

1
Silent God
by Joseph Bentz,
Ph.D.

2
“Grant Proposal
Writing for
Undergraduates”
and

“The Anatomy of
a Science Scholar,”
by Cahleen Shrier,
Ph.D.

2
“Who’s Holding
Up Your Arms?”
by Halee Gray
Scott

3
“Not Everybody
Loves Raymond
(or Regensburg)”
by Edmund J.
Mazza, Ph.D.

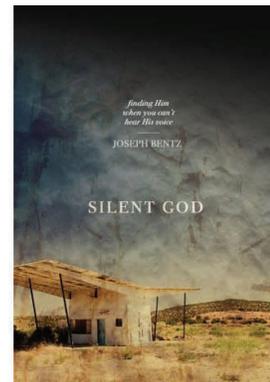
4
Mission
Statements
and Contact
Information

August 2007

Research Reporter

Silent God (Finding Him when you can't hear His voice.) by Joseph Bentz, Ph.D.

Dr. Joseph Bentz, Professor of English, offers an antidote to start-of-semester stress: *Silent God: Finding Him When You Can't Hear His Voice* (Beacon Hill Press, 2007). His opening chapters emphasize how noisy our outer and inner worlds are, how hard it is to be quiet before God, and how important environmental and personal peace are for hearing God should He choose to communicate: “Many of us spend much of our days...with our thoughts chopped into little pieces as we jump from e-mail to phone call to quick conversation back to e-mail and then off to some Web sites. All the while our frustration builds because those things in our lives that require blocks of time or unhurried focus— such as meaningful work, a satisfying conversation with a friend, deep prayer, attentive study of God’s Word — get postponed, rushed through, or set aside altogether.”



Bentz offers several powerful pragmatic suggestions to quiet our lives, including a beautiful description of his experiences while on APU’s Writers’ Retreat in Malibu! He remarks, “By the time dinner rolled around, *I had produced twice as much in that afternoon as I usually did in a normal workday at my office.*” He adds, “Even my times of prayer, meditation, worship, and Scripture reading – there was plenty of time for these things! – broke through to a deeper level during those days.” His new understanding is revealing: “I had gotten so used to functioning with this constant mental onslaught that I had assumed that’s how life has to be.”

Silence, solitude, and simplicity can sensitize us to God’s presence. The final chapters explore our relationship to God during dry or painful, indeed, even tragic moments in our lives. Bentz argues persuasively that deep levels of faith are better nourished quietly when enduring the silence of God than when experiencing seeming miracles and overflowing blessings. He justifies well his concluding wise words: “In our own days in the wilderness we can rest assured that God is present, and when the time is right, as we wait and listen, He will speak into our lives again if we hold steady and let the silence do its work.” – Carole Lambert

“Grant Proposal Writing for Undergraduates” and “The Anatomy of a Science Scholar,” by Cahleen Shrier, Ph.D.



Cahleen Shrier, Professor of Biology, describes clearly two successful scientific endeavors at APU in “Grant Proposal Writing for Undergraduates” and “The Anatomy of a Science Scholar,” both found in *Developing and Sustaining a Research-supportive Curriculum: A Compendium of Successful Practices*, edited by Kerry K. Karukstis and Timothy E. Elgren (Council on Undergraduate Research, 2007). Her first article outlines how she uses key parts of a NIH grant proposal, rather than a research paper, to help students learn how to compose significant research questions, formulate testable hypotheses, and design appropriate experimental procedures in her upper-division Endocrinology of Reproduction course. Her students necessarily also investigate “ethical considerations for use of animals and humans in research” as well as at least ten scholarly journal articles relevant to their project. Her students not only learn to think more critically and scientifically but also may “bring this research idea to graduate school and approach a mentor with the idea of collaborating to fund their research design.”

