. They may not even understand why they are being “attacked.” It may be possible that the encounter can be turned from an internecine struggle to a lively cooperative venture. Our confidence is high. The moment is right.

Session #5, 2:15 – 3:15 pm

Concurrent Poster Session

Diversity in Higher Education
Hope Gagen (Azusa Pacific University)

Teaching and Learning at Bangkok Christian College: Cultural Understanding through International Student Teaching
JoAnn Higginbotham (Lee University)
Multi-Ethnic Film Productions: Documentary Films that Enhance Dialogue and Reflection for Diversity and Reconciliation in Christian Higher Education
Glen Kinoshita (Biola University)

From Stereotypes to Solidarity: How Service Can Shape Our View of Race
Elisabet Medina (Azusa Pacific University)

Christianity and the Japanese American Internment WWII
Irma Nicola, Evelyn Shimazu Yee (Azusa Pacific University)

Increasing Faculty-Student Affairs Collaboration: Workable Options
Lesa Stern, Elena Yee (Westmont College)

Educating, Attracting, and Preparing Minority Students in a Majority Environment for Work in Rural and Urban Schools
Ruthie Stevenson, Cheryl Sheppard (Mississippi College)

Career Development

Hispanic Leadership Development
Enrique Zone (Haggard Graduate School of Theology)

A proposed solution to resolve the enigma of Hispanic leadership development and appropriate advancement in today's institutions is to foster a new understanding that leadership is diversifying among ethnic groups to the point that it is irreversible. We live in a time that requires a new paradigm by relating 1) the movements of history and 2) the distinctiveness of Christian leadership. The proposed paradigm is built in three stages: dependence, independence, and interdependence. The construct has a practical approach to leadership mutuality and challenges present leadership to recognize their contribution as one of integrity, foresight and love. The vitality and effectiveness of twenty-first century institutions depends on the extent that today's Hispanic leadership seeks to respond and empower itself.

Culture, Religion, Education, and Diversity

Dawn in the Darkness: Building an Inclusive Biblical Paradigm
Madera South
Glen Kinoshita (Biola University)

"Dawn in the Darkness" is a new documentary film that addresses issues of diversity and social justice as central to Biblical Christianity. Participants in the film will seek to reveal how our current Evangelical Christianity has neglected the teaching and practice regarding racial reconciliation, ministry to the poor and social justice due to issues such as religiously charged ethnocentrism and the modernist/fundamentalist split. Through interviews and clips from sermons, the film seeks to emphasize a gospel message that is holistic and a biblical paradigm/theology where justice and reconciliation are affirmed as central to the Biblical text.

Educational Outcomes

Providing Culturally Aware Pre-Service Teacher and Administrator Preparation Programs: The Impact Higher Education Can Make on Eliminating the K-12 Achievement Gap
Ore
Don Phillips, Jessica Miller, Gary McGuire, Devin Thomas (Point Loma Nazarene University)
The achievement of students in California’s public schools has been undergoing intense scrutiny. California Department of Education statistics and educational research suggest gaps exist between the achievement levels of California students as denoted by their ethnicity and socio-economic status. This may, in part, be due to the ethnic and cultural imbalance between students, teachers and administrators. Research suggests that a central component of any successful teacher and administrator preparation program requires educators to utilize best practices in instructional and leadership strategies for working with a diverse student population. This paper presents best practices for professional development with university faculty and suggestions for appropriate resources and supports for both university faculty and public school educators.

**Intersections**

*Envisioning a Pedagogy of Hospitality: ESL and Religion Faculty Reflect on Welcoming International Students*

Jenny Thomas, Matt Thomas (Azusa Pacific University)

Faith-based institutions of higher education are experiencing an influx of international students, both Christian and non-Christian. Educators at these institutions who are committed to integrating faith and learning as well as embracing diversity face a challenge as they welcome students from very different worldviews into the classroom, particularly in the general education religion and biblical studies courses that are often required for all students at a Christian university. Integrating insights from Henri Nouwen, Parker Palmer, David Smith and Barbara Carvill, this session will explore a theoretical framework and practical classroom implications of a pedagogy of hospitality that embraces “the stranger”. The presenters will share from their experience as intercultural educators both in the United States and in post-Communist Central Europe.

