

GRADUATE SCHOOL OF
PEPPERDINE **EDUCATION &
PSYCHOLOGY**



SCHOLARSHIP WITHOUT BORDERS
2019



AS A CHRISTIAN UNIVERSITY PEPPERDINE AFFIRMS:

That God is

That God is revealed uniquely in Christ

That the educational process may not, with impunity, be divorced from the divine process

That the student, as a person of infinite dignity, is the heart of the educational enterprise

That the quality of student life is a valid concern of the University

That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline

That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence

That freedom, whether spiritual, intellectual, or economic, is indivisible

That knowledge calls, ultimately, for a life of service.

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MESSAGE FROM THE DEAN



Howard Thurman once wrote, “There is something in every one of you that waits and listens for the sound of the genuine in yourself. It is the only true guide you will ever have. And if you cannot hear it, you will all of your life spend your days on the ends of strings that somebody else pulls.”

HELEN EASTERLING WILLIAMS, EdD

Dean and Professor of Education

In August 2014, I assumed the role of Dean and Professor of Education of the Graduate School of Education and Psychology at Pepperdine University. Shortly after my arrival, I was visited in my office by Dr. June Schmieder-Ramirez and Dr. Farzin Madjidi. The two were interested in starting a PhD program, something in which I was keenly interested. I pledged my full support of the initiative provided they would establish an innovation that would eliminate existing ABD's (all but dissertations) and prevent others. While it may be impossible to eliminate all factors that cause students to drop out of the process, institutions that look beyond the banner of exclusivity to offer sufficient student support can significantly minimize the ABD phenomenon, validate their brand, and provide the world with competent future leaders.

Dr. Madjidi returned to seek my approval of that which we later named the Executive Innovation Program (EIP). In this program, a select group of students would base their individual dissertation work around a common data set. Being intimately familiar with the data, the EIP committee would work with the students with the goal of completing the dissertation in one academic year. Dr. Howard Thurman once wrote, “*There is something in every one of you that waits and listens for the sound of the genuine in yourself. It is the only true guide you will ever have. And if you cannot hear it, you will all of your life spend your days on the ends of strings that somebody else pulls.*” The EIP Committee would assist each student in finding his/her authentic voice as it relates to the data. In the dissertation, the student would then address a specific economic and/or educational challenge from local and/or global perspectives while the Committee assured that their work would be replete with integrity, creativity, quality, and authenticity.

Dr. Madjidi led this initiative with a spirit of excellence. He invited Dr. Gabrielle Miramontes and Dr. E. Lani Fraizer to serve as committee members. They inspired and evoked a positive outcome for each student. The work was intense but highly productive. The graduation rate of doctoral students increased by 49% in the EIP's first year of operation. The second year of EIP yielded even more scholarship affording the students the opportunity to graduate with a doctorate degree and scholarly publications to their credit. This Scholarship Without Borders booklet contains evidence of the scholarly activities our students engaged in during their experience in the Organizational Leadership (EdD) and Global Leadership and Change (PhD) programs. Also included in this booklet are numerous scholarly works prepared by faculty within the Education Division. The voices included herein are insightful, influential, and authentic. They bring to light perspectives in higher education that have the propensity to change the world. Whether focused on technology, diversity, psychological capital, or international partnerships, just to name a few, there is a lot to gain from thoroughly perusing this material.

I am deeply grateful to Dr. Schmieder-Ramirez and Dr. Madjidi for their efforts to establish the PhD in Global Leadership and Change program. I applaud the work of the EIP Committee, Dr. Lonnie McNamee (Assistant Dean of Faculty Development and Administrative Affairs), and Research Assistant Sonya Sharififard whose collective tenacity, creativity, and meticulous oversight chronicled herein the intellectual excellence of our GSEP faculty and scholars. Special thanks is hereby extended to President Andrew K. Benton and Provost Rick R. Marrs for their unwavering verbal and financial support of this effort.

MESSAGE FROM THE ASSOCIATE DEAN OF EDUCATION

This booklet is a compilation of scholarly contributions of our brilliant graduate students and collaborating faculty who are inspired to make a difference by promotion and dissemination of knowledge about excellence in the world.

The project began in September 2015, when my colleagues Dr. Gabriella Miramontes, Dr. Lani Fraizer and I challenged a group of doctoral students to complete a rigorous doctoral dissertation in under a year. We all shared a common inspiration: contributing to excellence and innovation in all aspects of human endeavor. These students wholeheartedly put their trust in us and believed such a feat could be accomplished in that unreasonably short amount of time. The three of us had figured that even if they couldn't finish their work in time for the upcoming year's graduation, which was unlikely, their accomplishment would still be very significant.

You won't hit the stars unless you at least aim for the moon! To our delight, this group of doctoral students surpassed all our expectations. Of the initial group of 22, eighteen proudly marched across the stage during the graduation ceremony on May 21, 2016. It was all satisfying for us until we wondered "did we challenge them enough?"

Shortly after that, these newly minted doctors wholeheartedly accepted our next challenge for them; "How about, based on your research, getting at least one paper published or presented at an international conference in the next six months?" With the dedication and commitment of Education Division faculty, this amazing group of individuals not only exceeded that mark but went on to become the inspiration for the next group of doctoral students and challenged them to excel and raise the quality of their work so that they too could contribute to the scholarship of excellence and innovation. The trail they blazed continues to shine brightly.

In its first year, in 10 months, over 110 scholarly works were presented at various conferences and printed in different journals. Several won "Best Paper" awards at different conferences. Thanks to the collaboration of our students and faculty, what seemed like an unreasonable expectation has now become the norm. The moon is no longer the target that will yield the stars; rather our star students and faculty shine like the sun. We could not be more proud of them. New stars joined the group. I, in particular, want to thank PhD candidate, Ms. Sonya Sharifard and her team for their outstanding effort in preparing and supporting our students to deliver their papers and for the tireless work she put into publishing this manuscript. Sonya, you are amazing!

This booklet is dedicated to the recognition of graduating doctoral class of 2016 and those whom they inspired.

And for Gabby, Lani and I, this project is yet another reminder of the limitless potential of human beings when challenged to excel, loved unconditionally, and dared to believe in themselves. While change is inevitable, this legacy will continue.



FARZIN MADJIDI, EdD

Associate Dean of Education

"Shoot for the moon. Even if you miss, you'll land among the stars."

NORMAN VINCENT PEALE

MESSAGE FROM THE ASSISTANT DEAN



LONNIE MCNAMEE, II, EdD

Assistant Dean of Faculty Development & Administrative Affairs

Helen Keller shared that *“It is a terrible thing to see and have no vision.”* One of the benefits of faculty and student scholarship is that it keeps our faculty current and relevant. Another benefit is that students hone the skills necessary to become viable and contributing researchers in the academic community. They produce scholarly work with senior academics.

I am a witness of students becoming scholars. During my doctoral program at Pepperdine University's Graduate School of Education and Psychology, the faculty never left my side. They were always willing to help, and they facilitated my attainment of the next level. I came to know that our faculty care about the whole person. Therefore, once I graduated, I readily assumed this same mantle of responsibility. Tremendous support continues to be given to our students as they pursue their educational goals: living a life of purpose, service, and leadership.

I believe this great body of work illustrates the visionary mindset of our faculty and students. I hope that it encourages the reader to see with vision, light the pathway forward, and leave an indelible mark and footprint for others to follow. In this way their labor will not be in vain, and the world will know of this scholarly work through the end of time.

*“The reward is not crossing the finish line
but rather bringing someone with you.”
Author Unknown*

EDUCATION DIVISION FACULTY SCHOLARSHIP



"Research must continue to be the centerpiece of intellectual life, and our commitment to research must grow, because our problems are growing."---Ernest L. Boyer

EDUCATION DIVISION FACULTY SCHOLARSHIP



Dr. Eric Hamilton has been a professor at Pepperdine University since 2008. His research originates from an overarching conjecture that collaborations that cut across international, generational, cultural, and economic boundaries may have high potential at the individual level for promoting mutually reinforcing academic and affective growth in the collaborating students. A major portion of his research features an international digital makerspace known as International Community for Collaborative Content Creation (IC4) shared by a network of fifteen elementary, middle and secondary school clubs in Namibia, Finland, Kenya. The IC4 Media-Maker Clubs focus on cognitive, affective and social processes involved in creating digital media, building on work supported by both the State Department's Fulbright program and the US National Science Foundation (NSF).

"Hamilton, E., & Owens, A. M. (2018). Computational thinking and participatory teaching as pathways to personalized learning. Digital Technologies and Instructional Design for Personalized Learning. Hershey, PA: IGI Global."

