Christians on Diversity in the Academy
Annual National Conference

March 24-26, 2010

Presented by Azusa Pacific University’s Office of Diversity Planning and Assessment and Faculty of Color Network.
Dear Colleagues and Friends,

It is my sincere pleasure to welcome you to the third national Christians on Diversity in the Academy (CDA) conference. 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 us. Our Los Angeles backdrop, where more than 150 languages are spoken and the complexity and beauty of diversity are revealed, remains a fitting environment to discuss this critical issue.

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

Those of us working in education recognize its ability to 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. This constitutes, in my estimation, some of the hardest and most important work that any of us will do in our lives.

Deep thanks for attending this third conference, your significant work in this field, and 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.

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

May God richly bless you,

Jon R. Wallace, DBA
President
Greetings,

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

It is my hope as we move forward into this 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, PhD
Provost
Azusa Pacific University
Greetings,

It is again an honor to welcome you on behalf of the Azusa Pacific University community, to the 3rd annual Christians on Diversity in the Academy (CDA) national conference.

“Thinking critically for the New Decade,” the theme of this year’s conference, challenges Christian scholars and practitioners in higher education to reflect and respond. Addressing institutional effectiveness, sustainability, and accountability in the age of rapidly changing technology, shrinking resources, and shifting demographics requires thoughtful, intentional, and constant strategic planning and assessment. Scholarship that is relevant and transformative is essential not only to the advancement of the institutions we represent, but to American higher education. Sustaining the dialogue to integrate diverse perspectives in all forms of scholarship is inherent within this imperative. Thank you for your participation in this effort.

The conference planning committee appreciates your intentional effort to attend the conference. We value your investment of time, financial resources, and intellectual capital. 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.
Associate 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
   Acting Critically
      Nilsa J. Thorsos (Department of Special Education)

   Critical Thinking in Faith and Religion
      Baozhong Tian (Department of Computer Science)

   Critically Examining Power
      Richard S. Martinez (School of Education)

   Critically Viewing the Media
      Bala Musa (Department of Communication Studies)

   Thinking Critically
      Tami Foy (Department of Advanced Studies)
      Rema Reynolds (Department of School Counseling & School Psychology)

Office of Diversity Planning & Assessment
   Executive Director—Kneeland C. Brown
   Director of Diversity Studies and Conference Director—Debbie Hearn Gin
   CDA Conference Project Coordinator—Any Villatoro
   Administrative Assistant—Kelley M. Thomas

Office of Associate Provost
   Associate Provost—Pamela M. Christian
   Executive Assistant to the Associate Provost—Jan Wenger
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Keynote Speakers

Rev. Elizabeth Conde-Frazier, Ph.D.
Dean, Esperanza College, & Vice President of Education

As Dean of the college, Elizabeth Conde-Frazier is responsible for setting the vision, the strategic direction, and providing leadership and management for the programs and faculty. Previously, she was professor of religious education at the Claremont School of Theology and taught Hispanic/Latino/a theology at the Latin American Bible Institute, California. As professor, she mentored Latino/a students and wrote in the areas of multicultural education, Latina feminist theology, the spirituality of the scholar, and issues of justice as they relate to education. As founder of the Orlando E. Costas Hispanic and Latin American Ministries Program at Andover Newton Theological School, she also developed programs for the development of ministers and lay leaders including youth. She has over ten years experience as an ordained pastor and has been a bilingual teacher. She has a BA from Brooklyn College, an MDIV from Palmer Seminary, and her Ph.D. is in the area of theology and religious education from Boston College.

Henry Gee, M.A.
Vice President of Student Services, Rio Hondo College

Henry Gee is in his 31st year in higher education and his sixth year as the Vice President of Student Services at Rio Hondo College in Whittier CA. Prior to that, he served for 10 years as the Dean of Student Affairs at Santa Ana College and 15 years at Azusa Pacific University in various capacities. He has been active with the National Association of Student Personnel Administrators (NASPA), having served in many roles regionally and nationally; he currently serves on the NASPA Foundation Board. He has also served as the co-facilitator for the past nine years on the Leadership Development Program for Higher Education (LDPHE), a program sponsored by Asian Pacific Americans in Higher Education (APAHE) and Leadership Education for Asian Pacifics (LEAP). Gee was a member of the inaugural LDPHE class in 1997 and is a former Board member of APAHE. In November of 2009, he was presented the inaugural Community College Professional Award from NASPA Region VI at the Western Regional Conference in San Jose.

Terrence J. Roberts, Ph.D.
CEO, Terrence J. Roberts & Associates

Terrence J. Roberts, Ph.D., currently lives in Pasadena, CA, where he and his wife have made their home for the past twenty-five years. He is active in the Pasadena/Altadena community where he helps young people develop positive attitudes toward obtaining formal education. Roberts is CEO of Terrence J. Roberts & Associates, a management consultant firm devoted to fair and equitable practices in business and industry. A graduate of California State University at Los Angeles (BA), and UCLA (MSW), Roberts obtained his Ph.D. in psychology from Southern Illinois University in Carbondale, Illinois. He recently retired from the faculty in the department of psychology at Antioch University, Los Angeles.
Detailed Schedule

Wednesday, March 24, 2010

Plenary Session & Lunch, 12:00 – 2:00 pm

Diversity, Statistics and Theories: So What Difference Will It Really Make?
Madera Banquet Hall
Rev. Elizabeth Conde-Frazier (Esperanza College at Eastern University)