In her second article, “The Anatomy of a Science Scholar,” she describes APU’s Science and Math Scholars Program (SMSP) which awards five new scholarships of \$3,000 to \$3,250 per year to gifted students in Biology, Applied Health, Chemistry, Biochemistry, Math, and Physics. Begun in 1997, the Program now encourages twenty freshmen, sophomores, juniors, and seniors to excel in their courses as well as participate in research projects with their mentoring professors. These scholars may also tutor or TA science and math classes after they “have successfully completed the assigned course or a more advanced one.” Many of these young scholars present their research findings locally

and nationally, and, of course, like the grant proposal writers mentioned above, they are well prepared for graduate school. Dr. Shrier’s lucid descriptions of these exemplary scientific efforts demonstrate her and her colleagues’ great creativity in challenging students to grow as scholars and researchers.—
Carole Lambert

“Who’s Holding Up Your Arms?” by Halee Gray Scott



Halee Gray Scott, University Libraries, explores spirituality and leadership principles based on Moses’s example in her on-line article, “Who’s Holding Up Your Arms?” (giftedforleadership.com, published by *Christianity Today International*, July 13, 2007). She emphasizes Moses’s vulnerability and “willingness to accept the assistance of others” in Exodus 17. This counters the American ethos of self-reliance and personal strength which promotes hiding “our fears and weaknesses, feeling that we need to be strong for others.” Moses accepted the support of trusted others—friends and advisors, including God. She offers three simple but challenging principles for transparent leaders: “Taking it [whatever the issue] to God,” “Taking risks [including being misunderstood or rejected],” and “Taking time [to be with trusted supporters].” In Exodus 17, the Israelites win against the Amalekites when Moses elevates his hand and lose when he wearily drops it. He needs brother Aaron and trusted friend Hur, father of Joshua leading the troops below them, to hold up his arm until final defeat of the Amalekites was assured. This ancient story makes poignant Halee Gray Scott’s probing question: “Who’s Holding Up Your Arms?”—Carole Lambert

“Not Everybody Loves Raymond (or Regensburg)”



Edmund J. Mazza, Assistant Professor of History and Political Science, in “Not Everybody Loves Raymond (or Regensburg)” (*Fellowship of Catholic Scholars Quarterly*, Spring 2007) examines carefully the

“balances both the Church’s recognition of absolute truths and the individual’s right not to be coerced in the practice of his or her non-Christian religion.”



Catholic medieval doctrine of *tolerantia* or “tolerance” in order to correct misinterpretations of Raymond of Peñafort’s writings and to demonstrate that his wisdom can be pertinent to current discussions among Christians, Jews, and Muslims. Many contemporary historians portray the Church as promoting the “formation of a persecuting society” (R. I. Moore) in medieval Catholic Europe, particularly during the twelfth and thirteenth centuries. The Dominican friar and Catholic saint Raymond of Peñafort is criticized for his missionizing efforts to convert Jews, but Mazza notes that his preaching campaign “utilized the force of argument—and the sacred books of Jews and Muslims themselves—instead of arms. In this, Raymond was very much like the present pontiff, Pope

B e n e - dict. . . .” Raymond felt that “heretics, . . . by their deviation from our faith in God sin *more greatly*” than infidels since they have willfully turned away from a truth already known. Raymond advocated “rational arguments and sweet words, rather than severities” when Christians dialogued with Muslims or Jews, and he warned that “Jews and Muslims are not to be ‘compelled’ to become Christians and those Christians who do so are ‘not pleasing to God.’” Raymond established schools for friars to learn Arabic and Hebrew so that they could indeed dialogue reasonably with Muslims and Jews. Mazza’s article defines Raymond’s conception of *tolerantia* that “balances both the Church’s recognition of absolute truths and the individual’s



right not to be coerced in the practice of his or her non-Christian religion.” This medieval message provides wisdom for a postmodern world doubting absolute standards of truth.—Carole Lambert



Carole Lambert, Ph.D.
Director of
Office of Research
Clambert@apu.edu
(626) 815-2085

Kevin Huang, Ph.D.
Director of Undergraduate
Research
Khuang@apu.edu
(626) 815-6000 x 3353

Lou Hughes, Ph.D.
Director of
Office of Sponsored
Research & Grants
Louhughes@apu.edu
(626)815-6000 x 3433

Abbylin Sellers, M.A.
Research & Grants
Specialist
(626)815-6000 x 3434

Susan Ferrante
Administrative Assistant
(626)815-2082
901 E. Alostia Ave.
Azusa, CA 91702



Office of Research Mission Statement:

Our purpose is to assist faculty and doctoral students with their research and dissemination endeavors and to promote an academic climate that celebrates and strengthens the Azusa Pacific University community of Christian scholars and researchers.

Office of Sponsored Research & Grants Mission Statement:

Our purpose is to support Azusa Pacific University's mission in the pursuit of academic excellence and the advancement of knowledge by striving to consistently meet or exceed expectations in services provided to faculty, project directors, the University community, and external funding sponsors, and by providing consistency in administrative systems and processes.

