

Fall 2025 – Section 1

Latest Version: August 18, 2025

Meeting days: Tuesdays/Thursdays	Instructor: Robert Gailey, Ph.D.
Meeting times: 9:30am - 10:45am	Phone: 619.849.2786 – Office
Meeting location: FSB #103	E-mail: RobertGailey@pointloma.edu
Final Exam: Tuesday, Dec. 16 th from 10:30am-1:00pm	Office location: #124 in the FSB building Office hours (preferred times to schedule a meeting): M: 9:30am-2:00pm W: 8:00am-12:00pm, 1-2:30pm

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an overview of business strategies, challenges and opportunities that exist in a global business environment. Students will explore the various economic, political, legal, social, and cultural contexts in which international businesses operate. In addition, students will develop a global business strategy, participate in a cross-cultural experience, and complete an in-depth research project on a specific country. Emphasis will be given to cross-cultural issues in management, marketing, and business ethics in an international setting.

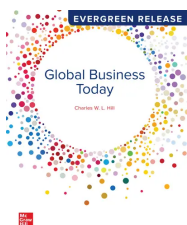
COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Explain the main drivers of globalization and the changing nature of the global economy (PLO 1, E3 & F4).
2. Recognize the economic, ethical, and business implications of cultural change (PLO 1, 4 & F4).
3. Evaluate the policy instruments used by governments to influence international trade flows (PLO 1, F1 & F2).
4. Investigate and present on differences among countries and how differences can affect the ability to conduct business in an international arena (PLO 1, 3, E3, F1, F2 & F4).
5. Collaborate effectively in a team to formulate strategies and structures of decision-making in international business which reflect ethics and integrity (PLO 2, 4 & 5).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Hill, Charles, [Global Business Today](#), Evergreen Release, 2024, McGraw-Hill Irwin (ISBN: 9781264943944)



- Additional real-time articles may be assigned during the course
- Access to *The Wall Street Journal*, *The Economist*, and/or *The Financial Times*. These are accessible via [PLNU's online library](#).
- Calculator and computer. Bring your laptop to class.

Additional Resources

- <http://www.nytimes.com/pages/business/international/index.html>
- <http://globaledge.msu.edu>

Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

ASSESSMENT AND GRADING

Students are expected to attend all class sessions, participate in class activities, complete quizzes and exams as scheduled, and turn in assignments on time, or risk the loss of points.

Approximate points available are as follow:

Graded Event	Max Points Available (% of grade)	Notes
Chapter Quizzes	200 (20%)	10 x 20 pts (12 quizzes but only top 10 recorded – lowest 2 dropped)
Chapter Case Studies (Canvas)	200 (20%)	10 x 20 pts
Individual Country Presentations	50+10 = 60 (6%)	50 pts for presentation and 10 pts for responding to classmates in discussion area after your presentation.
Cross Cultural Interview	100 (10%)	100 pts for uploaded interview paper
Global Business Strategy (Team Project)	200 (20%)	150 pts for final presentation & 5x10pts for Steps 1-5
Canvas Discussion Board	90 (9%)	35 pts for country presentation responses (5pt x 7) & 50 pts for case study responses (5pt x 10) + 5 points for response to the professor's prompt in Canvas
Final Exam	100 (10%)	To be taken during the scheduled day/time of Finals week.
Class Attendance / Participation / Survey	50 (5%)	Points for attendance, participation, and course evaluation
Total	1,000	

GRADING SCALE

Final grades will approximately follow this scale:

A	930 – 1000 points	C	730 – 769 points
A-	900 – 929 points	C-	700 – 729 points
B+	870 – 899 points	D+	670 – 699 points
B	830 – 869 points	D	630 – 669 points
B-	800 – 829 points	D-	600 – 629 points
C+	770 – 799 points	F	599 points or less