Eagan, B. & Hamilton, E. (2018, April). *Epistemic network analysis of an international digital makerspace in Africa, Europe, and the U.S.* Paper presented at the 99th Annual Meeting of the American Educational Research Association: New York, NY.

Hamilton (2017, May). *Technology Ensembles, Interactional Bandwidth, Participatory Teaching and Identify Shifts in Secondary STEM Education.* Poster presented at the 98th Annual Meeting of the American Educational Research Association: San Antonio, TX.

"Kallunki, V. & Hamilton, E. (2017, November). Analysis of Finnish and international students participating in an international digital makerspace community. Paper presented at the Media Education Conference: Rovaniemi, Finland."

Hamilton, E., Kapenda, L., Miranda, H. & Ngololo, E. (2017, July). The intersection of academic disciplines in an international partnership to promote learning through ICT and media-making. Paper presented at the 2nd Multi/Interdisciplinary Research Conference of the University of Namibia: Windhoek, Namibia.

Kallunki, V. & Hamilton, E. (2017, November). Analysis of Finnish and international students participating in an international digital makerspace community. Paper presented at the Media Education Conference: Rovaniemi, Finland.

Hamilton, E., & Owens, A. M. (2018). Computational thinking and participatory teaching as pathways to personalized learning. Digital Technologies and Instructional Design for Personalized Learning. Hershey, PA: IGI Global.

SCIENCE, INNOVATION, AND TECHNOLOGY



A research project led by Dr. Eric Hamilton was featured in the 2018 STEM for All Video Showcase funded by the National Science Foundation. The presentation entitled the International Community for Collaborative Content Creation (IC4) Project looked at the intersection of learning, collaboration and culture when students work together globally on science, technology, engineering, and mathematics (STEM) – themed media projects in after school or other informal learning environments. Participants are currently based in the United States, Kenya, India, Namibia, and Finland. GSEP members on the IC4 team include students Seung Bok Lee and Kristina Lux, alumnae Dr. Helen Teague, '17 and Project Manager, Dr. Danielle Espino '18.



EBONY CAIN, PhD

Cain, E., Brown, D., Ellerton, P., Hegazy, H. & Normore, C. (2018, January). *Creating a thinking classroom for civic agency*. Paper presented at the 16th Annual Hawaii International Conference on Education: Honolulu, HI.



MARK CHEN, PhD

Chen, M. (2018, October). *Designing and studying games that matter*. Featured speaker of the 6th International Academic Conference on Meaningful Play: East Lansing, MI.



REYNA GARCIA RAMOS, PhD; MARIA MORALES-THOMAS, EdD

Morales-Thomas, M. & Ramos, R.G. (2018, April). *A phenomenological study of practices that promote Latino parent engagement in an urban elementary school*. Paper presented at the 19th Annual International Roundtable on School, Family, and Community Partnerships: New York, NY.



LEO MALLETTE, EdD

Mallette, L. & Saldaña, J. (2018, February). *Teaching qualitative data analysis through gaming*. Paper presented at the 30th Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.



JENNIFER MIYAKE-TRAPP, EdD

Trapp, J.M. (2018, January). *Examining the efficacy of online learning in teacher education: Can beliefs and behaviors related to teaching for social justice, critical reflection and voluntary collaboration be developed in an online environment?* Paper presented at the 16th Annual Hawaii International Conference on Education: Honolulu, HI.



KFIR MORDECHAY, PhD

Mordechay, K. (2018). More than just class: School mobility among Black children in the Great Recession. *Urban Education*. <https://doi.org/10.1177/0042085918789740>



LINDA PURRINGTON, EdD

Riel, M., Azodi, D., Robins, J., Morales, L.I.D., Marcos, T., Purrington, L. & Shafer, K. (2018, June). *Building an ARC around Supporting the Teaching of Action Research (STAR)*. Workshop presented at the 6th Annual Action Research Network of the Americas Conference: San Diego, CA.



KENT RHODES, EdD

Bigley, J., Weniger, M., & Rhodes, K. (2018). The West and the religious 'other': Connecting with Muslims. *Journal of Sociology and Christianity*, 8(1), 85-105. Retrieved from <http://sociologyandchristianity.org/ojs3/index.php/jsc/article/view/119>



JUNE SCHMIEDER, PhD; RANDY BERTIN, EdD

Schmieder, J., Juarez, D. & Bertin, R. (2018, April). *The importance of a global mindset for today's education leader*. Paper presented at the Global Symposium of the National Association of Independent Schools: New Orleans, LA.



CAMERON SUBLETT, PhD

Sublett, C. (2018). Examining distance education course taking and time-to-completion among community college students. *Community College Journal of Research and Practice*, 43(3), 201-215. <https://doi.org/10.1080/10668926.2018.1453889>

Sublett, C., & Chang, Y. C. (2018). Logging in to press on: An examination of high school dropout and completion among students with disabilities in online courses. *Journal of Special Education Technology*. <https://doi.org/10.1177/0162643418795841>

Sublett, C., & Plasman, J. S. (2018). How does applied STEM coursework relate to mathematics and science self-efficacy among high school students? Evidence from a national sample. *Journal of Career and Technical Education*, 32(1), 29-50. <http://dx.doi.org/10.21061/jcte.v32i1.1589>



DOUG LEIGH, PhD

Dr. Doug Leigh is the co-host of the *Parsing Science* podcast. Since launching in July 2017, each episode brings researchers from around the world who share their research and the behind-the-scenes context that led to their scientific discoveries.

With over 40 episodes, top discussion themes include: archaeology, ethnography, psychology, and economics among the humanities and the applied, formal, natural and social sciences. To listen to *Parsing Science* and learn more about today's research, visit www.parsing-science.org. *Parsing Science* is also on Twitter @ParsingScience.

POPULAR EPISODES

Leigh, D., Watkins, R., & Creanza, N. (2018, May 2). *Parsing Science – Linguistic Artifacts in Creole*. figshare. <https://doi.org/10.6084/m9.figshare.6207635.v3>

Watkins, R., Leigh, D., & Zimbardo, P. (2018, April 17). *Parsing Science – Defying Unjust Authorities*. figshare. <https://doi.org/10.6084/m9.figshare.6151133.v3>

Leigh, D., Watkins, R., & Vosoughi, S. (2018, April 2). *Parsing Science – How Misinformation Spreads Online*. figshare. <https://doi.org/10.6084/m9.figshare.6081206.v3>

Leigh, D., Watkins, R., & Kraus, M. (2018, March 6). *Parsing Science – Empathic Accuracy*. figshare. <https://doi.org/10.6084/m9.figshare.5956207.v2>

Watkins, R., Leigh, D., & Clark, W. (2018, January 23). *Parsing Science – Decisions to Move*. figshare. <https://doi.org/10.6084/m9.figshare.5915404.v2>

Leigh, D., Watkins, R., & Núñez, R. (2018, January 9). *Parsing Science – Capacity for Number*. figshare. <https://doi.org/10.6084/m9.figshare.5915368.v2>

Leigh, D., Watkins, R., Errington, T., & Nosek, B. (2017, October 24). *Parsing Science – Open Science and Replications (Part 2 of 2)*. figshare. <https://doi.org/10.6084/m9.figshare.5907973.v3>

Watkins, R., Leigh, D., Nosek, B., & Errington, T. (2017, October 17). *Parsing Science – Open Science and Replications (Part 1 of 2)*. figshare. <https://doi.org/10.6084/m9.figshare.5907961.v2>

Leigh, D., Watkins, R., & Gorman, A. (2017, October 3). *Parsing Science – Archaeology of Space Culture*. figshare. <https://doi.org/10.6084/m9.figshare.5907727.v2>

Leigh, D., Watkins, R., & Parikh, D. (2017, September 5). *Parsing Science – Semantic Meaning in Images*. figshare. <https://doi.org/10.6084/m9.figshare.5907418.v2>