Session #1, 2:00 – 3:00 pm

Thinking Critically

An Approach to Linguistic Prejudice
Madera North
Eric Drewry & Rachel Cavanaugh (Azusa Pacific University)

It is important for educators to view students speaking non-standard English varieties as possessing a source of linguistic wealth, rather than suffering from intellectual poverty. Academic linguists have shown that African American English (AAE) has phonological, morphological, syntactic, and semantic features which operate as systematically and predictably as the analogous features in standard English, whether they are phonological, morphological, syntactic, or semantic. In addition, the non-conforming auxiliary system can express certain verb relations more efficiently than standard English. Finally, the way AAE forms ‘yes/no’ questions conforms to a trend that has been going on in standard English for four centuries and points the way that standard English may develop in the coming century or two.

Acting Critically

Educational Justice for ALL: Using Knowledge and Good Judgment in Eliminating the Disproportionate Representation of Minorities in Special Education
Élan
Ramón B. Barreras (Azusa Pacific University)

This study examined the pre-referral and assessment practices of English Language Learners (ELL’s) and African-American students. Results demonstrate that implementation of evidenced-based interventions were not provided to any of the students referred for special education. Additionally, 90% of referrals were subsequently placed in special education (100% for African-Americans). Lastly, only 32% of ELL evaluations included assessment of language proficiency, and 90% of African-American students were identified with an Emotional Disturbance (compared to 15% for Hispanics). The presentation will emphasize the importance of using our Faith, Knowledge, and Judgment in empowering university faculty to reexamine their respective training programs and practices. Specifically,
are we training our K-12 candidates to view ALL children as God’s children, regardless of race and disability?

**Critically Examining Power**

**Freire, Faith, and Freedom: Discipleship of the Oppressed**

Gale and the Development of Critical Thinking

Paul Kaak & Alexander Jun (Azusa Pacific University)

Paulo Freire’s educational philosophy (1990) is grounded in his critique of the “banking” model which he says supports oppression. His recommendation is that the professor-persona be eliminated and replaced with a problem-posing approach intended to empower. This is risky for education in the Christian tradition where one-way teaching, absolute truth, and submission to authority are part of the inherited legacy. Can students be invited into Christian discipleship with teachers who use a Freirean educational philosophy? This session compares Jesus the Educator with Freire’s ideals. Participants will be encouraged to utilize elements of Freire’s approach, especially in settings that impact people outside the majority culture. The session provides examples of Freire’s approach and discussion of challenges and benefits for Christians who educate for freedom and critical consciousness.

**Special Session**

**Thinking Critically about the 21st-Century Academy**

Madera South

Elizabeth Conde-Frazier (Esperanza College at Eastern University)

Henry Gee (Rio Hondo College)

Terrence J. Roberts (Terrence J. Roberts & Associates)

Kimasi L. Browne (Azusa Pacific University)

Plato, in ancient Greece, founded the original Western Academy that flourished in Athens between 529 and 357 BC. Beginning as a school of philosophy, the original Academy was a continuous gathering of great thinkers whose collective goal was to improve society. Towards that same end, a group of Christian scholars and practitioners has convened in 2010 to think critically about today and the future regarding many of the issues that signify diversity in the North American Academy-at-large. This special session seeks to initiate a present-day discourse. Each of the speakers will recommend ways for conferees to continue this conversation after returning to their home institutions. The session will provide an opportunity to ask questions and to have a brief discussion with all three distinguished conference keynote speakers.

**Critical Thinking in Faith and Religion**

**Human Tapestry: Connecting Through Life Stories**

Ore

Glen Kinoshita (Biola University)

Human Tapestry is a documentary film currently in production that features the stories and narratives from people of diverse cultural and ethnic backgrounds. As the participants share their stories, lessons of diversity and reconciliation spring forth from their narratives. At this stage of production, the participants consist of students, staff and faculty studying and working in a Christian university. The stories featured expose family upbringing, ethnic identity development, discovering the ministry of reconciliation, and for some how they have begun to develop a biblical basis for diversity as an essential aspect of the Kingdom of God.
The goal of this workshop is to expose participants to possible resources for potential classroom, conference or co-curricular program usage regarding diversity training and education.

Session #2, 3:30 – 4:30 pm

Thinking Critically

Black, White, His: Psychosocial and Theological Reflections on Identity

Olga Rybalkina (Palm Beach Atlantic University)

In this session, the presenter will draw on research with Christian college students, to explore their self-narratives, with an emphasis on the interaction of racial/ethnic and religious/spiritual influences in the identity development process. Numerous studies focused on racial identity development, many addressed the role of faith in identity formation, but few examined both. Identity is complexly shaped by a variety of factors, among which race stands out as a salient influence in America. The unambiguous definition of redeemed humanity (“new creation”) seems to escape us, as we continue to search for a genuine Christian identity. How do we align the psychosocial and theological analyses of identity development issues? And can we? Join this session to discuss these and other questions.

Acting Critically

The Role of Race in Student-Faculty Relationships: A Discussion

Carol Lundberg (Azusa Pacific University)

Students of color report multiple challenges interacting with faculty of a race or ethnicity different from their own, including a preference to disclose sensitive information to a same-race faculty, fears about negative stereotypes, and a need to prove their academic ability to White faculty members. Yet, when faculty-student interactions are positive, they are a strong contributor to student learning. In the areas of intellectual development and problem solving, positive and frequent faculty-student interactions were stronger predictors of learning for students of color than for White students. Anchored in a brief review of research findings, this interactive session offers a discussion about how we might make ourselves more approachable to students of racial and ethnic groups different from our own.

