

PEPPERDINE UNIVERSITY

WAVEFRONT

The Provost's Newsletter

Welcome to *Wavefront*

A Note from the Provost

Welcome to the first issue of *Wavefront*, a newsletter from the provost created for Pepperdine's faculty, deans, and academic support staff. The purpose of the newsletter is to inform and support the hundreds of scholar-teachers who serve our students in Malibu, Los Angeles, and around the world. While the University communicates many messages to its stakeholders in many ways, there is a need to communicate important academic news and ideas to Pepperdine's diverse faculty and academic support staff.

Wavefront will serve as a forum for ideas and news that will



empower our service and enhance our sense of belonging to a single academic community despite our geographic distribution. The newsletter will appear each semester, with the possibility of greater frequency, as need may arise.

We welcome suggestions for future issues and encourage you to send these to provost@pepperdine.edu.

Why "Wavefront"?

As Seaver College physics professor Ken Henisey explains, "waves come in many forms—sound waves, ocean waves, light waves, and seismic waves, just to name a few; but all waves carry forward both energy and information. Where we observe all the elements of a wave moving together, synchronized, to propagate that energy, we have what we call a *wavefront*." Certain themes stand out in this definition: waves (of course), energy, information, moving together, and moving forward—a fitting description of Pepperdine's unique mission.

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**Coming soon to the Pepperdine website:
Spotlight on Pepperdine Research!**

If you have any upcoming faculty, staff, or student publication and research news to share with the Pepperdine community, please e-mail it to:

research@pepperdine.edu.

The Revolution is Here: Ready or Not

Dr. Darryl Tippens



When a revolution occurs, does everyone recognize it, even while it's happening? Probably not. When Gutenberg produced the first printed Bible using his new invention, few could have imagined the far-reaching transformation that would follow. Whether it's a new invention or a new idea, history demonstrates that there are periods of disruptive change, which many fail to recognize at the time. We may be at such a point in our history.

The former president of Harvard, Larry Summers, recently wrote: *"Things take longer to happen than you think they will, and then they happen faster than you think they could."* That's a good summary of what's happening to higher education today. I've seen plenty of change in my four decades in the university, but now things are happening faster than I ever thought possible. How is the academy changing? And specifically, how is Pepperdine changing?

Here is my quick (but incomplete) list:

- **Velocity of change.** The surprise is not the fact of change (which has always been true), but the speed of it. We don't "do" higher ed today as it was done in 1250, 1650, or even 1950. But the current speed of change is astonishing. Think of MOOCs (massive online open courses). Universities do things in 2013 they didn't imagine even in 2011.
- **Assessment and more assessment.** Everyone is from Missouri now: "show me" is the ubiquitous mantra. Assessment is now seen as a necessary element in effective teaching and learning, not something extraneous to what professors do, taking its place in faculty work alongside other duties like teaching, research, and service.
- **Pressure on old formulas.** It used to be obvious how you identify and recruit students, how you keep them until graduation, which degrees would be most attractive, etc. Old formulas are showing cracks; some are failing. The golden age, if there ever was one, has vanished.
- **Changing campus climate.** This topic deserves a book, not a paragraph. The diversity of students, staff, and faculty has created a different kind of community more representative of a global culture. We are the beneficiaries of richer dialogue and more complex ideas. The frenetic pace, stress, and fragmentation of our professional lives are also having their effects. Talk to anyone who worked in the academy before the advent of the computer or e-mail and you will appreciate how radically campus culture has changed.
- **New technologies, new pedagogies.** Pepperdine's own professors are examples of the changing ways we teach. The technology conferences held at our own institution illustrate the dramatic new ways we deliver material and engage students creatively.
- **New demographics.** We used to think of simple categories—"traditional" and "nontraditional" students, for example—but today's students are different in many ways. There is no single "traditional learner" anymore.
- **Increased scrutiny.** Since its beginning in 1636, higher education in America has been so revered that our institutions were virtually beyond criticism. Rare is the publication today that lacks a negative article about higher education.
- **Increased accountability.** With the mounting criticism come increased calls for accountability. Our recent experience with WASC is just one example of how criticism leads to ever-closer scrutiny.

