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THIS PROGRAM HELPS STUDENTS GAIN KNOWLEDGE AND CLINICAL
EXPERTISE IN ASSISTING UNDERSERVED HISPANIC POPULATIONS.

Annie Odell, Ph.D., Awarded a \$100,000 Song Brown Grant

Annie Odell, Ph.D., Assistant Professor of Nursing and Director of the Family Nurse Practitioner Program, was awarded a grant in the amount of \$99,981 from the California Song Brown Health Care Workforce Training Act. Professor Odell has enhanced the Family Nurse Practitioner program for a total of \$267,755 over three years. California Song Brown Health Care Workforce Training Act has funded the School of Nursing, Family Nurse Practitioner program since 1998. Originally initiated and maintained by Felicitas A. dela Cruz, DNSc, RN, FAANP, from 1998-2008, the Faculty Nurse Practitioner (FNP) Program helps students gain knowledge and clinical expertise in assisting underserved Hispanic populations. The

grant will assist further expansion and improvement of APU's three-site patient laboratories. The laboratories allow students to practice in a primary care examination setting and while being observed by faculty. The grant permits students to exercise "real-life" experiences with selected patient types at the USC Keck School of Medicine in their Standardized Patient program. Part of the monies will fund the Medical Spanish courses, guest speakers, and Nurse Practitioner Grand Rounds. The California Healthcare Workforce Policy Commission and Healthcare Workforce Development Division target educational programs that help increase primary care in areas where health disparities exist within the State.—Diane Newman





“Walking the Tightrope: Christian Colleges and Universities in a Time of Change” by Anita Fitzgerald Henck, Ph.D.

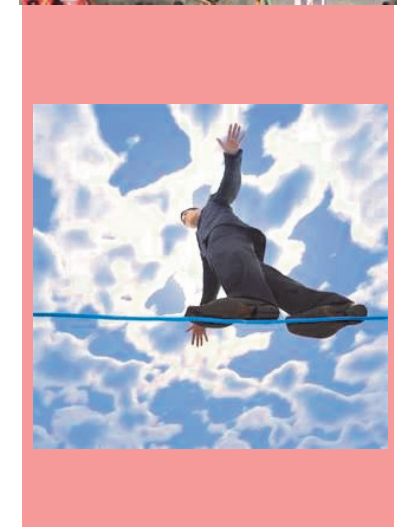
Anita Fitzgerald Henck, Ph.D., Professor of Leadership and Acting Dean of the School of Education, clearly and coherently outlines challenges leaders of Christian higher educational institutions face in her “Walking the Tightrope: Christian Colleges and Universities in a Time of Change” (*Christian Higher Education* 10.3-4: 196-214). She describes the tensions such leaders feel as they are caught between the demands made on them by both their sponsoring faith communities and their secular accreditors, as well as the broader academic world. She posits that certain knowledge of their own unique organizational cultures and values will help them to wisely navigate inevitable changes.

Three changes already manifested in many Council for Christian Colleges & Universities (CCCCU) institutions are increased student enrollments, the “graying” of their presidents who will eventually need to be replaced by younger competent leaders, and global economic pressures that may result in financial constraints within these academic communities. Foundational to excellent leadership

in face of these challenges is a deep understanding of the unique “culture” of the institution, defined by E. H. Schein as follows: “. . . a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.” Henck adds, “In reality, organizations have multiple cultures—the broader institutional culture, as well as subcultures found within individual offices, constituencies, or alliances of people with a common interest or shared experience.” The combination of these subcultures provides the unique identity of each academic institution. However, many of these Christian colleges and universities reflect the atmosphere of the church’s “clan and hierarchical structures”: “a family-like organization, including a focus on loyalty and institutional commitment, and a strong emphasis on cohesion while having respect for hierarchical, positional leaders, as is typically valued in

the church world.”

Drawing from J. Kotter’s *Leading Change*, Henck explains in detail eight stages which can be experienced by successful leaders guiding institutional transformations during challenging times: (1) establishing a sense of urgency, (2) creating a guiding coalition, (3) developing a vision and strategy, (4) communicating the change vision, (5) empowering employees for broad-based action, (6) generating short-term wins, (7) consolidating gains, thus producing more changes, and (8) anchoring new approaches in the culture. She concludes her fine essay with some specific recommendations: “. . . developing mid-level leaders who can be prepared to step into senior leadership roles as presidential and cabinet-level retirements begin over the next decade”, “. . . moving away from overseer models based primarily on ministers as trustees. . . many laypeople of faith have the academic experiences that would benefit institutions seeking a guiding coalition”; and moving “from a predominately clan and hierarchical culture”.—Carole J. Lambert





“Be Well and Thrive” by Cindy Tanis, Ph.D.

Cindy Tanis, Ph.D., Associate Professor of Innovative Educational Technology and Physical Education, provides important advice about wellness and thriving, especially during times of change, in her “Be Well and Thrive” (*Christian School Education* 14.3: 20-22). She encourages people to *thrive*, not just *survive*, in the following areas: physical, emotional, mental, occupational, environmental, social, and spiritual. She adds, “Christ-followers believe spiritual wellness is the component that integrates all dimensions of wellness,” and she provides strong Scriptural support to affirm this assumption. She also recommends that The Holistic Lifestyle Questionnaire, available on the National Wellness website, be used for a base line evaluation of what areas can be improved in one’s life style.

Most of her simple recommendations are not difficult to follow if one desires “wellness” in all areas: (1) physical: improve exercise, diet, weight, and sleep. Park far away from your destination, take the stairs, and avoid dehydration and late afternoon caffeine. (2) Emotional: “understand your feelings, accept limitations, and cope with stress in a healthy way.” (3) Mental: “learn something new.” (4) Occupational: “face the demands of your job while having control over its requirements.” (5) Environmental: conserve and recycle. (6) Social: friends are essential—they can provide “encouragement, insight, and accountability.” (7) Spiritual: time management allows daily appointments with God.

She notes, “Jesus modeled wellness and instructed us to abide by the same principles” (**Luke 2:52**), (**Luke 10:27-28**). Amen.—Carole J. Lambert





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