Acting Critically

Faculty Voices: How to Critically Engage Students in Diversity Discussion

Deborah Taylor (Biola University)

This presentation will report the findings of a recent research study conducted at six evangelical Christian universities in California regarding faculty beliefs and personal experiences implementing culturally relevant teaching activities. In open-ended survey responses and hour-long interviews, faculty described their experiences with students of color, modifications they have made to their course syllabi and content, and strategies that created a safe classroom community and fostered deeper classroom dialogue about racial/ethnic issues. Additionally, this presentation will outline ways that faculty have critically engaged majority culture students in order to develop a deeper understanding of minority
culture perspectives. Some of the unique challenges faculty face when they introduce and explore diverse perspectives within an evangelical Christian campus setting will also be highlighted.

**Thinking Critically**

**Asian American Identity: How the Problem of Literary Canon Reflects the Problems of Identity Formation**

R. Scott Okamoto (Azusa Pacific University)

This paper will analyze the arguments made by the editors of The Big AIEEEEEE! In conjunction with current research and scholarship of Asian American identity to show how issues of gender, race, and popular culture relate to Asian American literature. Educators who attend this session will come away with a broader understanding of Asian American identity issues, a working knowledge of Asian American literature, and insight into Asian American issues relating to popular culture.

**Critical Thinking in Faith and Religion**

**Vision for Multiethnic Curriculum**

Tamara Cleveland & Daniel Berger (Simpson University)

The vision for multiracial local churches, based on a theology of unity amidst diversity, is beginning to enliven a few Evangelical leaders. Even so, multiethnicity is often overlooked as a model for informing and healing faith communities plagued by racial divisions and ethnic conflicts. Christian colleges, universities, and seminaries should take the lead creating an atmosphere in which current professors, denominational leaders, and pastors can have dialogue and collaboration, as well as, create a curriculum enabling students who arise as leaders imbued with a multiethnic vision for ministry. What presuppositions exist in Evangelical higher education about multi-ethnic leadership and communities that may preclude multiethnic diversity as a model for positive transformation in academia, denominational offices, para-church organizations and churches?

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**Thursday, March 25, 2010**

**Session #3, 8:30 – 9:30 am**

**Thinking Critically**

**Creating Change Agents for the New Millennium**

Larisa Hamada, Jeff Banks, and Elizabeth Peterson (Pepperdine University)

How do we help students think critically about diversity, faith, and their vocation? The Social Action and Justice Colloquium is a program that merges both a university's Christian mission with the vocational call to help students become effective advocates and educators for social
justice. This program is designed as a two-year curriculum that addresses issues related to race, gender, socio-economics, religion, ability, sexual orientation, and vocation. Graduates from our SAAJ program have gone on to start their own non-profit organizations, initiate company community service programs within the corporations they work, and many enter careers related to social service and education. Come participate in a lively discussion and helpful tools on how to build a successful social justice curriculum.

**Thinking Critically**

**Teaching to Think Critically: Addressing the Pedagogical and Élan Curricular Issues Related to Teaching a Graduate Diversity Course in Higher Education**

Alexander Jun & Mari Luna De La Rosa (Azusa Pacific University)

In this session the presenters will discuss the unique challenges of teaching graduate diversity courses in Christian higher education. This interactive session is intended to share, discuss, and collectively address issues related to teaching diversity across academic disciplines, such as teaching techniques, appropriate curriculum, other pedagogical materials and exercises.

**Critically Examining Power**

**A Gallery Experience: Identifying and Reducing Microaggressions in the Hidden Curriculum and Co-Curriculum of Christian College Campuses**

Tabatha Jones Jolivet (Pepperdine University)

Many Christian campuses engage in good faith efforts to address the structural, behavioral, and learning dimensions of campus diversity to advance our missions and foster global learning. Often overlooked are subtle indiscretions that compromise learning, especially for historically targeted groups (e.g., women, people of color, and persons from socio-economically challenged backgrounds, etc.). This “shadow side” of the student experience enables the accumulation of seemingly harmless incidents that cumulatively inhibit student learning and development. This workshop introduces the topic of Microaggressions through an interactive gallery experience. Participants will explore the implications of this theoretical framework to creating a student experience that honors the dignity of all of God’s children and reduces aversive forms of injustice.

**Critical Thinking in Faith and Religion**

**Creating Sacred Space**

Ruth Anna Abigail, Stephanie Fenwick, and Sarah Visser (Azusa Pacific University)

Most faculty claim allegiance to the idea of faith integration and introduction of diversity issues in their classrooms, but many are at a loss to determine how those issues might be addressed. According to Parker Palmer, hospitality is one of the hallmarks of a democratic classroom, along with other attributes such as participation, mindfulness, humility, mutuality, deliberation, appreciation, hope, and autonomy. These hallmarks engender mutually beneficial discussion among a variety of topics, as well as creating space for faith integration and the discussion of God-honoring diversity. This paper will explore the characteristics of a classroom that becomes “sacred space” one in which issues of faith integration and diversity/reconciliation become a natural part of the discussion rather than a separate issue to be dealt with.
Critically Examining Power


Terry McGonigal (Whitworth University)

In Luke’s gospel Jesus’ journey through Samaria prompts the disciples to contemplate a prayer meeting that will call down fire from heaven to incinerate all the inhabitants of the Samaritan village. Jesus "rebukes" the disciples for their dehumanizing attitudes and behavior. The Greek word used here indicates that Jesus considers such hatred as demonic.