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- **Improved resources, support.**

Many positive changes have occurred in recent years. Better equipment and facilities are obvious benefits. We have solid and in some cases even better student-faculty ratios than in previous decades. Support for faculty research has multiplied significantly as have resources for sabbaticals, release time, travel, etc. While not as robust as one might like, compared to some other institutions, faculty support at Pepperdine is faring well.

- **Confusion about the purpose of college.**

This one may surprise, but I find it critically important. Recently *The Chronicle of Higher Education* carried an article under this title: “Higher Ed’s Biggest Problem: What’s It For?” Behind the obvious problem of inadequate funding lurks a troubling issue. Many people (and that includes members of Congress and state legislators) are uncertain about what college is for. For some it is merely vocational training. Other higher purposes—e.g., cultivation of the mind and the spirit and the formation of character—are omitted. Equally disturbing is the reductive notion that students are more or less “brains on sticks” with education being the process by which information is transferred from one brain to another. In some of the commentary in the press, a utilitarian model is championed, while the notion of a holistic, embodied education guided by a teacher-mentor falls by the wayside.

Innovation at Pepperdine

In such an environment, what is Pepperdine to do? Cardinal Newman, author of *The Idea of the University*, argued that in order for a thing to remain the same, it must change often. *I believe our paradoxical task is simultaneously to innovate while we hold to certain immutable principles.* It means, too, that we must get better at what we do; and we must get better at telling our story to the world. We must also provide a clear and cogent defense of our higher purposes.

At each of our schools our deans and faculties are implementing significant changes. The School of Law just approved a novel two-year JD degree program. The Graziadio School has just implemented a new online MBA. This fall Seaver College’s Business Division and the Graziadio School will begin offering a joint master of science in accounting. All the schools have made major curricular changes this year, and more changes are under consideration. Faculty are experimenting with “flipped” classes, blended learning, novel field experiences, and so on. Our libraries are rapidly introducing new electronic resources and providing renovated spaces to enhance learning. We are not resting on the laurels of a glorious past.

And we are not done. Exciting new efforts are underway to inspire faculty and staff to dream new dreams. Towards that end, President Benton will soon announce the establishment of an innovation fund. Faculty members and staff members will be invited to compete for funds through an

application process to be overseen by vice provost Lee Kats. The plan, to be described in a future announcement, will spawn several exciting initiatives that will raise the stature of the University and provide students new learning opportunities.

Mr. Pepperdine, himself an entrepreneur, planted an entrepreneurial spirit in our institutional DNA. It has always been there. We believe the innovation initiative will inspire a new era of creativity consistent with the spirit of our founder and our remarkable history.

“In order for a thing to remain the same, it must change often.” While we think imaginatively about a better future for Pepperdine, we must remain faithful to our core convictions and mission articulated in our Strategic Plan “Boundless Horizons 2020”: that faith has a role in intellectual achievement, that students are central to the educational process, and that transformative power is the mark of a true, *higher* education.

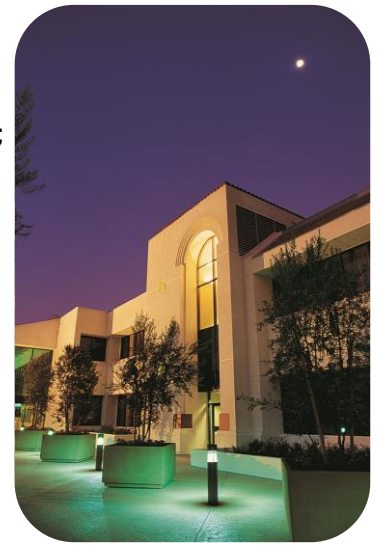
Few institutions share our comprehensive understanding of learning, but it is precisely our exceptional mission that will inspire and guide us. For 75 years we have been preparing for this moment of change and opportunity. I have every reason to believe we are ready for it.