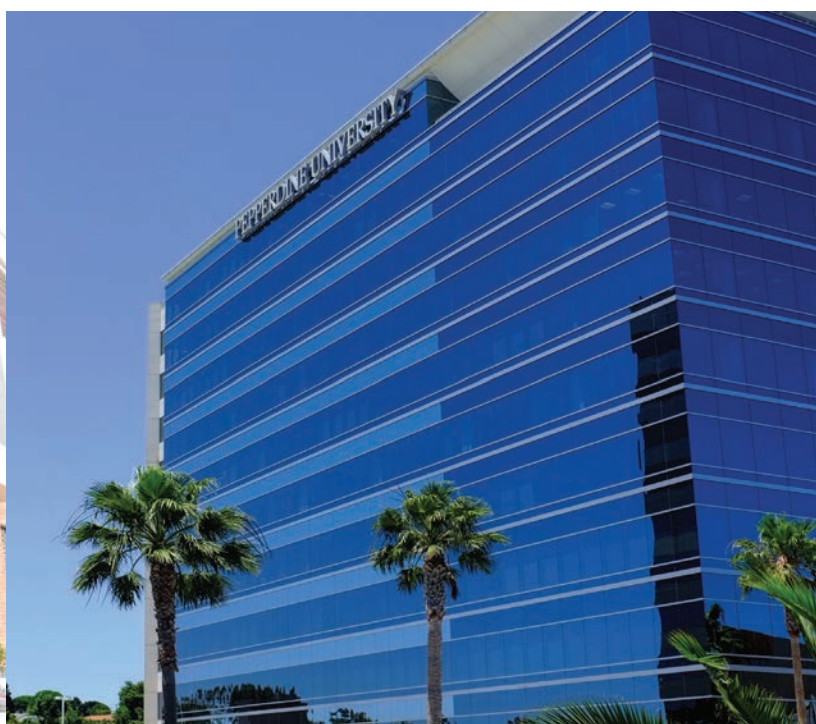
Watkins, R., Leigh, D., & Kelly, R. (2017, July 25). *Parsing Science – Science Writing as Storytelling*. figshare. <https://doi.org/10.6084/m9.figshare.5877399.v3>

EDUCATION DIVISION STUDENT-FACULTY SCHOLARSHIP

GLOBAL RESEARCH SYMPOSIUM

NEW DELHI, INDIA

MAY 23, 2018



"Education must prepare students to be independent, self-reliant human beings. But education, at its best, also must help students go beyond their private interests, gain a more integrative view of knowledge, and relate their learning to the realities of life."---Ernest L. Boyer

EDUCATION DIVISION STUDENT-FACULTY SCHOLARSHIP

INAUGURAL NEW DELHI INSTITUTE OF MANAGEMENT-PEPPERDINE GSEP GLOBAL LEADERSHIP SYMPOSIUM



Dean Helen Easterling Williams being received by Chairman of NDIM, Dr. V.M. Bansal in a traditional lamp lighting inaugurating the Global Leadership Symposium, May 23, 2018, NDIM Campus, New Delhi

Over 30 professors and student researchers from Pepperdine University in partnership with 60 NDIM associates deliberated on the theme: "Finding Purpose in Leadership: Embracing Organizational Change in a Rapidly Developing Global Economy." Symposium participants included senior government officials, leading luminaries from industry and academia, and research scholars from India. The Symposium addressed a range of global issues and challenges and their impact on leadership. During the inaugural session, the following panelists addressed the topic of Cross-Cultural Perspectives and Diversity in Business: Mariela Cruz Alvarez (Costa Rican Ambassador to India), Mr. Anil Wadhwa (Former Indian Ambassador to Italy, Poland, Oman, and Thailand), Mr. Satish Sharma (Secretary, Indian Republic of Korea Friendship Society), Dr. V.M. Bansal (Chairman NDIM) and Dr. Helen Easterling Williams (Dean and Professor of Education at Pepperdine University).

Utilizing a world cafe' format, the Symposium provided a platform to assess whether today's leaders should adopt new perspectives on their roles. Participants were encouraged to recognize their specific context and the forces of change on their organization. Doing so should allow them to reconcile these matters with their personal and organizational goals and values.

During the sessions, participants presented key research areas to be explored. The sessions were facilitated by NDIM Chairman V.M. Bansal, Dean Helen Easterling Williams, and the NDIM team including Mr. Ankur Bansal, Ms. Bhumika Bansal, Dr. Vigya Garg and Professor Teena Singh.



PROGRAM PARTICIPANTS FROM NEW DELHI INSTITUTE OF MANAGEMENT AND PEPPERDINE UNIVERSITY



PAPER SESSIONS

PARTICIPANTS:

Pepperdine University

Marlyn Garcia, Claudine Hudson, Helen Easterling Williams, Farzin Madjjdi, Lani Fraizer, Maria Marion Wright, Matthew Baham, Victoria Brown, Channing Carney-Filmore, Frederique Christiane Anne Bridoux, Claudine Cameil Hudson, Rickkay Lamar Terrance King, Karl White, Michele Kristen Kuyatt, Tiffany Marie Smith, Hyun Ok Lee, Kimberly Navarro, Helen Rebecca Laff, Judith Karchella Scimone, Micah Travis Stauffer, Matthew James Sweeney, Christina Shivaune Field, Marie Karen Riggione, Brandon Rutledge Oliva, Nii Quartelai Quartey, Marlyn Norelia Garcia, Fernando Tapia.

New Delhi Institute of Management

Khurana, Rahul (VP-Living Consumer Products Pvt. Ltd)

Dwari, Vijayendra (VP-GenY Medium)

Sharma, Kavita (Head, Commerce Department, Delhi School of Economics, Delhi University) Rimjhim (Co-founder-Frapperz.com)

Hora, Kulwant Singh (ED and CFO Salvatore Ferragamo India)

Singh, Jatinder, PhD (Director, PHDCCI)

Soni, Mohit (Chief Operating Officer, Media & Entertainment Skills Council)

Pandey, Sidharth (Head- News & Investigations, Go News)

Rohtagi, Rohan (Advocate)

Nagpal, Amit Dr. (Associate Professor, NDIM)

Choudhary, Shailee Dr. (Associate Professor, NDIM)

THEME #1: LEADING IN A DIGITAL AGE AND THE ROLE OF INFORMATION TECHNOLOGY

PARTICIPANTS:

Pepperdine University

Lani Fraizer, Marlyn Garcia, Claudine Hudson

New Delhi Institute of Management

Khurana, Rahul (VP-Living Consumer Products Pvt. Ltd)

Dwari, Vijayendra (VP-GenY Medium)

Sharma, Kavita (Head, Commerce Department, Delhi School of Economics, Delhi University) Rimjhim (Co-founder-Frapperz.com)

Hora, Kulwant Singh (ED and CFO Salvatore Ferragamo India)

Singh, Jatinder, PhD (Director, PHDCCI)

Soni, Mohit (Chief Operating Officer, Media & Entertainment Skills Council)

Pandey, Sidharth (Head- News & Investigations, Go News)

Rohtagi, Rohan (Advocate)

Nagpal, Amit Dr. (Associate Professor, NDIM)

Choudhary, Shailee Dr. (Associate Professor, NDIM)

RESEARCH PAPERS:

Marlyn Garcia: A Spotlight on the representation of ethnic leaders in media and entertainment

Claudine Hudson: *A working concept on the role of information technology as a change management tool: An assessment of the strategic use of technology as a primary medium for influencing employee acceptance of new company policies and procedures.*



THEME #2: CROSS-CULTURAL LEADERSHIP AND EDUCATION

PARTICIPANTS:

Pepperdine University

Matthew Baham, Rebecca Laff, Maria Wright

New Delhi Institute of Management

Behal, Anil D.Ed (CEO – Orgdyne Consultancy USA)

Rakshit, Dharm (Head HR-Hero MotoCorp Ltd)

Sivakumar, Subramaniam (CEO -Pratiman Technologies)

Maitra, Runa (Founder and Director People Talent International)

Basu, Arati PhD (Professor- NDIM)

Sharma, Gajender. PhD (Professor- NDIM Delhi)

RESEARCH PAPERS:

Matthew Baham: *Legalities surrounding employee dismissal in religious based schools.*

Rebecca Laff: *A participatory action research study: Collaboration in early childhood education classrooms.*

THEME #3: WOMEN IN THE WORKPLACE: LEADERSHIP IN THE NEW WORLD

PARTICIPANTS:

Pepperdine University

Brandon Oliva, Karl White, Maria Wright

New Delhi Institute of Management

Cheriyian, Mona (President & Group Head Human Resources-Thomas Cook India Ltd)

Prahalad, Prathibha (Padma Shri, Arts -2016)

Reddy, Raghunandan (Research Scholar- IIT Kanpur)

Hingorani, Priya (Secretary General, SAARC Law India Chapter)

Yadav, Sangeeta, PhD & Sharma, Vidushi, PhD (NDIM Faculty)

RESEARCH PAPERS:

Brandon Oliva: *Painting the invisible bridge: Closing the gender gap for women in the workplace in Japan*

Karl White: *Face It–Faith It: Effectively dealing with disappointment in life*

THEME #4: LEADERSHIP IN CONTEXT- A PARADIGM SHIFT

PARTICIPANTS:

Pepperdine University

Victoria Brown, Channing Carney-Filmore, Rickkay King, Farzin Madjidi, Kimberly Navarro

New Delhi Institute of Management

Yadava, O.P., Dr. (CEO & Chief Cardiac Surgeon- National Heart Institute)

Taneja, Hemant (Founder Practitioner–Tattva Consulting)

Singh, Richa (Co-founder–Your Dost)

Jain, V.K. PhD (Former Adviser-Delhi CM).