This paper will consider the religious-ethnic sources of Privilege-Power-Prejudice upon which such evil bias rests. Jesus' methodology for confrontation will also be considered, leading to a discussion of transformation based upon the biblical theme of shalom, "God's desire to commitment to set everything right according the creation standards found in Gen. 1-2.

Session #4, 10:00 – 11:00 am

Acting Critically

Returning to the Roots of Civil Rights: A Travel Course on Race and Reconciliation

Todd Allen & Cynthia Cook (Geneva College)

This presentation will be discussion oriented and include a showing of the documentary film "Return to the Roots of Civil Rights". Participants will learn creative ways of using events of the past, to frame discussions of race and reconciliation in the present. Particular attention will be given to how college campuses could develop a similar travel course for their students.

Critical Thinking in Faith and Religion

A Hermeneutic of Diversity: Cultural Hegemony and the Problem of Élan Biblical Interpretation in American Evangelicalism

Matthew R. Hauge (Azusa Pacific University)

In Divided by Faith, Michael O. Emerson and Christian Smith examine the problem of diversity within American evangelicalism and the impact of social location upon perceptions of reality â?” among the approximately 85 million Americans who identify themselves as evangelical nearly 90 percent are middle class and white. The history of biblical interpretation includes morally reprehensible acts carried out in the name of Jesus within culturally hegemonic communities armed with a misperception of the singular truth of scripture. American evangelicalism must recognize the diversity of perspectives within the Bible and embrace the “other” as a hermeneutical strategy; if it does not, it is destined to repeat the tragic past, wielding the Bible as a weapon of divinely ordained violence and oppression.
Critical Thinking in Faith and Religion

Evangelicals and Diversity: Including Those with Developmental Disabilities in Congregational Life

Jeff McNair (California Baptist University) & Kathi McNair (Azusa Pacific University)

This presentation will consider the indispensable nature of persons with various disabilities to the Body of Christ. Persons with disabilities comprise nearly 20% of the population according to US census figures. Yet they are largely not present in the church. If the church is to provide the prophetic imagination of what the world might be, it is failing miserably in this area. The world is actually leading the church in providing compassion in this area.

Churches assume disabled persons are not a priority for ministry, or are being taken care of by someone else. Churches believe that they have no responsibility towards persons with various disabilities as evidenced in the 95% unchurched figure often quoted regarding the disabled population. Church practices have largely been exclusionary of persons with most types of disabilities, but particularly those with intellectual disabilities, mental illness and developmental disabilities. Since most theology, special education, and Bible classes offered by Christian universities do not include content in this area, this presentation will also provide some practical ideas on how to integrate this necessary information so that we can think and act critically and also move towards Godly obedience in the coming decades.

Critically Viewing the Media

Semiotics and Race: Re-viewing Visual Representation

David Esselstrom (Azusa Pacific University)

What we see in any image tells us more about the viewer than about what is being viewed. We perhaps cannot change who we are as a society until we change what and how we see.

Critical Study of Japanese Anime/Manga & Worldwide Otaku Culture

Isao Ebihara (Trinity Western University)

In today’s North America, the term Otaku refers to those who are heavily into anime, or Japanese animation and manga, or Japanese comic books. Otaku today prefer data to objects, are post-national and extra-geographical. Otakuhood is a culture of Web, in which all are curators of personal museum.

In this presentation, I am going to introduce popular narratives by several well known anime and manga authors like Hayao Miyazaki, Leiji Matsumoto and Go Nagai. I will also extract foundational stories of Otakudom from these narratives, and discuss the religions, myths, archetypes and spiritual metaphors as well as the essentials of Otakuness behind these stories.

Critically Examining Power

Exodus, Apartheid, and Me

Marilyn Lahue-McCully (George Fox University)

What parallels can be seen between the oppression of the ancient Hebrews, the South Africans during Apartheid, and minorities in our current society? If society realized that oppression was so wrong thousands of years ago, why does it still occur today? The difference between external and internalized oppression will be discussed as well as where Christians fit in the battle against oppressive behavior. If people of the dominant culture
become involved in the fight to end oppression, what will it cost us and are we really willing to pay that price?

“I have no mercy or compassion for a society that crushes people, and then penalizes them for not being able to stand up under the weight.” Malcolm X

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Plenary Session & Lunch

11:45 am – 1:45 pm

Learning How to Cope with Difference: Madera Banquet Hall
An Educational Model for the Twenty-First Century
Terrence J. Roberts (Terrence J. Roberts & Associates)

Difference continues to confuse and confound us making it virtually impossible to fully erase the lines of demarcation that keep us penned up in our chosen corrals. Like so many sheep, we cherish the bonds of sameness that help us identify those who are privileged to share our space, and, correspondingly, those who we know to be outcasts. In truth, difference is the one thing we have in common! As we master this notion of difference, we are free to explore the exciting realms of life above and beyond our comfort zone existence.

