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VITA

EDUCATION

D. Min Eastern Baptist Theological Seminary, Philadelphia, PA, 2000

M. Div. Fuller Theological Seminary, Pasadena, CA, 1984.

B.S. Rutgers University, New Brunswick, New Jersey, Speech Pathology, 1977

ACADEMIC EXPERIENCE

2010-Present	Scholar in Residence, North Park University, Chicago, IL
2011	Guest Lecturer, Eastern University, New Testament Theology
2006 – 2010	Guest Lecturer, Wheaton College, Graduate School of Psychology, Biblical Diversity
2005	Guest Lecturer, Vanguard University, Communications & Sociology
2005-	Crown College, Academic Convocation Lectureship Series: Globalization/Intercultural Competencies
1992-1994	Teaching Assistant, Lutheran School of Theology, Preaching,

PROFESSIONAL EXPERIENCE

Speaker, Author & Leader in the field of Racial, Ethnic and Gender Reconciliation, President and Founder, Salter McNeil & Associates, Chicago, Illinois (2004-present)

President and Founder, Overflow Ministries, Chicago, Illinois (1995-2004)

Campus Minister, Urban Project Director and Regional Coordinator of Multiethnic Training for InterVarsity Christian Fellowship in Pasadena, California and Chicago, Illinois 1987-2000

Assistant to the Chaplain, Occidental College, Eagle Rock, California, 1984-1987

Speech and Language Therapist, Hamilton Township Board of Education, for public school students in grades K-12, 1978-1981

PROFESSIONAL PUBLICATIONS

A Credible Witness: Reflections on Power, Evangelism and Race (InterVarsity Press 2008).

The Heart of Racial Justice: How Soul Change Leads to Social Change (InterVarsity Press, 2005), coauthored with Rick Richardson.

“My Friend Sam: The Battle for Self-Esteem,” pp. 15-29, Chapter 1 in Women’s Liberation Jesus Style: Messages of Spirituality and Wisdom, Stephanie Bibb, Editor, InterVarsity Press, Downers Grove, Illinois 1998, 2002

Where is the Other Half of the Gospel? An Interview with Brenda Salter McNeil, pp.90-98, Outreach Magazine, March/April 2010

Book Discussion: A Credible Witness: Reflections on Power, Evangelism and Race pp.34-35, *Outcomes*, Spring 2010

A Common Mission pp. 22-24, CCCA InSite, September/October 2007

Behold, the Global Church pp. 42-45, *Christianity Today*, November 2006

Who Me? A Call to Socially Relevant Leadership, pp.72-77, *The African American Pulpit*, Volume 6, Number 3/Summer 2003

Raising Children in a Multiethnic World, *Christian Parenting Today*, March 2002

A More Excellent Way: Race and Gender Reconciliation Through Christ, pp. 7-11, 16, *PRISM*, Volume 7, Number 3, May/June 2000

A More Excellent Way: Race and Gender Reconciliation Through Christ, pp.20-23 *Christian Ethics Today: A Journal of Christian Ethics*, Vol. 6, Number 5, October 2000

The Black Church in America: A Global Perspective, *International Urban Associates Newsletter*, Chicago, IL. Spring 1994

PROFESSIONAL PRESENTATIONS

Faith and Thought Lecture Series, Northwestern College, St. Paul, MN 2011
MLK'S Legacy of Resistance Lecture, Northwestern University, Chicago, IL 2011
InterVarsity Canada Staff Conference, Toronto, Canada, November/December 2010
Lausanne Global Summit, Plenary Speaker & Moderator, Cape Town South Africa, 2010
IGNITE Reconciliation Collaboration- Matching Organizational Culture and Best Talent: Recruiting and Retaining Faculty and Staff of Color, Chicago 2010
National Conference on Christianity, Culture and Diversity in America 2009
IGNITE Reconciliation Collaboration - Benchmarking Progress: How to Measure Intercultural Competency, 2009
IGNITE Reconciliation Collaboration -Exploring Intercultural Competency, 2008
The January Series of Calvin College, The Heart of Racial Justice, 2007
IGNITE Reconciliation Collaboration -Cross Cultural Conflict Resolution, 2007
Yale University, Reconciliation and Missions, response to a paper entitled "Truthfulness, Therapy, Exemplarity" by Mirslov Volf, Ph.D., 2001
Wheaton Lectureship Series, African American Lectureship Series, The Renewal of Church in the 21st Century, 2002

CONSULTING

<i>January 2009-February 2011</i>	<i>Anderson University, Anderson, IN</i>
<i>October 2009-April 2010</i>	<i>Huntington University, Huntington, IN</i>
<i>November 2008-February 2009</i>	<i>Sojourners, Washington, DC</i>
<i>January 2007-September 2009</i>	<i>Bethel College, Mishawaka, IN</i>
<i>February-September 2007</i>	<i>Calvin College, Grand Rapids, MI</i>
<i>December 2006-January 2008</i>	<i>Association of Christians & Student Development</i>
<i>September 2006-January 2007</i>	<i>Woodland Hills Church, St. Paul, MN</i>
<i>August 2006-February 2007</i>	<i>Evergreen Baptist Church, Los Angeles, CA</i>
<i>August 2006-May 2011</i>	<i>Olivet Nazarene University, Bourbonnais, IL</i>

AWARDS

Honorary Doctorate of Humane Letters, North Park University, 2008
Maggie Sloan Crawford Award, Olivet Nazarene University, 2004
Most Outstanding Women of America, 1980

CURRENT PROFESSIONAL ASSOCIATION

Board of Directors for Wycliffe Bible Translators

FORMER PROFESSIONAL ASSOCIATIONS

Board of Directors Christians for Biblical Equality

Doctor of Ministry in the Renewal of the Church for Mission

ABSTRACT

Puzzle Peace:

A Cooperative Learning Approach to Racial and Ethnic Diversity Training for Christian
College and University Students

This multiethnic study tested a social psychological theory, Contact Theory, with fourteen college and university students to better understand the components necessary to promote racial and ethnic reconciliation among Christian, college and university students in the United States. This data was used to develop a proactive approach to ethnic diversity training that incorporates racial identity development, community building strategies and narrative theology. This study determined that reconciliation efforts require contact over an extended period of time, providing the opportunity for multiple cooperative interactions. The implication for ethnically diverse groups is that repeated contact in a cooperative environment may be one way to decrease racial and ethnic hostility, which is often fueled by stereotypes that result from limited exposure. This study suggests that ethnically diverse groups should be given opportunities to have contact with each other over an extended period of time to eliminate intergroup conflict and the negative effects of racism and ethnocentrism. Positive contact in a cooperative learning environment provided the context for accurate self-assessment and greater awareness of the complex ethnic diversity process. These findings were consistent with contact theory, which argues that positive contact with members of the outgroup alters one's self-concept and conceptual awareness of others.