Pepperdine's Schools and Institutes

Pepperdine's centers and institutes carry out the mission of the University in creative ways that support and complement the work of our academic programs; and they fulfill the institutional mission in unique ways. Some centers fulfill their purposes within a specific school, while others serve the faculty, staff, and students of the whole University. Still others reach out to the community and to the world. We honor the important, mission-centric work of our many institutes and centers, along with their directors and support staff. Here is a listing with

- [**Aliento: The Center for Latina/o Communities**](#) (GSEP)— Dr. Miguel Gallardo, Director
- [**Boone Center for the Family**](#) – Sharon Hargrave, Director
- [**Center for Applied Research**](#) (Graziadio)—Mark Chun, Director
- [**Center for Entertainment, Media, and Culture**](#)—Craig Detweiler, Director
- [**Center for Faith and Learning**](#)—Gary Selby, Director; Paul Contino, Associate Director
- [**Center for Teaching and Learning Excellence**](#) (Graziadio)—Charla Griffy Brown, Director
- [**David Davenport Institute for Public Engagement and Civic Leadership**](#) (SPP)—Pete Peterson, Executive Director
- [**Glazer Institute for Jewish Studies**](#)—Ed Larson, Director; Drew Billings, Program Coordinator
- [**Nootbaar Institute of Law, Religion, and Ethics**](#) (School of Law)—Bob Cochran, Director; Jay Milbrandt, Associate Director
- [**Palmer Center for Entrepreneurship and the Law**](#) (School of Law)—Janet Kerr, Director; Vanda Collins, Assistant Director
- [**Straus Institute for Dispute Resolution**](#) (School of Law)—Tom Stipanowich, Director; Tim Pownall, Associate Director; Peter Robinson, Managing Director/ SOL Global Justice Program



Spotlight on Straus Institute for Dispute Resolution

Future issues of *Wavefront* will give attention to some of the initiatives of various centers and institutes. In this issue we give attention to forthcoming projects and activities of Pepperdine School of Law's [**Straus Institute for Dispute Resolution**](#), one of the University's most established and internationally recognized institutes.

Recent News from the Straus Institute:

The Straus Institute was recently ranked the number one dispute resolution program by *U.S. News & World Report* for the ninth consecutive year. The remaining schools in the top five for 2013 are Harvard University, University of Missouri-Columbia, Hamline University, and Ohio State University (Moritz).

On March 21, 2013, the Straus Institute hosted "[**Conversation About: Forgiveness, Reconciliation, and Healing: Lessons from South Africa**](#)." Three hundred attendees engaged in a wide-ranging discussion of the struggle against apartheid and subsequent efforts to promote healing and reconciliation in South Africa and elsewhere.

With Professor Tom Stipanowich moderating, speakers included Father Michael Lapsley, SMM, founder of the Institute for Healing of Memories; Ambassador Ebrahim Rasool, South African ambassador to the U.S.; John Allen, Desmond Tutu biographer and former press officer for the South African Truth and Reconciliation Commission; Karen Hayes, Los Angeles-based filmmaker who is producing a documentary entitled *The Foolishness of God: My Forgiveness Journey with Desmond Tutu*; Michael Henry Wilson and Carole Wilson, documentary filmmakers who produced the award-winning *Reconciliation: Mandela's Miracle*. Screenings of portions of these films and Professor Stipanowich's taped interviews ([**Desmond Tutu, Peacemaker: A Conversation with Desmond Tutu and John Allen**](#)) highlighted the opportunities and challenges for those seeking to promote forgiveness and reconciliation between individuals and communities.

The March 21 event featured the granting of the Straus Institute's inaugural *Peacemaker Award* to Archbishop Desmond M. Tutu. The institute also awarded its first *Filmmaker Illumination Awards* to Michael Henry Wilson, Carole Wilson, and Karen Hayes.

News from Research and Sponsored Programs

Beginning Spring 2013, Pepperdine will launch a new web page featuring the research and scholarship of Pepperdine faculty, staff, and students. Increasingly, members of the Pepperdine community are conducting research that is significant, newsworthy, and impactful. Each year faculty scholars from all five schools produce books and articles that are as noteworthy as those from the most respected universities in the country. The new web page, which will be found under the “Academics” tab on the Pepperdine home page, will inform the Pepperdine community, as well as external friends and visitors, of the excellent scholarship being conducted in each of our five schools. This new page will be updated regularly to headline the most recently published works by Pepperdine scholars.

In addition to reporting on new scholarship, the web page will have links to research support available to Pepperdine scholars including: new internal and external grant opportunities, information regarding IRB, and programs that provide opportunities for student research.