**From Theory to Practice/Activism**

*Dollars and Sense: How Low-Income Youth Understand College Opportunity and Financial Aid*

Mari Luna De La Rosa (Azusa Pacific University)

Most low-income students in urban high schools hope to go to college. However, many face difficult challenges along their educational journey and do not perceive clear pathways. This presentation will discuss survey results on the role of information including financial aid for low-income students and how this informs their college-going plans. Suggestions to improve practice will also be discussed.

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**Session #6, 3:45 – 4:45 pm**

**Career Development**

*Finding a Familiar Face: Reflections on Being Élan Minority Faculty in Higher Education*

Jessica Miller (Point Loma Nazarene University)

A presentation that highlights two important books minority faculty in higher education should read: Gloria Ladson-Billing's Beyond the Big House: African American Educators on Teacher Education and Retaining African Americans in Higher Education: Challenging Paradigms for Retaining Students, Faculty & Administrators, edited by Lee Jones. The presentation will
transition to a participatory and interactive forum in which individuals can engage in
discussion of the challenges for minority faculty in higher education. Targeted Audience:
Minority faculty in higher education.

<table>
<thead>
<tr>
<th>Culture, Religion, Education, and Diversity</th>
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<tbody>
<tr>
<td><strong>Understanding International Student Challenges</strong></td>
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<tr>
<td>Tamara Roose, Yi-Ling Lan, Nida Santatiwat, &amp; Hsiao-I Chen (Azusa Pacific University)</td>
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</tbody>
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Most international students face challenges and difficulties when they are studying abroad. Each of them has his/her own unique concerns, such as homesickness, language barriers, cultural differences, or financial issues. Those problems may cause international students to feel that they cannot really be a part of any of the communities they are living in. The purpose of this research is to raise awareness to the challenges that international students frequently encounter in living in the United States and in striving for success in the American education system. Moreover, the research provides American students, staff, and faculty several effective strategies they can implement to support international students as valuable contributors in the classroom.

<table>
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<th>Educational Outcomes</th>
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<tr>
<td><strong>Becoming Culturally Competent: A Faculty Development Tool Kit</strong></td>
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<tr>
<td>HeeKap Lee, James Singletary &amp; Trudy Singletary (Mount Vernon Nazarene University)</td>
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</table>

This presentation is a research project for professional development training toolkit on cultural competence for teaching faculty at Mount Vernon Nazarene University, a private CCCU school in Ohio. Our project will serve to equip MVNU administration and faculty with multicultural knowledge and a skills building tool for Faculty Institute and special training workshops. The project activities currently being implemented: (1) a survey on cultural competence with teaching faculty; (2) a focus group interview with selected multicultural students; and (3) a toolkit of training modules on cultural competence using the faculty and student data to determine themes and competencies. Presenters will share the project progress to date and discuss the data collected and seek feedback from colleagues who are faculty members and administrators.

<table>
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<th>Intersections</th>
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<tr>
<td><strong>Reaching the 21st Century Emergent Adult: Cross-Cultural Learning Perspectives Intersecting the Church and Academe</strong></td>
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<tr>
<td>Jim Johnson (Point Loma Nazarene University)</td>
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This workshop provides opportunity to discover and explore effective ways to reach 21st century emergent adults and to discuss instructional practices and applications for the church and the classroom. The presenter will share cross-cultural perspectives including recent studies in Brazil as part of a sabbatical project titled: *A Study of Brain-Based Learning Theory and Neurobiological Development: Implications for Spiritual Development and Instructional and Church Practices for Emerging Adults.*

The workshop will be interactive in style with participants learning and engaging with information on important characteristics of 21st century learners, new neurobiological (brain-based learning) discoveries and developmental aspects of emerging adults. The focus will be
in understanding and discovering new ways to nurture effective spiritual development and academic learning.