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

SPIRITUAL CARE

PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas and to create presentation materials (graphs, images) that will be submitted to be graded for this course. However, please do not use AI for substantive content that should be your original work and be sure to properly cite your sources, including use of AI tools. If you have any doubts about using AI, please gain permission from the instructor. [APA Style: How to Cite ChatGPT](#)

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts

as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

COURSE SCHEDULE AND ASSIGNMENTS

Week #	DATE-T/Th	CLASS CONTENT OR ASSIGNMENT	Global Business Strategy
1	Tuesday	Virtual Class: Opening Exercise Group Project sign-ups	

		Country Presentations sign-ups	
1	Thursday	Guest Speaker	
2	Tuesday	Introduction to course and course format Review Syllabus and Course Assignments Chapter #1: Globalization - Chapter Quiz #1-taken in class - Lecture/Activity/Discussion	
2	Thursday	Canvas: Globalization - Case Study/Exercise #1-due on Canvas - Dr. Gailey's Country presentation	
3	Tuesday	Chapter #2: National Differences in Political, Economic, and Legal Systems - Chapter Quiz #2-taken in class - Lecture/Activity/Discussion	
3	Thursday	Canvas: National Differences in Political, Economic, and Legal Systems - Individual Country Presentations (1) - Case Study/Exercise #2-due on Canvas Global Business Strategy Selection	Step #1 due in Canvas
4	Tuesday	Chapter #3: National Differences in Economic Development - Chapter Quiz #3-taken in class - Lecture/Activity/Discussion	
4	Thursday	Canvas: National Differences in Economic Development - Individual Country Presentations (2) - Case Study/Exercise #3-due on Canvas	
5	Tuesday	Chapter #4: Differences in Culture - Chapter Quiz #4-taken in class - Lecture/Activity/Discussion	
5	Thursday	Canvas: Differences in Culture - Individual Country Presentations (3) - Case Study/Exercise #4-due on Canvas	Step #2 due in Canvas
6	Tuesday	Chapter #5: Ethics, Corporate Social Responsibility, and Sustainability - Chapter Quiz #5-taken in class - Lecture/Activity/Discussion	
6	Thursday	Canvas: Ethics, Corporate Social Responsibility, and Sustainability - Individual Country Presentations (4) - Case Study/Exercise #5-due on Canvas	
7	Tuesday	Chapter #6: International Trade Theory - Chapter Quiz #6-taken in class - Lecture/Activity/Discussion	

7	Thursday	Canvas: Chapter #6: International Trade Theory - Individual Country Presentations (5) - Case Study/Exercise #6–due on Canvas	Sign-up for Step #3 meeting
8	Tuesday	Arrange to meet with Professor before Fall Break	Step #3 – group meets with professor
8	Thursday	Fall Break – no classes	
9	Tuesday	Chapter #7: Government Policy and International Trade - Chapter Quiz #7-taken in class - Lecture/Activity/Discussion	
9	Thursday	Canvas: Government Policy and International Trade - Individual Country Presentations (6) - Case Study/Exercise #7–due on Canvas	
10	Tuesday	Chapter #8: Foreign Direct Investment (FDI) - Chapter Quiz #8-taken in class - Lecture/Activity/Discussion	
10	Thursday	Canvas: Foreign Direct Investment (FDI) - Individual Country Presentations (7) - Case Study/Exercise #8–due on Canvas	
11	Tuesday	Chapter #9: Regional Economic Integration - Chapter Quiz #9-taken in class - Lecture/Activity/Discussion	
11	Thursday	Canvas: Regional Economic Integration - Individual Country Presentations (8) - Case Study/Exercise #9–due on Canvas	
12	Tuesday	Chapter #10: The Foreign Exchange Market - Chapter Quiz #10-taken in class - Lecture/Activity/Discussion	
12	Thursday	Canvas: The Foreign Exchange Market Case Study/Exercise #10–due on Canvas	Step #4 due in Canvas
13	Tuesday	Chapter #11: The International Monetary System - Chapter Quiz #11-taken in class - Lecture/Activity/Discussion	
13	Thursday	No class – Thanksgiving Break	
14	Tuesday	Chapter #12: The Strategy of International Business - Chapter Quiz #12-taken in class - Lecture/Activity/Discussion	Step #5 Professor likely traveling
14	Thursday	Canvas: The Strategy of International Business	Professor likely traveling Cross-cultural Paper – Due Wednesday night