Mitra, J.K., PhD & Arora, Shagun, Prof (NDIM Faculty)

RESEARCH PAPERS:

Kimberly Navarro: *Leadership characteristics of government officials: Classic leadership definitions changing with change in environment.*

THEME #5: LEADERSHIP CHALLENGES IN HUMAN RESOURCES AND TALENT MANAGEMENT

PARTICIPANTS:

Pepperdine University

Hyunok Lee, Judith Scimone

New Delhi Institute of Management

Verma, Sanjay (Group Chief People Officer- Uniparts India Ltd)

Singh, V. P. PhD (Advisor-Dr. K N Modi University, UP & Rajasthan)

Sharma, Asha (Manager HR-Everest)

Das, Shantanu (VP HR- AMWAY India)

Dutta, Anupam (Director- Headway BPO Solutions)

Virk, Damanjeet & Kapur, Shivani Dr, (Professor- NDIM)

RESEARCH PAPERS:

Judith Scimone: *Reexamining what is required to effectively lead through the new age of the Industrial Revolution.*

THEME #6: NONPROFIT ORGANIZATIONS: LEADERSHIP FOR THE COMMON GOOD

PARTICIPANTS:

Pepperdine University

Kristen Kuyatt, Karen Riggione Tiffany Smith, Micah Stauffer

New Delhi Institute of Management

Olwe, Sudharak (Padma Shri, Social Work-2016)

Malhotra, Nipun (Co-Founder & CEO-NIPMAN Foundation)

Kotwal, (Sr. Advisor Security-ONCG)

Verma, Samar (Senior Program Specialist-Think Tank Initiative – International Development Research Centre)

Goyal, Sanjeev (Principal Director–CAG)

RESEARCH PAPERS:

Kristen Kuyatt, Karen Riggione Tiffany Smith, Micah Stauffer: *Nonprofit Organizations and Leadership for the Common Good.*

THEME #7: THE RISE OF CONNECTIVIST LEADERSHIP

PARTICIPANTS:

Pepperdine University

Frederique Covington Corbett, Helen Easterling Williams, Matthew Sweeney

New Delhi Institute of Management

Das, Shantanu (VP, HR– Amway India)

Aggarwal, Mr. Pawan Kumar (President, Corporate Finance - Yes Bank)

Rani, Desai. Dr. (CLO- Partner Matters, Deloitte Touche Tohmatsu)

Singh, Dhananjay (DG- NHRDN)

Sinha, Pramod Kr. (Head HR& Communication- SCOPE)

Rai, Ashok (Director HR- Aricent)

Ningthoujam, Sombala. Dr. & Gautam, Vikas Dr. (Associate Professor - NDIM)

RESEARCH PAPERS:

Frederique Covington Corbett, Helen Easterling Williams, Matthew Sweeney: *The Rise of Connectivist Leadership.*

**GUANGXI NORMAL UNIVERSITY-PEPPERDINE GSEP
SCHOLARS INNOVATION EXCHANGE**

GUILIN, CHINA

MAY 8, 2018



"Art is humanity's most essential, most universal language. It is not a frill but a necessary part of communication..."---Ernest L. Boyer

GUANGXI NORMAL UNIVERSITY-PEPPERDINE GSEP SCHOLARS INNOVATION EXCHANGE POSTER SESSIONS



Baker, T.T. (2018, May). *Creating equal access to education for college-bound students with learning disabilities*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

College-bound students with learning disabilities may experience lack of support and encouragement toward the attainment of higher education (Barr, 2005). This session introduces strategies for breaking down barriers to enable students with learning disabilities to thrive.

Furthermore, it introduces ongoing research on high school college preparation services, such as academic preparation, self-advocacy, and social skills such as interviewing (Dupaul, Pinho, Pollack, Gormley, & Laracy, 2017). It explores Grounded Theory research as a means for bringing this issue to light in the exploration of the following research question to guide the study: What factors affect high school students with learning disabilities ability to pursue higher education? This study hypothesizes that certain factors contribute to the prevalence of 20 students with learning disabilities in higher education.

Fasalojo, B. (2018, May). *Persuasion theory to tackle leadership challenges*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

To tackle organizational challenges, leaders must give-and-take, but the advantage of reaching a mutual solution is valuable to businesses. Conger (1998) defines persuasion as a negotiation and learning process in which a persuader leads colleagues to a problem's collective goal. This working concept demonstrates the steps to create a receptive environment for change.

Lador, O.Z. (2018, May). *Reflections on the leadership of social movements*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Social movements are becoming a common phenomenon in today's world raising the need to look back historically to learn from successful group movements. One such group is the African American Movement for Justice and Equality. Dr. Cornel West, in his book "Black Prophetic Fire" (2015), follows the journey of six significant leaders from the movement. Reflections on their life-changing experiences and shared qualities suggest that being a social leader is not about trying to change one's views to adapt to the majority of the people but to have the integrity and courage to fight for what one believes is good for all.

Long, H. (2018, May). *Women executive leaders in higher education*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

This working concept explores best practices in the talent development of women executive leaders. Ward & Eddy (2013) contend that not enough women pursue leadership roles in higher education due to limited support for women in work environments. This session introduces early findings in literature around gender biases and how women can thrive in male-dominated work environments. It also explores and proposes how grounded theory methodology is ideal for exploring this topic.

Min, J. (2018, May). *Inequality and intersectional justice*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

On the first day of our lecture, Dr. West wrote, "Life unexamined is not worth living"-Socrates. What, then, is an examined life? For Socrates, the examined life was the attainment of wisdom and intellectual humility. For others, examined life meant the resilience of the human soul against misery, and for some, it meant to have a meaningful goal, and to strive to perfect one's character. To me, it meant to continuously challenge myself to connect to my surroundings and to become more self-aware. Through a series of discussions and readings of the book "Black Prophetic Fire," I became much more aware of the notion of minority leadership, justice, equality, and racism. The great six figures highlighted in the book fought battles for freedom and equality for African Americans. However, the power differential and inequalities are still deeply ingrained in the social order although they exist under a different name (West, 2014). As I got deeper into the reading, I realized how much inequality and injustice is prevalent in the Asian American community as well.

Nguyen, P. (2018, May). *C-suites leadership traits and succession planning*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China

In our modern time, leadership becomes one of the most important issues in any organization. There is much research that focuses on the best traits or practices for leaders on all levels. However, when considering the C-suite level, people may find it difficult to find sufficient research that examine what should be deemed as the best characteristics for senior leaders (CEO, CFO, or COO, etc). Additionally, the issue of succession planning has not been adequately addressed during the past few decades. In an attempt to examine these areas, the paper will cover recent research to determine what the best practices are for C-suite leadership and succession planning.

Rajabbeigi, H. (2018, May). *Positive Leadership and better performance*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

This session introduces early findings in literature around positive leadership and how positive psychology can help leaders to improve the performance of their followers. It also explores how mixed method analysis is ideal for investigating the concept of positive leadership in managing employees to increase their psychological and work outcomes.





Song, L. (2018, May). Developed and less developed areas: FDI quality, pollution and environment regulation based on the data of Guangdong and Guangxi Province. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Foreign direct investment promotes the rapid development of China's economy, but it also hurts the environment. This article draws lessons from previous research. It seeks to quantify the Guangdong and Guangxi province's FDI quality using panel data from 1995 to 2016. It constructs the foreign direct investment by quality index, environment pollution levels comprehensive index, environmental regulations, and a comprehensive index structure of ordinary panel regression model. In these provinces, there are different degrees of regional environmental regulation and horizontal foreign direct investment (FDI) in the quality of the environment pollution mechanism. The study finds that (1) the level of environmental regulation has a significant negative correlation with the quality of FDI indicating that the stricter the environmental regulation, the lower the quality of FDI will be. (2) The aggravation of environmental pollution level will improve the quality of foreign direct investment. It also proves that foreign investors into Guangdong and Guangxi are also polluting. When the level of environmental pollution rises, it will lead to the entry of polluting foreign-funded enterprises. Because such an environment would send a signal to foreign companies, the regional government used environmental regulation as a means of enhancing the competition to relax environmental regulations and thus attracted large scale polluting foreign investors.