Another goal of the new Research page is to give prominence to other ways in which Pepperdine faculty members serve as leaders in their academic areas. Faculty scholars increasingly play significant roles as editors of national and international journals and as sponsors and organizers of scholarly conferences. We hope to gather the necessary information to highlight the multiple ways that Pepperdine faculty are serving their fields.

As further indication of the increasing activity of faculty scholars, the Office of Research and Sponsored Programs (RSP) has seen a significant rise in faculty interest in the external funding of their work. In FY12 (Fiscal Year 2012), 61 additional faculty scholars signed up for

Info-Ed, the premium research database of external funding opportunities to which Pepperdine subscribes, bringing Pepperdine to an all-time high of 157 active faculty and staff profiles.

Further, in FY12, more than 75 faculty members, representing all five schools, consulted with RSP staff, leading to the submission of 53 external funding proposals through RSP. As Figure 1 demonstrates, FY12 continues the growth trend RSP has witnessed in regard to proposals submitted, rising from 30 in FY09, to 41 in FY10, to 47 in FY11.

In FY12 alone, proposals were also submitted, across disciplines, to 18 new agencies, including UC Berkeley’s Greater Good Science Center and the PHFE-WIC Public Health Foundation.

Pepperdine faculty, with support from RSP, have also been increasingly successful in receiving public awards. As Figure 2 demonstrates, award totals rose from \$1,583,006 in FY10, to \$2,005,313 in FY11 to \$3,619,195 in FY12.

The new web page will be an important platform enabling us to promote scholarly accomplishments of our students and faculty. The web page and newsletter will work in concert to publicize Pepperdine’s excellence in the world of scholarship and research.

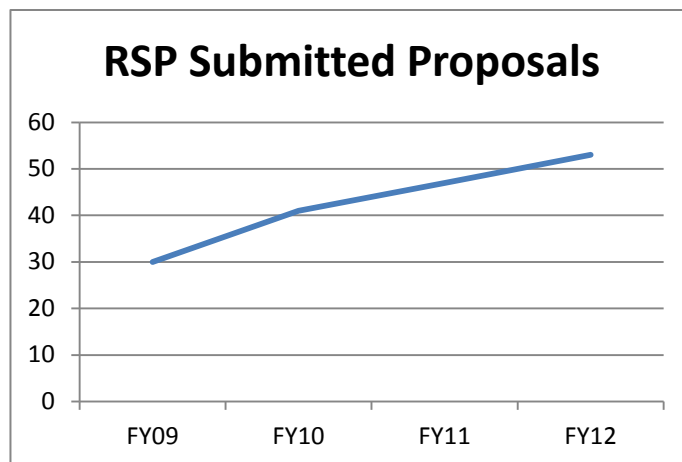


Figure 1

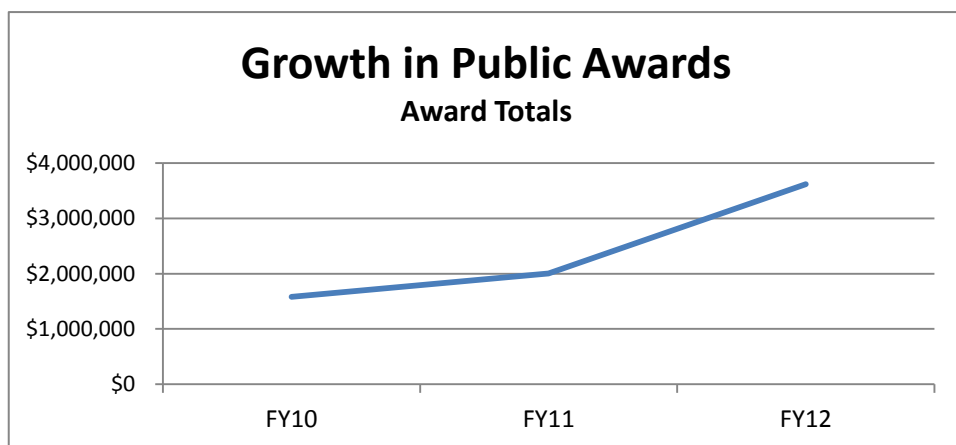


Figure 2