			Group Final Paper - Due Sunday night
15	Tuesday	Global Business Strategy Presentations	Final Presentations
15	Thursday	Global Business Strategy Presentations	Final Presentations
16	Tuesday	Final Exam: <u>Tuesday, Dec. 16th</u> from <u>10:30am-10:00pm</u>	FSB #103

The information in this syllabus is subject to change. I will announce changes in class and on Canvas early enough to give you time to meet assignments, etc. It is your responsibility to maintain your schedule, making the changes as necessary. I will not consider absence an excuse for not keeping your schedule updated. Check your PLNU e-mail and Canvas regularly.

COURSE COMPONENTS

A: Chapter Quizzes: 200 points (10 x 20 pts. each – 12 total, top 10 count – drop 2 lowest scores):

A total of twelve (12) chapter quizzes will be given each week as noted in the course calendar. Students will have 15 minutes to complete 20 either true/false or multiple-choice questions each week. In total, the quizzes for the semester will represent a total of 20% of your grade. Students' highest ten (10) quizzes will be used (10 x 20pts = 200pts). Your two lowest scores will not be tabulated in your final grade and, therefore, **there are NO make-up quizzes or alternative assignments if you miss a quiz.** Quizzes are posted on canvas so you will need to have a way to access Canvas for these quizzes each week. Questions cover content from the assigned chapter.

B: Individual Country Presentation (& Responses to Discussion): 60 points (50 + 10 pts.)

This assignment is to present to the class an over-view of a specific country and its global business opportunities as mentioned below. The day prior to presenting, each presenting student must post on CANVAS (in the Discussion area), their slides covering the points below. Students need to be prepared to answer questions on all points below during the Q+A after their presentation. Each student will present a different country allocated on a first come, first choice basis.

Each country presentation should include:

1. Country overview: location, population, currency, language, religion, GDP etc.
2. Political economy and system
3. Economic status and development
4. Cultural values/norms
5. Global business opportunities
6. Managerial considerations – include investment grade (A-F)

C. Global Business Strategy (200 pts.) – see Appendix A

This assignment is designed to utilize knowledge, skills and values learnt throughout the semester. It will require a comprehensive understanding of global business and how this knowledge can be applied to a real-world organization. Teams will be established to present a business strategy on “how to take a local company to a global scale” (no companies focused exclusively on alcohol are permitted). This will require an in-depth understanding of both the individual business and the international opportunities/challenges that businesses face to ensure a successful globalization of its product or

service. Each team and organization needs to be selected early so as to maximize the opportunity for research and content application. Specific criteria and expectations will be outlined upon assignment of your team project once the companies have been selected. Some class time will be given to work on this assignment. Near the end of the semester, each group will present for 10-15 minutes to the whole class of the strategies you have designed for your group's selected organization. You then will field questions from the class and professor for several minutes. The group's overall grade will depend on the quality of the research, applicability to the class, and presentation skills utilized.

D. Chapter Case Studies (200 points):

For 10 weeks, you will respond to questions from the chapter case studies as part of the class homework. Each of these assignments is worth 20 points. Be sure to answer each question assigned and provide a quote from the chapter (not from the case study) for each question.

E. Cross-Culture Interview (100 points) – see Appendix B

Students will conduct an informational interview of a first-generation immigrant/refugee who is an owner of a local business and then write a paper on what was learned. This interview is specially designed for you to grapple with cross-cultural considerations and differences between operating a business in another cultural context and the USA. More details will be given in class.