Sumner, J. (2018, May). *Children in grief: A phenomenological study for parents and caregivers*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

The purpose of this phenomenological study is to discover and describe grief interventions for parents and caregivers to use at home with children in grief. A cross-sectional survey will be used to compare the effectiveness of grief interventions used by school counselors and psychologist. It will determine the efficacy of grief interventions and identify what parents and caregivers can do to ease grief in children. The data will also serve as a reference to assist teachers to identify the triggers, emotions and behaviors of grieving students. The recent school shooting in Florida raised the questions of children in grief. While this was a very visible example, it represents a larger population of children in urban areas who experience loss daily. There is very little research on children in grief. It is reported that children experienced less stress with instant grief support (Murtonen, K., Suomalainen, L., Haravuori, H., & Marttunen, M., 2012). Parents and caregivers must be armed with tools they can use to immediately help their child in grief. This research adds to the growing body of literature on children in grief by exploring interventions. Grief theories are designed to help adults, yet professionals agree the criteria for grief in adults and children differ (Dyregrov, A., & Dyregrov, K., 2013). Prolonged grief can stunt a child's physical, emotional and cognitive wellbeing (Boelen, P. A., Spuij, M., & Reijntjes, A. H. A. 2017). The gap in the research in regards to children in grief, coupled with the after-effects of prolonged grief, a manual for parents and caregivers is greatly needed.





Dau, S. (2018, May). *Poverty: Keeping on track with the United Nations' SDGs by incorporating social entrepreneurship*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Demisse, B. (2018, May). *An organizational challenge: implementation of quality management systems*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Deng, X. (2018, May). *A study on entrepreneurial network learning and performance of incubated enterprises in college students pioneer park: The mediating effect of incubation environment*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Fasalojo, B. (2018, May). *Persuasion theory to tackle leadership challenges*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Hanson, J. (2018, May). *To visibility and beyond*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

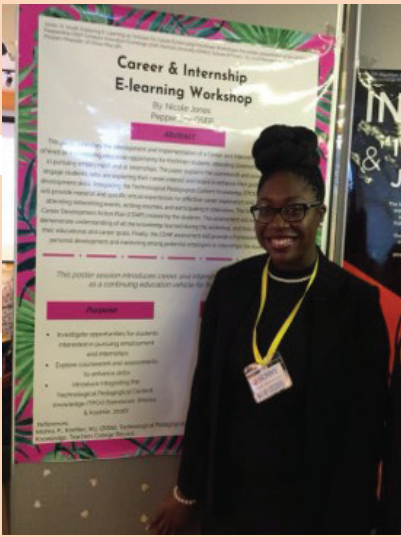
Jones, N. (2018, May). *Exploring E-Learning as vehicles for career and internship freshmen workshops*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Jinbo, Z., Tang, X. & Wing, L. (2018, May). *The influence of demographic factors and psychological characteristics on entrepreneurial intention*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Keith, N. (2018, May). *Beyond wins and losses: Exploring the benefits of holistic learning-based models*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Liangjun, W. (2018, May). *Social Sciences in Guangxi*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Martinez, F. (2018, May). *The impact of leadership on Hispanic churches*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.



Min, J. (2018, May). *Intersectional justice*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Mohammadi, N. (2018, May). *Democracy and liberty in Iran*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Popielski, R. (2018, May). *Self-actualization to create a culture of learning in an organization: Maslow's Eupsychian Management*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Siwajian, H. (2018, May). *Future of global leadership and impact: Generation Alpha in China*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Tovar, J. (2018, May). *Artificial intelligence and the need for inclusive dialogue: Learning from past revolutions*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.

Xuebing, B. (2018, May). *The time and spatial coupling of urbanization efficiency and economic development: Taking Guangxi as an example*. Poster presented at the Guangxi Normal University (GXNU), School of Economics and Management: Guilin, People's Republic of China.



**GSEP 4TH ANNUAL RESEARCH/PROJECT SYMPOSIUM
INTERSECTION OF GLOBAL LEADERSHIP & TECHNOLOGY**

MALIBU, CALIFORNIA

JUNE 1, 2018



Program Participants:

Dr. Lonnie McNamee (Pepperdine University), David Leaser (IBM), Jennifer Vaden Barth (Google),
Dr. Helen Easterling Williams (Pepperdine University), Ira Amilhussin (LinkedIn), Dr. Kai Dupe (Amazon)

"Education is a seamless web: one level of learning relates to every other."---Ernest L. Boyer



BEMI FASALOJO

Fasalojo, B. (2018, June). *Creative expression for women experiencing trauma*. Poster presented at the 4th Annual GSEP Research and Project Symposium: Malibu, CA.

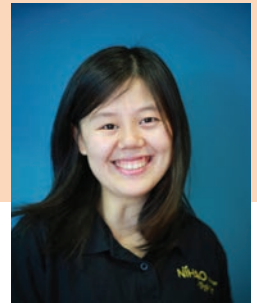
Traumatic experiences frame our thoughts, forming our unique view of self, others, and the world (Frost, 2005). Those experiences are often kept in an individual’s memory as mental images and flashbacks that can be difficult to confront in traditional talk therapy (Malchiodi, 2014). When individuals who have experienced trauma express themselves creatively it can promote healing and life-enhancing qualities (Frost, 2005; Leseho & Maxwell, 2010). This working concept explores the perspectives of individuals who facilitate creative expression interventions with women experiencing trauma to understand and generate a theory.

Aprigliano, M., & Rhodes, K. (2018). A rational perspective on the importance of reevaluating a decade of overregulation in the U.S. *Journal of Management Policy and Practice*, Vol. 19 (2), pp. 25-33.
http://www.na-businesspress.com/JMPP/JMPP19-2/ApriglianoMS_abstract.html

Schockman, H.E., Heath K. & Sharififard, S. (2018) Inclusive leadership and workplace hyper-spirituality. In: Dhiman S., Roberts G., Crossman J. (eds) *The Palgrave Handbook of Workplace Spirituality and Fulfillment*. London, United Kingdom: Palgrave Macmillan.



Trapp, J.M. & Chen, W.L. (2018, June). *An exploratory study of Chinese international students’ academic and social needs*. Paper presented at the 4th Annual GSEP Research and Project Symposium: Malibu, CA.



HILLARY LONG

Long, H. (2018, June). *International doctoral delegation to China*. Poster presented at the 4th Annual GSEP Research and Project Symposium: Malibu, CA.

EDUCATION DIVISION STUDENT SCHOLARSHIP



"Literature is an inquiry into the deepest yearnings of the human spirit."---Ernest L. Boyer

Aria, A. (2018, October). *Guaranteed refinement*. Paper presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA.

It is inevitable for leaders to experience stressful times. This faith-based article studies how leadership traits may be enhanced by using critical thinking and self-awareness assessment during and after challenging extents of time. A qualitative analysis is undertaken to explore coping strategies of faith-based leaders. Concepts of Positive Psychology are symphonized with Christian beliefs and scripture to discuss the process. Results reveal a surprising viewpoint toward stress and pressure.



TOBY TOMLINSON BAKER

Baker, T.T. (2018, January). *Self-advocacy for college-bound students with learning disabilities*. Poster presented at the International Conference on Education: San Francisco, CA.

As students with learning disabilities enter college, self-advocacy must be developed as it affects and restricts this population's ability to be more independent and thus, more successful in a college setting (Pallisera, M., Fullana, J., Puyaltó, C., & Vilà, 2016). Students with learning disabilities may not be adequately prepared for the job market when they graduate from college, which is a great concern for parents. Students with learning disabilities may be intentionally discouraged from applying to four-year programs. Therefore they must voice their own opinions and needs (Beale, 2005). There are strategies for increasing self-advocacy such as a) interview strategies, b) developing self-knowledge, and c) changing and accepting responsibility; thus breaking down barriers between students with learning disabilities between their nondisabled peers (Barr, 1995). High school and college services in the areas of self-advocacy are needed, and social skills preparation such as interview skills may be in place, yet the specific outcomes of these programs have yet to be determined (Pallisera et al., 2016). This Grounded Theory research is displayed as a means for bringing this issue to light in the continued exploration of the following research question to guide the study: How does increased and well-developed self-advocacy skills influence high school and college students with learning disabilities? This study hypothesizes that certain factors of self-advocacy contribute to the prevalence of 20 students with learning disabilities' increased success in higher education and the workforce of the future.