From Theory to Practice/Activism

Minorities and Technology in Higher Education: The Way Forward

Bennett Nworie (Azusa Pacific University)

The advances in technology in higher education are significant. However, many minorities are digital immigrants who may not go beyond a basic technological repertoire. Also many minorities face the problems of Access, Inclusion and Underrepresentation. Consequently, one way forward is to enhance their access to theoretical technological information and devices. Another way forward is to improve their technology utilization practices; and to increase their awareness of available technological resources. Other ways forward include: to revamp computer learning environments to incorporate less threatening, less technical, more straightforward approaches; to demonstrate the real-life relevance of technological education, and to design and teach computer curricular in ways that recognize that there are diverse pathways to learning, thinking and knowing.

Connecting Reception, Courtyard
5:15 – 6:15 pm
Friday, March 27, 2009

Session #7, 9:00 – 10:00 am

Culture, Religion, Education, and Diversity

Curriculum Enhancement, Diverse Worldviews and the Millennium Professional
Roberta Wilburn (Whitworth University)

Understanding the worldviews of others is essential for all millennium professionals but especially those in education. This interactive session will provide teacher educators an opportunity to explore how to enhance their curriculum in order to effectively prepare teachers and other school personnel to work with students and parents with different cultural, ethnic, and religious worldviews. As Diller and Moule (2005) stated “Head knowledge without heart empathy will lead to superficial curriculum adjustments.” This presentation will address both of these areas as we explore strategies for transforming college curriculum by including worldviews that enhance understanding of diversity by integrating faith and learning; promoting mutual respect and understanding; and dispelling myths and stereotypes, in order to build culturally responsive and competent professionals.

Who Really Understands My Concerns? Understanding and Providing Relevant Support to African American College Students
Elaine Walton (Azusa Pacific University)

The exclusionary practices of society are often more challenging and complex for African Americans, including those who attend post-secondary institutions of higher learning. There is a need for faculty, administrators and others who provide services, to be sensitive to ethnic group differences in a variety of ways, including, but not limited to, values, beliefs, spiritual concerns, coping strategies and ethnic identity. Higher education administrators and faculty members cannot assume that all students experience transitions, difficulties or support in the same way. There must be ongoing dialogue that encourages the exploration of the multidimensional experience of African American students. The proposed workshop will provide a place for bridging the gap from dialogue to action, as participants work towards developing competent strategies.

Educational Outcomes

Addressing Diversity in Non-Traditional Classrooms: Madera North Challenges and Success Factors for Latina Degree Completion Students
Brent Wood, Stephanie Fenwick (Azusa Pacific University)

National statistics reveal that Latinas/os continue to have the lowest post-secondary graduation rates of any minority group in the United States. In this symposium we will discuss how to improve retention and completion rates of Latinas at APU in the adult education program within the Center for Adult and Professional Studies. Using an interactive approach, participants should expect to learn about existing adult education models that
promote successful undergraduate degree completion. Other goals include an enhanced awareness of challenges faced by Latinas and other minority groups at APU, and the ability to identify best practice components for an inclusive and diversity-sensitive education.

**Using National Data Sources in Diversity and Equity Research**  
Meagan Smith, Dwayne Taylor (Azusa Pacific University)

Numbers can tell a compelling story regarding issues of diversity in higher education. The National Center for Education Statistics (NCES) contains data collected from every degree-granting institution in the country and offers user-friendly tools to access the data. This information can be used to highlight inequity in graduation rates, underrepresentation of faculty of color on predominantly White campuses, the persistence of inequities over time, and other relevant issues. Data can be accessed for every institution in the country or aggregated to get a national perspective. The workshop will introduce resources available at nces.ed.gov, including IPEDS, College Navigator, and Education Digest. Presenters will assist workshop participants in using the website for their own data needs.