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Session #5, 2:15 – 3:15 pm

Concurrent Poster Session Madera Hallway

Showing God’s Love in a Multicultural Society
Mary L. Dennis (George Fox University)

Literacy Remediation for Adolescent Native Spanish Speakers
Cynthia Geary (Claremont Graduate University)

Lordsburg Incident Revisited
Irma Harue Nicola (Azusa Pacific University)

The Integration of Computers and Culture
Baozhong Tian & Christopher Bradney (Azusa Pacific University)

Racial Integration in the Greek Life System: A Case Study at Loyola Marymount University
Krista Watson (Azusa Pacific University)

Critical Thinking in Faith and Religion

The Challenges of Gender Issues in Christian Academia Madera North
Charles Scully Stikes (Missouri Baptist University)
Gender issues are lesbian, gay, bi-sexual, transsexual; gender identity disorders, sexual orientation, and inter-sexed problems that are becoming more visible and prominent in society. Significant questions facing society and Christian academia, e.g. same sex marriages and ordination of homosexual clergy, are: How shall problems associated with these gender issues be reconciled in the Christian academic community? This paper deals with these issues by examining Scripture, theological principles, ethics, and legal issues to look at appropriate policies to guide thinking and actions. All persons in the academic community need to know the guidelines for dealing with these gender issues, competencies needed; biblical truths, covenant love, reconciliation, grace, and faith.

**Acting Critically**

**Formal and Informal Approaches to the Mentoring of Faculty and Élan Professional People of Color in a Predominantly White Academic Setting**

Doretha O’Quinn, Hadley Wood, Kimberly J. Bogan, and Rebecca A. Havens  
(Point Loma Nazarene University)

New faculty and professional staff need a sustained period of orientation when entering a university setting. When that orientation is accompanied by purposeful and prolonged (at least a year) mentoring, faculty and staff adjust more easily and retention is better. When the new faculty or staff member is a person of color entering a predominantly white setting, effective mentoring is even more imperative. This session briefly explores the theory of mentoring for persons of color and relates the formal and informal approaches used for mentoring persons of color at the predominantly white campus of a small liberal arts institution with some satellite graduate sites. Extrapolating between theory and experience, we will also offer some suggestions for best practices.

**Thinking Critically**

**The American Short Story and the Opening of the American Mind: Gale Using Literature to Embrace Diverse Perspectives**

James P. Waller (Wayland Baptist University)

This presentation suggests how professors of literature or cultural history can harness the inherent power of the American Short Story in engendering and sustaining discussions of diversity. It stresses the possibilities of method, the multifold utility of the American Short Story, and the potential for students’ growth as they encounter the concept of diversity naturally arising during their analysis of and argument with the literature.

The presentation uses the touchstone method to consider five American short story writers: Fitzgerald, Faulkner, O’Connor, Carver, and Wolff and five of their short stories. It focuses upon how these stories grapple with race and gender, and in turn become catalytic to vital discussions of the workings of God with humanity and humanity with itself.

**Multi-cultural Literature/Media Selection & Evaluation for the Liberal Arts**

Evelyn Shimazu Yee (Azusa Pacific University)

This workshop focus will accommodate academic faculty and students in the liberal-arts who are interested in integrating an unconventional multi-cultural approach to teaching diversity through literature and media experiences. Thinking critically we will discuss Identity development through literature and effective original strategies to implement this will be explored.
The program will consist of an introduction to pragmatic faculty strategies for defining, evaluating, selecting, and utilizing culturally sensitive adult and award-winning adolescent and young adult literature/media as a talking point tool to enhance motivation in the areas of information literacy, language skills, life-long learning, among multi-cultural/multi-lingual students in the context of Imago Dei concepts. A bibliography of award-winning titles will be presented.

**Acting Critically**

**Leadership, Diversity, and Faith: Christian Principals**

**Modeling Faith through Multicultural Community-Building in Southern California, Diverse, Urban, Public Schools**

Matthew L. Witmer, Matthew Fraijo, and Christopher Quinn (Azusa Pacific University)

This symposium will report on a current study examining the strategies, practices, and outcomes of Christian principals who demonstrate the Christian faith through intentional multicultural community-building in diverse, urban, public schools in Southern California. Intentional interactions that result in community-building are sometimes fostered by Christian public school principals to the point that the community serves students' needs in a nurturing and comprehensively collaborative manner. Additionally, it is posited that such communities occasionally include a social network that contributes to the well-being of adults and the support of the family structure within the school-specific geographic area. Feedback on the study will be sought from participants during the session.

**Thinking Critically**

**From Fragmentation to Wholeness: A New Theoretical Ore Paradigm for Teaching about Race In The Third Millennium**

Caleb Rosado (Warner Pacific University)

At the beginnings of the third millennium racism is still one of the most pervasive social evils in the world. Part of the problem is that theoretical/pedagogical/policy models for understanding and eliminating racism have focused on surface differences of race, color, culture, and biological supremacy. Such attempts do not get to the root of the problem, the deep-level value and belief systems that undergird racism. This theoretical workshop integrates three critical frameworks: the Theory of Levels of Existence of the late Clare W. Graves, the concept of "omemes" from Richard Dawkins, and David Bohm's understanding of wholeness from quantum physicist. Together these three perspectives comprise the holistic bio-psycho-social-spiritual framework of Spiral Dynamics that provides one of the best approaches for unlearning and reducing racism.