VICTORIA BRODIE

Brodie, V. (2018, January) *Technology and the flipped classroom as it supports agentic engagement in the higher education classroom*. Paper presented at the 16th Annual Hawaii International Conference on Education: Honolulu, HI.

With technology disrupting almost every industry, one of the emerging challenges for classrooms and education as a whole is the need to reevaluate traditional pedagogies (Adams Becker et al., 2017). Digital disruption brings a new level of connectivity or 'radical connectivity' (Mele, 2013) to education through technology. With information available at the touch of a few keys, a multitude of classes being taught solely in the digital realm, and businesses being created as quickly as websites are developed, keeping up with these changes is critical. As technology has shifted the economy, communication, and business landscape (Petouhoff, 2015), education must recognize the impact and foster these tools to aid and engage learning in its structure as well as to prepare students for their hyper-connected future. Those who understand the rapid pace of change that is impacting almost all industries and who also move on that trend will find they can scale faster than those hanging onto traditional models (Bradley, Loucks, Macaulay, Noronha, & Wade, 2015). Universities must learn to evolve and embrace these game-changing transformations. One of the emerging trends in higher education institutions (Adams Becker et al., 2017) is the understanding that education is affected by this rapidly changing world (Hutchings & Quinney, 2015), and that, in keeping up with this rate of change as well as educating students to do so in their future professions (Roehl, Reddy, & Shannon, 2013), the classroom must adapt to this transformed landscape. As noted in the NMC Horizon Report, research has directed much of the current educational conversation

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to future trends, specifically those involving innovation and technology as it pertains to higher education. Although much research has been done on the topics of the flipped classroom, blended learning, active learning, and hybrid learning, none has focused on the modern-day flipped classroom and its relation to agentic learning. It is well established that the goal of education is to prepare students for the future. If so, then educators must further evaluate and leverage the power of connectivity intrinsic to technology by integrating it into the classroom (Thompson, 2016). Looking at the flipped classroom methodology and technology as it supports agentic learning is an educational topic that would benefit and expand current research. This proposed research explores the flipped classroom instructional design, the technologies utilized, student engagement and the relation to agentic learning.



VICTORIA BROWN; CHANNING CARNEY-FILMORE; RICKKAY KING

Brown, V., Barney, K., Carney-Filmore, C., King, R., & Navarro, K. (2018, March). *The evolving nature of political leadership*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference: New Orleans, LA.



Background ambition for political influence and leadership is a powerful force (Burns 2012). Those willing to publicly serve locally and internationally by seeking elected office in today's diverse and highly politicized world will have their leadership capabilities stretched in new and challenging ways (Rosenbloom, Malone, & Valdez, 2016; Van Velsor, Turregano, Adams, & Fleenor, 2016). Due to today's society becoming more complex and ambiguous than before, certain leadership skills and approaches (Rosenbloom et al., 2016) may vary from those implemented several years ago. Studies show that the Leader-Member Exchange model displays behaviors that can be utilized by leaders to foster the type of environment that can sustain through various changes that may take place (Hassan & Hatmaker, 2015; O'Donnell, Yukl, & Taber, 2012). Purpose: The purpose of this study is to determine the characteristics, styles, and strategies common among leaders in government in contemporary times. Method: A qualitative approach using semi-structured interviews with 13 elected and appointed government leaders from the United States and the Dominican Republic was used for this study. Findings: The common characteristics and styles found in government leaders were described as a) collaborative, b) respectful, c) inclusive, and d) motivational. The strategies most commonly used by leaders in government were a) effective communication and b) creation of a system. Recommendations: Training programs in leadership development should be offered to public servants at all levels and rankings of government. These programs should be based on a leadership model that promotes character development with qualities such as personal skills, technical skills, ethics, cultural sensitivity, and connection to the world through social media.





FREDERIQUE COVINGTON CORBETT; JULIANA MIN; MICAH STAUFFER; HYUNOK LEE

Corbett, F. C., Chen, W.L., Min, J., Lee, H. & Stauffer, M. (2018, November). *China's power and responsibility*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference: Boca Raton, FL.



French philosopher Voltaire has attributed the famous saying: with great power comes great responsibility. This expression could not be better suited to China whose economic growth since the 1978 reforms by Deng Xiaoping and dramatic acceleration of the 1990s has been touted as an “economic miracle” (Ray, 2002). Today, China is ranked as the world’s largest economy by purchasing power parity ahead of the United States and signs of its growing power are undeniable: sustained economic growth with one of the highest GDPs in the world; resilient consumption with strong employment and income growth; rising annual disposable incomes (Bloomberg, 2017); largest global military personnel (Global Firepower List, 2018); domestically grown technology ecosystem expanding overseas; focus on science and technology (Forbes, 2018); and an active role on the world stage with investments in Africa and UN peacekeeping missions (United Nations Peacekeeping, 2018). As literature suggests, China has reached superpower status. Yet, the very elements that have allowed China to advance so rapidly are inhibitors of its ability to act responsibly. Growth exposes income disparity and pervasive poverty (The World Bank, 2015). Militarily, China finds itself with too few powerful allies and growing regional tensions. China’s massive population and economic boom have led to uncontrolled pollution destroying food, water, and the environment for generations to come (National Environmental Analysis, 2013). Finally, China’s politically-based ideology with disregard for individual rights and civil liberties has spurred on an emigration exodus with the most educated taking with them innovation, wealth, and significant taxable income out of China. Has China’s time of reckoning finally come with the need to reconcile its power and responsibility?

Corbett, F.C. & Sweeney, M. (2018, October). *The rise of connectivist leadership*. Paper presented at the 9th Annual Asian Conference on Media, Communication & Film: Tokyo Japan.

This study reviews the available leadership literature on collective leadership efficacy and connectivism to determine its relevance to the evolution of leadership. A content analysis was applied to published peer-reviewed articles bound by collective leadership and connectivist learning theory. The paper explores how emergent themes associated with collective and connected leadership open up new perspectives for leadership through a reorientation of leadership away from the actions of an individual leader to shared success driven by members of the collective itself. Findings indicate that while the leadership literature increased steadily since the start of the century, it reached a peak in 2015, and has since been on a steady decline. In contrast, search terms for “collective leadership” have continued to rise. Furthermore, the analysis revealed the presence of common characteristics between the efficacy traits of collective leadership and connectivism learning, including open communication, increased engagement, distributed knowledge, and collaboration. Further research is recommended to ascertain if interest in leadership is diminishing or if leadership as a concept is evolving with the emergence of a new language and the rise of more collective and connected leadership practices the authors characterize as “Connectivist Leadership.”



ANDRE CRENSHAW

Crenshaw, A. (2018, October). *What are the positive impacts of an Afrocentric learning community on African-American male students' engagement and sense of belonging on community college campuses?* Poster presented at the Association of Pan African Doctoral Scholars Scientific Retreat: Los Angeles, CA.



THERESA DAWSON

Dawson, T. (2018, June). *Blockchain: A disruptive technology for healthcare.* Paper presented at the 4th Annual GSEP Research and Project Symposium: Malibu, CA.

Blockchain technology has the potential to change the healthcare delivery system. Blockchain can not only solve interoperability and traceability issues, but the ability to securely exchange critical data amongst multiple points of supply has implications for cost containment and improved patient outcomes. This innovative technology is capturing the attention of health care providers who recognize its potential for transforming the industry.

Dawson, T. (2018, November). *Choosing apps for memory and organizational strategies using technological pedagogy content knowledge (TPACK).* Paper presented at the Annual American Speech Language Hearing Association Convention: Boston, MA.

Clinicians may recommend a variety of apps as memory and organizational strategies for those with cognitive and memory impairments. There are dozens of apps available but how to best choose the one that meets a client's needs? Technological Pedagogy and Content (TPACK) is an evidence-based framework for making decisions about technology appropriate to the relationship between content and pedagogy.

Dawson, T. (2018, November). *Facilitating communication skills through community service engagement.* Workshop presented at the Annual American Speech Language Hearing Association Convention: Boston, MA.

As Speech-Language Pathologists, we teach skills that ultimately allow individuals to form connections, build social relationships and contribute to their community. Engaging those with different abilities in community service allows for the development of communication and leadership skills while providing opportunities for empowerment and building self-esteem. This presentation will describe a model of intervention in the context of community engagement.

Dawson, T. (2018, October). *A critical thinking framework for implementing mobile health technology.* Paper presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA.