**Intersections**

**Korean Pastors’ Retirement: Crisis Beyond the Shrinking of Social Security**  
Gyoungsin Daniel Park, Ilene Smith-Bezjian (Azusa Pacific University)

This paper examines the financial aspect of pastors’ retirement using pastors from Korean churches in the Southern California area. Although the sample may not exactly reflect the retirement preparation of Korean pastors in Southern California, it is amazing that only a small number of churches consider their pastors retirement seriously and provide help into their golden years. Christian Today International/ Your Church (1998) reports eighty-nine percent (89%) of the pastors surveyed are involved with a retirement program. Compared to the findings, the support for pastors among Korean churches is quite low. The research results will assist Korean church leaders in establishing a plan to provide pastors with a better quality of life in the retirement years.

**Plenary Session & Brunch**

**In Search of Shalom: Educational Leadership for Peace, Justice, and Reconciliation**  
Pete Menjares (Biola University)

Christian higher education has witnessed an increase in diversity over the past decade as evidenced by growth in enrollment for students from historically underrepresented groups. However, faculty and administrator diversity has lagged behind student diversity both in representation and in understanding. Additionally, the challenges of racial division, the numbers of racial incidents being reported on campuses, individualistic faith and monocultural worldviews, the global economic crisis, and the “stained glass ceiling” remain. Educational leadership in search of Shalom is leadership rooted in personal commitments to peace, justice, and reconciliation, as well as to the intercultural competencies needed to lead our institutions effectively.
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Area Guide/Local Area Map

Recreation:
Big Bear Lake Resort
630 Bartlett Rd.
Big Bear Lake, CA 92315
1-800-4 BIG BEAR

Thomas Kinkaid at Lamplight
5019 E. Montclair Plaza Ln.
Montclair, CA 91763
(909) 626-2403

Movieland Wax Museum
7711 Beach Blvd.
Buena Park, CA 90621
(714) 522-1154

Crystal Cathedral
12141 Lewis St. Garden
Grove, CA 92840
(714) 971-4013

Arcadia Golf Course
620 E Live Oak Avenue
Arcadia, CA 91006
(626) 443-9367

Bowling Square Lanes
1020 S. Baldwin Ave.
Arcadia, CA 91007
(626) 445-3160

The LA County Arboretum & Botanic Garden
301 N. Baldwin Ave.
Arcadia, CA 91007
(626) 821-3222

Knott’s Berry Farms
8039 Beach Blvd.
Buena Park, CA 90620
(714) 220-5200

Raging Waters Amusement Park
111 Raging Waters Dr.
San Dimas, CA 91773
(909) 802-2200

Athletics/Stadiums:
Angel Stadium of Anaheim
2000 Gene Autry Way
Anaheim, CA 92806
(714) 940-2000

Dodger’s Stadium
1000 Elysian Park Ave.
Los Angeles, CA 90012
(866)-DODGERS

Restaurants:
Acapulco
600 W. Huntington Dr.
Monrovia, CA 91016
(626) 357-9878

Applebee’s Neighborhood Grill
502 W. Huntington Dr
Monrovia, CA 91016
(626) 932-0070

Claim Jumper
820 W. Huntington Dr.
Monrovia, CA 91016
626.359.0463

Tidal Wave Seafood Restaurants
501 S Myrtle Ave
Monrovia, CA 91016
(626) 303-7338

Black Angus Steakhouse
560 W Huntington Dr
Monrovia, CA 91016
(626) 303-2411

Capistrano’s Restaurant
210 E Huntington Dr
Arcadia, CA 91006
(626) 294-0034

BJ’s
400 E. Huntington Dr.
Arcadia, CA 91006
626.462.1494

Carmine’s Italian Restaurant
311 E Live Oak Ave
Arcadia, CA 91006
(626) 445-4726

In-N-Out Burger
420 N Santa Anita Ave
Arcadia, CA 91006
(800) 786-1000

Shopping:
Montclair Plaza
5060 E. Montclair Plaza Lane
Montclair, CA 91763
(909) 626-2442

Ontario Mills Mall
One Mills Circle
Ontario, CA 91764
(909) 484-8300

Amusement Parks:
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“Thinking Critically for the New Decade”

March 24-26, 2010