F. Canvas Discussion Board (90 pts):

Be prepared to answer questions, participate in class activities, discussions and other assignments, including asking questions of your peer's country presentations and in response to case study posts throughout the semester.

G. Final Exam (100 pts):

A cumulative final exam on the course readings and discussions will be given at the assigned day/time as per the final examination schedule (and noted at the top of this syllabus). The final exam will test for comprehensive understanding of the textbook content, course discussions, and group project materials.

H. Class Attendance / Participation / Survey (50 pts):

Students' final score / grade will be impacted by their attendance, participation in class, and completing the course evaluation at the end of the semester.

Appendix A

Global Business Strategy

Students will select a local company whose owner/founder is actively involved in the business's day-to-day operations. Students will complete an organizational summary (background) and develop plan for global expansion. Checkpoints in the form of assignments will help guide the progress of the project. Students are encouraged to challenge conventional wisdom or assumption about the current business strategy and invent a radically different way of entering the global market.

Steps

1. Selection

Students will research and find a local organization whose objective is to engage in a potential international expansion (develop an international strategy).

Areas that may be covered:

- Manufacturing in another country
- Distribution in another country
- International Outsource/Insource of services
- Other (specified and approved)

Students will upload the following information to the assigned discussion board on Canvas:

1. Name of Business:
2. Contact Person Name and Position:
3. Contact Information (Phone/email):

2. Client Meeting #1

Meet with your contact from the organization and conduct an informational interview to collect information for your research. This can be done in person or via video conference but all members of your group should be involved.

Sample interview questions:

- How could this company expand internationally?
- What is the organization's major revenue source?
- What type of distribution channels does the organization use?
- What kinds of marketing strategies are used?
- Who is your consumer base?

Students will upload the following information to the assigned discussion board on Canvas:

1. Organization mission:
2. Organization structure:
3. Financial information (revenue, supply, and demand, etc.):
4. Organization's international objectives/opportunities:
5. Three possible international strategic opportunities:
6. The one international strategic opportunity you plan to focus on:

3. Meet with Professor

Set up a 15min meeting with me to discuss your chosen business and results of the first meeting. All group members must be able to attend and confirm their individual roles and responsibilities of the project moving forward.

4. Research & Class Update

Conduct in-depth research about the organization's international strategy. Create a detailed analysis of the selected countries (of international strategy):

Students will upload the following information to the group assignment on Canvas:

1. What are the political, economic, legal, and cultural variables that will directly affect the international business strategy.
2. How will the organizational objectives best be met?
3. What is estimated project budget?
4. What challenges will the organization face using this strategy?
5. How will the strategy affect the organization's bottom line?
6. ***Create an estimated timeline for achieving the objectives, and assess risks and resources.***
 - Timeline:
 - Estimated launch date:
 - Project risk assessment:
 - Required resources:
7. What is the estimated project budget (excluding direct student assistance)?
8. What are the potential risks of the project?
9. How will risks be managed?
10. What are the required resources needed to complete the project?

5. Client Meeting #2 (This can be done in person or via video conference but all members of the group must be involved)

1. Meet with your contact a final time and give a mock presentation of your findings and receive feedback on your work.

Students will upload the following information to the group assignment on Canvas:

2. A brief reflection of your most recent communication with your contact and the impact on your strategy moving forward

6. Final Class Presentation

Presentation: Students will present their experience and findings to their classmates. The presentation should be a clear and concise summary of the company in which value was added, the opportunity that was identified, the implementation of the plan, how value was added, and the results/feedback received. The presentation should touch on all of the points covered in the previous discussions as well as the written paper. Students will present their findings to the class through a 13-17 minute presentation (with visual slides). Be prepared to answer questions from the professor and the rest of the class following your presentation.

Appendix B

The purpose of this assignment is to engage with a person doing business who has more than one culture/country context experience to compare and contrast so you can learn from them.