The presentation describes how this student utilized the critical thinking process by taking a conceptual framework typically used in education to blend teaching, learning, and technology and applying it to the field of healthcare to generate an innovative therapeutic approach for brain injured individuals. Introduced to the student in a doctoral course, Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework is useful for shaping a treatment design when using mobile health technologies when working with brain injured individuals. The Speech Language Pathologist utilizes the framework to account for Content (C) or training needed based on the client's functional level and deficits, and Pedagogical (P) approaches to allow meaningful learning and utilization of appropriate Technological (T) tools for practical strategy application. As a result, the training activities provided by the clinician, when in situated context, provide meaningful learning experiences. The technical paper detailing this innovative approach has consequently been presented at the state and national Speech, Hearing and Language Association Conventions.



JANICE FILER, EdD

Filer, J. (2017, January). *High school STEM programs and problem-based learning innovation*. Paper presented at the 15th Annual Hawaii International Conference on Education: Honolulu, HI.

California is a world leader in STEM (science, technology, engineering, and mathematics) education and in the preparation of students for the global society through innovation, inquiry, collaboration and creative problem solving (California Department of Education, 2016). This paper explores some examples of STEM education programs in Taiwan, Brazil, Greece, Singapore, France, and the United States. It also includes an overview of three high school programs. Through small learning pathways, three California High Schools have created problem –based learning through STEM curriculum. These schools have developed projects to provide students with the tools to examine real-world problems through engineering, health/medical, criminal justice, and international business.



ASIA GHAZI

Ghazi, A. (2018, October). *How to create your online academic presence*. Workshop presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA.

It is imperative for scholars of today to build an online academic presence. There are many reasons for this. Scholars can build credibility around the topic or niche they have researched and studied while introducing themselves to the world. Scholars become widely known as the leaders and experts of the industry which is consistently researched, and their work can spread to a larger market. Their expertise is not localized to one area. Scholars become well known to the world. More opportunities arise that were not available to the researcher before utilizing the online platform. Developing an online academic presence requires the knowledge and use of various platforms of which scholars should take advantage. For instance, webinars, podcasts, and live streams are popular ways to broadcast messages to a wider audience because everyone uses social media on a day to day basis. Facebook Live, Instagram TV and YouTube are the main platforms utilized for preparing videos to grab the attention of those who may be interested. Masterclasses are other ways to build an online academic presence where the scholar teaches a topic completely online and can sell it for profitability as well as marketability. eBooks and online courses are also admired ways of building an audience and creating an academic presence. Scholars who take advantage of the online technology available to them will create a stronger impact with their studies over those who use traditional methods of creating an academic presence within their locality.



RACHEL GUETTLER, ANDREA STEINFELD

Guettler, R., Dawson, T., Long, H., Steinfeld, A. & Miramontes, G. (2018, July). *Women executive leaders in higher education: Challenges, motivation, and success*. Paper presented at the International Organization of Social Sciences and Behavioral Research: Boston, MA.



Women are facing under-representation in leadership roles within higher education institutions. This grounded theory study interviewed thirteen women from eight different universities across the United States who hold executive leadership positions in academia with the goal of better understanding their leadership styles, as well as the challenges they faced during their upward mobility. Interviews were conducted, coded, and analyzed with the results showing the importance of mentorship, values, and synergy in the participant’s leadership styles, as well as the growing need for leadership programs and the necessity of role models in helping women climb higher in higher education administration.



MATTHEW HISE

Hise, M. & Hoang, C. (2018, March). *Examining teacher wellness through the lens of stress, absence of mental health support, and the anxiety of technology implementation*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference: New Orleans, LA.

The purpose of this paper is to explore the relationship between teacher stress, lack of mental health support in the education workplace, and technology implementation in the classroom. Support systems that teachers have, coping strategies, and teacher wellbeing are investigated. The paper also explores what resources can be developed as a resource for educators to prevent teacher burnout.

Hoang, C. (2018, March). *The case for independent studies and nontraditional high school completion: Pros and Cons*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference: New Orleans, LA.

This paper discusses an overview and implementation of a new collegiate mindset on a thriving collegiate campus. A brief historical analysis will be given to better understand the college landscape and what one college was able to implement and change.



KATHERINE KAMACHI

Kamachi, K. (2018, March). *“Flipping” the digital experience: Using case simulation and play in an undergraduate business school classroom*. Paper presented at the 29th Annual Society for Advancement of Management Conference: Arlington, VA.

Millennial and iGeneration business school students are filling classrooms and coming with more knowledge than ever before on how to find information in the digital world. How does one guide these generations from using digital tools where they consume knowledge into producers of ideas, skills, and understanding? Using case simulation and digital tools, undergraduate business school students can not only understand the basic concepts of business but improve upon their thinking processes. This along with a strong willingness to learn have helped business school students come up with solutions and further analyze real-world issues within the walls of a classroom. Students can come away with a deeper understanding by applying key principles and strategies while at play using simulation and case-based scenarios while utilizing digital devices and tools.

Kamachi, K. (2018, June). *Status to stature. A historical analysis of how one college went from a community college to college and then to university*. Paper presented at the UCLA Community College Studies Conference: Los Angeles, CA.

Overview and implementation of a new collegiate mindset on a thriving collegiate campus. A brief historical analysis will be given to better understand the college landscape and what one college was able to implement and change.



LISA LIBERATORE MARACINE

Maracine, L.L. (2018, October). *Peace, reconciliation and social justice leadership in the 21st century: The role of leaders and followers*. Panel presentation at the 20th Annual Global Conference of the International Leadership Association: West Palm Beach, FL.

The gendered consequences of war are often not fully realized. Women tend to carry the heavier burdens in post-conflict situations, yet at the same time, they can be left out of the formal peace process. Women can be part of the peace process informally through economic empowerment and sustainability. As most post-conflict situations are occurring in the developing world, one of the major issues in the peace process is the notion of a rescue narrative. Organizations from the developed world approach peacebuilding as a project that often disenfranchises and disempowers the people they are trying to help. Therefore, women must be empowered to contribute to their economic situations rather than becoming dependent on the help of outsiders. This amplifies the role of the follower by giving her the tools to be part of the solution and become self-sustainable. This chapter argues for the role of social enterprise in building sustainable peace by giving women agency and power in their communities. It will look at this phenomena through the lens of a non-governmental organization, 31 Bits, that offers a valuable case study in the post-conflict Northern Uganda town of Gulu where they employ 100-plus women in a 4-year program that equips them to become fully self-sustainable through the creation of jewelry handmade from recycled paper. Their holistic approach moves beyond the nonprofit model of charity and survival to giving their beneficiaries the chance to thrive. In this way, it is not relief or rescue work but rather informal sustainable peace development. When women are economically empowered, their communities are closer to reaching gender equality and achieving positive peace.



FRANCESCA NESFIELD

Nesfield, F. (2018, March). *The impact of trauma on the development of world thinkers*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference: New Orleans, LA.

The students' view of scholarship and of themselves as participants in scholarship are narrowed due to traumatic experiences. Lived experiences that occur between the ages of five and 17, the formative years, greatly impact one's self perception. Consequently, students with little confidence and short-sighted vision are unable to place their identity in the world. As adult, non-traditional students, this group is re-emerging in the higher education space, attempting to shift their perspectives of themselves by continuing their education. This study seeks to understand what impact, if any, early intervention learning programs and mentorship programs might play in supporting student learning and student discovery of self. The foundation of this phenomenological investigation is rooted in theories of experiential learning and communities of practice.



MARSHA NICKERSON

Nickerson, M. (2018, March). *Stagnation in academia: Teacher resistance to digital pedagogy*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference: New Orleans, LA.

The impact of the internet and technology on nursing education is complicated. Nursing Educators in the 21st century have the charge of preparing students to practice in the chaos and complexity of the healthcare system. Through the progression of technology and the evolution of the World Wide Web, online and hybrid offerings in Nursing have

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expanded exponentially. The Bureau of Labor Statistics estimates that “employment of registered nurses is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations” [1]. Nursing education has utilized hybrid and online education mechanization in post-licensure programs to support the demand for RN to BSN graduates and Advanced Practice Nurses. This evolution required the integration of technology and the internet into nursing curricula. With the advent of this success comes the creation of pre-licensure undergraduate programs. There is a divide in nursing education regarding having students without any clinical experience learning a hands-on profession using digital methods (Ryan, 2004; Sword, 2012; Wingo, 2016; Gazza, 2017). This paper introduces a prospective study on education adoption of digital technology in the classroom. Literature suggests that some educators may resist learning new digital technology due to anxiety, full faculty load, and reluctance to adapt to change, (Bemmels and Reshef, 1991; Pardo del Val and Fuentes 2003; Van den Heuvel, 2009; Roy, 2009; Sword, 2012; Wingo, 2016). This article aims to discuss how such a study can aid in helping individuals understand and assist educators to adapt to technological changes and innovation to foster student engagement, creativity, and learning sharpness and prepare students for the fourth industrial revolution (Schwab, 2016).