**Biblical Foundations for a Multicultural Education: What Does the Bible Say about Multicultural Education?**

Heekap Lee (Azusa Pacific University)

In this presentation, I will share a Biblical framework of multicultural education. For this, I will analyze the biblical evidence that is closely related to multicultural education in five distinct categories. These five key points are the rationale of multicultural education. Next, I will suggest a biblically-oriented multicultural education model that is based on Banks’ and Banks’ (2005) stages of multicultural education. They (2005) created a model in which multicultural education can be represented across four linear stages: contribution; addition; integration; and transformation. Finally, I will recommend several possible strategies and
tactics in each stage in order to bring a significant change in a classroom that requires multicultural education.

Making the Unknown Known

Helena Hanson (Stevens-Henager College)

This presentation paper will explore the possibility of a correlation between the reaction of the autonomic nervous system, fear of unknown, and diversity acceptance. It will seek to determine whether there is a relationship between a natural reaction guided by human instincts and the level of diversity acceptance. Factors such as mental status at the decision-making time, the perceived threat, and others will be investigated. Consideration will be given to the processes of objectifying the unknown, the possibility of increasing comfort levels with the unknown by sharpening emotional intelligence, and the role of critical-thinking components involved in responding to the unknown. The paper will lead to the conclusion that using appropriate technique, practicing diversity and inclusion is possible.

Session #6, 3:45 – 4:45 pm

Critically Viewing the Media

Advancing Multicultural Literacy and Competence through Media Literacy

This four-person panel will examine the role of media literacy in promoting crosscultural awareness and relational competence. Cultural literacy and media literacy are essential in a globalized information age. For cultural literacy to occur, there must also be critical literacy. Participants on these panels examine how critical communication and educational pedagogy, mass media, interpersonal communication, and cultural immersion through global engagement can promote multicultural literacy and competence in the information age.

Presenters and Papers:

Critical Media Theory and Cultural Literacy
Karen Sorenson-Lang (Azusa Pacific University)

Teaching Multicultural Competence through Media Literacy: Strategies for a Diverse Classroom
Franklin Nii Yartey (Bowling Green State University)

Critical Media Theory and Intercultural Communication Competence
Bala A. Musa (Azusa Pacific University)

Mediated Intercultural/Interpersonal Communication and Crosscultural Conflict Management
John Baugus (Azusa Pacific University)

Critical Thinking in Faith and Religion

Deepening the Interreligious Movement on Campuses
Sheryl A. Kujawa-Holbrook (Claremont School of Theology)
While academic institutions have varying responses to religious traditions based on their own cultures, they need to build relationships across religious lines. This paper (or panel presentation or workshop) will focus on models of interreligious education from the perspective of educational institutions and related organizations. What are some of the ways we can cultivate interreligious learning in higher education? The paper will explore a continuum of interreligious development for schools, and the educational strategies involved in deepening the understanding between persons of different religions in academic settings. The realities of interlocking oppressions and their impact on interreligious learning will be examined throughout. The value of interreligious conversations in higher education continues, yet in these same settings the reality of religious oppression continues.

**Critically Viewing the Media**

**Popular Culture and a Post-Racial America?**
Oliver Lee Trimiew, Jr. (Covenant College)

In 2003, two white Christian authors, Craig Detweiler and Barry Taylor, dared to posit a controversial idea that "we are living in a post-racial world." They offered the following items as evidence: the change in the 2000 US census form for multi-racial selection and the cross-cultural appeal of "rap music" today. Furthermore, they suggested that the real social factor for diversity in America is no longer race, but rather economics, i.e. it's about class, especially in higher education.

This paper and discussion will explore the evidence for or against the claims of a post-racial America/world based on a brief review of selected popular culture artifacts, i.e. movies, television shows, music, etc. A power point presentation will accompany the paper presentation.

**Thinking Critically**

**The Role of Openness and General Education in Developing Critical Thinking About Diversity**
Kelly B.T. Chang, Joel Perez, and Chris Koch (George Fox University)

George Fox students are required to take at least two globalization courses which include study abroad and language courses as well as courses dealing with domestic or international issues. The assumption that globalization courses help students develop greater sensitivity to diversity was examined. A stratified random sample of students was presented a survey containing quantitative and qualitative measures of attitudes, behaviors, and critical thinking about diversity. Results indicate that students occasionally work with diverse groups in their classes and rarely attend educational meetings about diversity. Nevertheless, students indicate that they value the perspective of members from diverse groups. Analysis of the qualitative responses reveals that students can identify differences but typically do not address the underlying causes of those differences.

**Acting Critically**

**First Generation Ethnic Minority Student Experiences**
Kathryn Ecklund (Azusa Pacific University)

This paper will present combined qualitative-quantitative findings of studies of first generation student of color. The focus of this paper will be on qualitative findings of interviews conducted with 15 first generation college students of color attending a faith based university, in which students and their families reflected on their experience as first
generation U.S. students. Emphasis will be placed on presentation of findings as they relate
to perceptions of support in the student experience. These findings will be presented within
the context of findings from quantitative research of first generation students of color from
secular universities as they report meaningful supports in their college experience.

**Recruitment and Retention for Ethnic and Cultural Diversity**

Keith Dempsey (George Fox University)

Colleges and universities are growing in their awareness of the importance of racial and
ethnic diversity in higher education. Yet recent literature suggests the Academy and
particularly Christian Colleges continue to struggle to create and maintain a diverse faculty.
Many institutions acknowledge the need to increase the number of faculty of color, yet do not
have solid recruitment and retentions plans.