You are to interview a first-generation immigrant/refugee that has arrived in the US and is the owner/operator of a business. You also can interview a US citizen who is operating a business (but must be also living) in another country. The interview is to be conducted in person (not over email) and contact information for the person needs to be provided along with answers to the questions below.

The interview will be uploaded on CANVAS as a 3–4-page APA formatted Word document including 1) Contact name and details of person interviewed 2) Interview answers to questions below and 3) a paragraph or two on personal reflections of the interview content, **referencing what you learned** about different business/cultural contexts in relation to the course materials (textbook, lectures, class discussions).

This interview is specifically designed for you to grapple with inter-cultural considerations and differences between operating a business in another cultural context and the US.

Contact Details:

Name of person, and the countries you are comparing

Name of company

Email, phone number, or web address of company/person

Questions to Ask:

1. Describe how you came about owning a business in the US?
2. How did you go about deciding on the type of business?
3. What challenges have you experienced in your new country based on your background/heritage?
4. What are some regulatory differences between operating a business in the US compared to your country of origin? For example, taxes, licenses, political interference, etc.
5. What are some major cultural differences you have experienced running a business in the US?
6. Overall, how would you characterize the opportunity of owning a business in the US vs. your country of origin?

The interview can be conducted in person (preferred) but can be done online if circumstances require it and permission from the instructor is given.

ADDITIONAL IMPORTANT INFORMATION

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be

aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

INSTRUCTOR'S BACKGROUND

FAITH INTEGRATION IN THE CLASSROOM

I am a follower of Christ who believes that successful businesses and nonprofits can be run with integrity, compassion, and ethics, as well as with sound business principles, and that, in fact, they go hand in hand. Your work life and actions can and should be used as a platform to model the love of Christ for others and for the most marginalized among us.

ABOUT PROFESSOR GAILEY

Welcome! My name is Robert Gailey and I am teaching BUS4080 this semester. You can view my PLNU page [here](#) and my LinkedIn profile [here](#). I am in my 21st year teaching at PLNU and look forward to getting to know you this semester and sharing in the pursuit of learning about International Business.

A little on my personal journey:

My wife, Wanda, and I have been married for over 32 years. I have a son, Josh, and a daughter, Teresa. Our family loves to travel, make friends with people from other cultures, and anything to do with animals.

I grew up as a missionary kid in [Eswatini](#) (formerly Swaziland), which is located in southern Africa.

My wife and I (pre-kids) served as missionaries to [Malawi](#), located closer to central Africa.

I have worked for more than 20+ years in the field of microfinance, first with the Microcredit Summit Campaign, then with [World Relief](#). I served as faculty advisor for PLNU's Microfinance Club.

I also direct PLNU's [Center for International Development](#), a place where students can engage businesses that seek to serve the least of these (poorest 2 billion people on earth).

I currently serve on the Board of [Nazarene Compassionate Ministries, Inc.](#) (which partners with the church's [Compassionate Ministries](#)) and have served for several years on the board of [Lazarian World Homes](#). I am a Boston sports team fan, having been born in Boston and attending college there.

My educational background includes:

A BA in Business Administration from [Eastern Nazarene College](#) (graduated in 1992).

A Masters of Divinity in Inter-cultural ministry from [Nazarene Theological Seminary](#) (1997 grad).

A Ph.D. from the [School of Leadership and Education Sciences](#) at the [University of San Diego](#) (with a concentration in nonprofit management). I graduated from USD in 2010.

My personal passions:

The things that get me up in the morning and that I feel called by God to give my life towards are: poverty alleviation (particularly in Global South countries), local church engagement, seeing students decide to engage their skills, networks, enthusiasm, idealism, and hard work to address issues of poverty, compassion, and discipleship. I believe [business can be a powerful tool to help communities flourish](#). I recently had a book (2021) published entitled: [Development in Mission: A Guide for Transforming Global Poverty and Ourselves](#) for Christians/Churches interested in helping address global poverty.