Racial and ethnic diversity in higher education is difficult to attain, yet there are simple
Christian principles needed to construct effective recruitment and retention plans for faculty.
This presentation will examine:

- The importance of diversity in higher education
- Barriers for effective recruitment and retention
- Employing principles of Christ in recruitment and retention plans

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**Friday, March 26, 2010**

**Session #7, 8:30 – 9:30 am**

**Thinking Critically**

**The Evolving Doctrine of Gender Equality**

Madera North

Shaynah Neshama (Azusa Pacific University)

Twentieth century marked unprecedented achievements in women’s human rights. The
spectrum of advancements arrays from greater awareness of violence against women to
equality in marriage and reproductive rights to educational and employment rights. Despite
the vast diversity of subjects related to women’s rights gender equality is the single core
issue essential to all of them.

On the global United Nations’ jurisprudence scale, gender equality measures differently in
different parts of the world. While women in many developing countries are currently locked
in a bloody struggle for gender equality, some of their counterparts in Europe have declared
their mission achieved.

The paper critically examines the historical trends of gender equality and identifies the
impacts it has on the family and society.

**Young Women and Depression in the Classroom: Psycho-social Concerns
and School Success Measures**

Bennett C. Nworie (Azusa Pacific University)
Depression which affects millions of children and their families, especially women and minorities presents challenging psycho-social and school success problems. Depression is often associated with symptoms and co-morbid conditions such as irritability, fatigue, dysphoria, psychomotor retardation, social withdrawal, unwanted pregnancies, drug and alcohol abuse, problematic relationships, literacy difficulties, school dropout, eating disorders, and anxiety. School success measures therefore, necessitate awareness and sensitivity by educators regarding these co-morbid problems. Effective collaboration with the families and among school professionals engenders these students’ success. Depressive students would benefit from educators who inculcate self-esteem building. Furthermore, students’ strengths can be identified, nurtured, and utilized to promote positive academic achievements. School success also requires the utilization of assistive devices and supplemental services (Nworie, 2009).

**Acting Critically**

**Acting Critically to Transform Diverse Communities**

Susan Warren & Virginia E. Kelsen (Azusa Pacific University)

Action research effectively engages graduate students in a sustainable and empowering professional development process. Based on a mixed methods study of K-12 teachers conducted across urban Southern California schools (n=200), the investigators will present information about structuring and supporting graduate students’ professional growth and ability to dialogue across communities. Teacher researchers learned how to think critically and increase their efficacy while considering various perspectives. Participants in this interactive session will learn the steps necessary to carry out action research with graduate students resulting in increased appreciation for diverse perspectives and engagement and advocacy for all. They will receive tools and resources to implement and evaluate this systematic, reflective, and collaborative process within their own university classrooms and programs.

**Thinking Critically**

**Retirement Planning, Faith, and Gender**

Daniel G. Park, Paul Anderson, and Ilene Smith-Bezjian (Azusa Pacific University)

Although the issues of gender have been frequently discussed among researchers, there is relatively little literature focusing on the gender differences in retirement preparation. Approaching the issue from a personal faith is rare. The study is based upon survey responses from faculty and staff at a Christian university. It examines behavioral differences between men and women in retirement planning. The preliminary analysis shows gender differences do exist in retirement contribution amount, retirement management activities, and attitude toward life after retirement. A faith score will be developed and related to the retirement variables. The paper will add to the literature as the first study relating Christian faith to gender issues, in retirement preparation.

**Acting Critically**

**Affecting Change with Effective Action:**

Laura Lake Smith (Libscomb University)
The “LIFE” program (Lipscomb Initiative for Education) serves as an educational conduit for restorative change for inmates. LIFE educates those incarcerated alongside traditional undergraduate students, with both groups earning college credit. Courses such as "The Power of Art" examine art as a way of investigating issues of race, gender, rights, economics, cultural perspectives, and political ideologies. Through discussions, writing projects, research readings, prison tours and a service learning forum, the students share perspectives and insights into the greater issues that the power dynamics of art opens before us. Moreover, the traditional students become advocates and raise awareness of the profound effects of higher education on the rates of recidivism and on the well-being, renewal, and transformation of those incarcerated.

Critical Thinking in Faith and Religion

White, Male, and Middle Class: Assessing the Future of Liberation Theologies from a Position of Privilege
Michael W. McGowen & Sanjay Merchant (Claremont Graduate University)

This paper explores the future of liberation theology from what its authors identify as a "position of privilege": white, male, and middle class. After briefly outlining three strands of liberation theology (black, feminist, and economic, represented by Cone, McFague, and Gutierrez) and some of the common critiques (Protestant and Catholic), the authors make the case that the future viability of liberation theologies is dependent on their ability to speak to all races, genders, and economic statuses (including someone who may be white, male, and middle class). Particular attention is paid to (a) liberation’s relevance to post-racial or post-sexist cultures in terms of bondage, wherever and however that bondage occurs, and (b) the pedagogical ramifications in theological education.

Session #8, 9:45 – 10:45 am

Critically Examining Power

Critically Examining Our Views of the Other: How Service Shapes Views on Race
Elizabet Medina (Azusa Pacific University)

Students approach civic engagement with varying motivations, from curiosity, to self-gratification, to solidarity. Yet, what are the impacts of service on how students view communities? This symposium will seek to critically examine whether engagement reinforces stereotypes of certain racial groups or refutes them. This is important to Christian universities that engage the communities surrounding them but have yet to consider how such service will shape the racial lenses through which their students view these communities. In-depth interviews of students participating in civic engagement will be analyzed to assess the impact of civic engagement on student racial stereotypes. Findings have implications for the ethos of Christian civic engagement and addressing the deeper systemic and institutionalized marginalization that communities face.

Acting Critically

Is It Because I’m Black? Conversations of Acceptance and Rejection Élan
Steve Sider & Mary Ashun (Redeemer University)

This paper sheds light on two questions that emerge from a phenomenological study of a black female professor’s entrance into a predominantly white Christian university: How does a black, female professor interpret her university classroom experiences and sense of critical push-back from her students? In what ways does a white, male professor enter into her lived experience? Utilizing conversational analysis, the authors (the two professors mentioned) examine themes which emerged over a two year period of dialogue between the two professors. The paper provides an opportunity to consider how Christian universities, and the faculty and students within them, can develop space for dialogue and learning when faculty of color enter the academy.

Critical Thinking in Faith and Religion

Calling to Serve: Christian Teacher Candidates Examining Their Intention to Teach in Diverse K-12 Classrooms

Nilsa J. Thorsos & Linda Chiang (Azusa Pacific University)

This paper examined why Christian teacher candidates choose to teach in K-12 diverse settings. This action research sought to ascertain whether Christian teachers explain their decision to teach in K-12 diverse classrooms as a calling or vocational. Selected literature on current practices in the teaching culture and American society and the expectations for religion and Christians today within the context of education was examined. Findings were analyzed using the Wesleyan Quadrilateral framework and indicated that teacher candidates perceived to be valued by society but they did not receive the needed encouragement and recognition. This research will provide valuable information in areas of attrition and retention of effective Christian teachers.

Critically Viewing the Media

It's Just a Movie: An Oppositional and Multi-Disciplinary Approach to Reading Film

Tim Posada (Azusa Pacific University)

The it's just a movie approach to film going has long been critiqued by those in the academy but this analysis has not successfully been integrated into seemingly unrelated fields of study, leaving the conversation to narrow group of disciplines. Understand the role of “popular film” using contemporary examples from the past years in constructing the “other” and how to educate students from multiple disciplines on such issues, providing the appropriate tools to read film and understand its significance as more than just entertainment but ideology forming. Research will focus on how “oppositional reading”, as defined by Stuart Hall, can help students counter dominant ideology in film and become active viewers, moving beyond the “it’s just a movie” mentality.

Critical Thinking in Faith and Religion

Service Learning, Gender, and Faith Integration

Roxanne E. Helm, Daniel G. Park, and Dan Kipley (Azusa Pacific University)

Although service learning opportunities are commonly offered to college students, designing and implementing faith integration into the service learning project can be challenging. Using a survey data, this paper explores the differences between male and female students regarding their personal beliefs within the framework of a service learning assignment. The
results of the survey present compelling evidence that students, when able to embody the ideals of their faith, are much more likely to feel a sense of usefulness when involved in service learning. The group difference test between males and females for the service learning shows that the response to group dynamics is marginally different. Responses to all other questions did not vary based on gender.

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<th>Plenary Session &amp; Brunch</th>
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**A Pipeline or a Pipedream?**

**Leadership in Higher Education**

Henry Gee (Rio Hondo College)

Leadership in higher education today is at a critical juncture as nearly 50% of college presidents and chancellors are aged 61 or older according to the American College President Study conducted in 2007. As we have considered the issue of advancing to the upper echelon of the academy, what do we need to critically think about, and more importantly, critically act on to see any progress?

Are there people of color in the pipeline at this juncture? Is the dream of becoming a college or university president truly just a pipedream? A review of facts and a discussion of the leadership challenge facing our nation and our institutions will be the topic of this plenary session.
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### Recreation:
- **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

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

- **Huntington Library**
  1151 Oxford Road
  San Marino CA 91108
  (626) 405-2100

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

### Shopping:
- **Westfield Santa Anita Shopping Center**
  400 S. Baldwin Ave.
  Arcadia, CA 91007
  (626) 445-6255
  westfield.com/santaanita

- **Victoria Gardens**
  12505 N. Main Street
  Rancho Cucamonga, CA 91739
  (909) 484-8300
  victoriagardensie.com

### 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

- **Claim Jumper**
  820 W. Huntington Dr.
  Monrovia, CA 91016
  (626) 359-0463

- **Domenico’s (Italian)**
  430 E. Huntington Dr.
  Monrovia, CA 91016
  (626) 447-6435
  outbacksteakhouse.com

### 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

- **BJ’s**
  400 E. Huntington Dr. Arcadia, CA 91006
  (626) 462-1494

- **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

- **Chili’s Grill & Bar**
  630 W. Huntington Dr.
  Monrovia, CA 91016
  (626) 303-1604

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

- **La Parisienne**
  1101 E. Huntington Dr.
  Monrovia CA 91016
  (626) 357-3359

- **Olive Garden**
  430 E. Huntington Dr.
  Arcadia, CA 91006
  (626) 821-0636

- **Outback Steakhouse**
  166 E. Huntington Dr.
  Arcadia, CA 91006
  (626) 447-6435
  outbacksteakhouse.com

- **Starbucks**
  130 W. Foothill Blvd.
  Monrovia, CA 91016
  (626) 303-4547

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