ANDREA PAYNE

Payne, A. (2017, May). *Fear and paranoia in the workplace and perceived factors that affect organization cohesiveness*. Paper presented at the 22nd Academic International Conference on Social Sciences and Humanities: Cambridge, United Kingdom.

A number of researchers have shown how fear and paranoia is examined in the workplace, along with employees' perceptions of the economic crisis with ethnic minorities being examined. A cross-sectional study was carried out on three Italian organizations comprising 679 workers to indicate the importance of workplace bullying, low perceived employability, and fear of the economic crisis. Two field studies that included two ethnic minority groups (Asian and Latino/Hispanic Americans) offered empirical support. Self-esteem attenuated the connection between the perception of ethnic discrimination and paranoia. Behavioral implications of paranoia and perceived ethnic discrimination in the workplace cause a collective collapse of self-esteem and negative emotional consequences. Coping theory is another transactional process demonstrated in cognition as a perceived determinant of ethnic minorities and paranoia in the workplace. Individuals' cognitive appraisals of their encounters of situations are explored to examine the significance of their wellbeing. Paranoia is defined with cognitive appraisals as a continuous process of emotions, changing as cognitive appraisals of a subjective experience of emotions are added or revised. Emotion and cognition are often intertwined, and the boundary blurs between the two processes. In the current research, appraisals are components of paranoia associated with a threat to social status and self-consciousness. Perceived ethnic discrimination is relevant to cognitive appraisals of social distinctiveness and a threat of social status. Perceived ethnic discrimination is related to perceived differences among ethnic groups. Negative feelings are distinctive, and the feeling of paranoia is developed. Social status is examined as a threat and perceived as ethnic discrimination by ethnic minorities. Rejection from social status as perceived ethnic discrimination can escalate into paranoia. Fear is demonstrated in a proposed theoretical model to acknowledge how individuals who doubt their employability and company solidity will perceive the crisis to be more threatening and destabilizing. These key findings demonstrate how fear and paranoia have implications for perceptions of the workplace and how ethnic background, social support, and job stress can affect organization cohesiveness and lead to distrust and workplace withdrawal. This paper proposes that fear and paranoia are embedded in workplace perceptions of individuals, leading to negative perceptions.



JONATHAN SILK

Silk, J. (2017, June). *Leading transformation in healthcare teams*. Paper presented at the Texas Osteopathic Medical Association: Fort Worth, TX.

Silk, J. (2019, January). *Team dynamics: Bonding and connecting to improve performance*. Workshop presented at the EPIC International Summit: Ojai, CA.

Mire, E. & Silk, J. (2017). *Redesigning care: Using design thinking to restructure the care team*. *The Journal of Campus Behavioral Intervention*, 5 (1), 12-16.

Effective leaders use servant leadership practices to focus on and develop individual skills and encourage teams to work together to reach goals. Success is measured by individual growth. The primary focus is on team members. The ability to reach organizational goals is a desired secondary outcome. This is common in provider-centric practices where health care practitioners work independently of each other. Patients see multiple highly skilled providers who have very little interaction with each other. Primary care physicians, specialists, hospitalists, pharmacists, nurses, therapists and physician assistants are all critical to the care of the patient and dependent on archaic systems and rarely interact. At best, this negatively impacts the patient and family experience. At worst, it results in patient harm. Transformational leaders are focused on organizational health and team results as the primary goal. Team members build commitment towards the organizational goal. Individual growth is important, but secondary to the primary objective. This approach is critical in a health care delivery model with collaborative team care where patients and families are the center of attention.



JORDI SOLSONA-PUIG

Solsona-Puig, J. (2018, March). *Transiciones en Inmersión Dual; de la escuela elemental a la escuela secundaria*. Workshop presented at the 43rd Annual Conference of the California Association for Bilingual Education: Sacramento, CA.

Solsona-Puig, J., Capdevila-Gutiérrez, M. & Rodríguez-Valls, F. (2018). *La inclusividad lingüística en la educación multilingüe de California: coexistencia de las variedades y registros de lengua para enriquecer el aula de inmersión dual*. *Educación y Educadores*. <http://dx.doi.org/10.5294/edu.2018.21.2.3>

The transition between educational levels is usually a complex process. These transitions represent in dual immersion programs a greater transcendence in many areas: students, families, educational instruction, linguistic objectives, teacher profile, management of the program. The higher caliber of the changes from elementary to middle, and eventually high school in dual immersion programs is influenced by its linguistic, academic and social specificities. This presentation aimed to describe these and other changes. Likewise, it offered reflections and methodological proposals from the teachers' perspective to facilitate the transition and further success in the subsequent educational level. The presentation provided a hands-on section in which the aspects such as the following completed this workshop: a) better understanding of the evolution of dual immersion programs in secondary school, b) description of linguistic objectives in secondary school, c) detail of the challenges of dual immersion in secondary school, and d) methodological and management proposals to reduce the difficulties implicit in transitions.



SIMIN TAYLOR, NASRIN MOHAMMADI

Taylor, S. & Mohammadi, N. (2018, July). *A comparative study of human rights in Cuba and the Islamic Republic of Iran*. Paper presented at the 28th Annual Conference of the Association for the Study of the Cuban Economy: Miami, FL.



Violations of human rights enforced by the Cuban government were compared to the violations enforced by the government leaders and councils that followed Sharia Law in the Islamic Republic of Iran. Amnesty International and Human Rights Watch provided reports regarding human rights violations in Cuba and research conducted in (2016) and Human Rights Watch (2015) provided information regarding human rights violations in the Islamic Republic of Iran. Comparative research was conducted to identify human rights violations that occurred in Cuba and Iran, and the extent of those violations. Several human rights violations were found in both countries: (a) laws were created that limited, or forbade, citizens the right of freedom of expression, movement, association, assembly, and the press; (b) individuals were imprisoned who spoke out against the government, were considered political prisoners, and were harshly treated and tortured;

(c) social media platforms were restricted or blocked when people voiced their disapproval of the government or used social media to organize demonstrations; and (d) religious and ethnic minorities were denied rights granted to the majority. It was determined that the governments of Cuba and the Islamic Republic of Iran violated basic human rights, and oppressed and controlled the people who were under their rule with laws established by their governments.



ALAN TRIVEDI

Trivedi, A. (2018, October). *Leading change in complex environments: Leading with an agile mindset*. Workshop presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA.

For the first time in history, there are five generations (Traditionalists, Baby Boomers, Gen X, Millennials, and Gen Z) working side by side. Each is different in the way he or she communicates and works. (Orleans Marketing Group, 2018). Roughly, 86 percent of 1,778 change leaders surveyed expect the number of change initiatives in their organizations to increase over the next two years. 73% of those surveyed said their organizations are near, at or past the point of “change saturation,” where they cannot absorb any more (Creasey, 2018). There are over 83,000 books published on change on Amazon and a multitude of training programs, yet, there is a 70% failure rate in successfully adopting change (Ashkenas, 2013). The principles of coaching provide an approach for empowering individuals and groups, and agile principles build on that with an implementation approach for managing change. Coaching and agile principles are combined to create an agile mindset that enables leaders to empower people and implement change using the four essential qualities of balance, strength, speed, and coordination. This presentation guides leaders in understanding how the four agile mindset qualities meet the challenges of diversity in the workplace and its relationship to managing change.



SUSANA BELTRAN

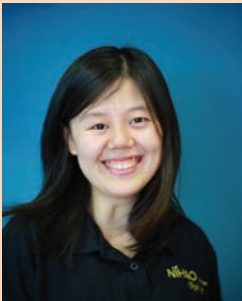
Beltran, S. (2018, March). *Learning ecosystems: Parents as equal partners in STEM*. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference: New Orleans, LA.



DENISE CALHOUN

Calhoun, D. (2018, October). *Linking cognitive ability to language: The development of a language arts curriculum*. Paper presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA.

Calhoun, D. (2018). *Changing seasons: A language arts curriculum for healthy aging*. West Lafayette, IN: Purdue University Press.



WEINA LI CHEN

Chen, W.L. (2018, March). *Building a happy and motivated language class through game-based learning*. Workshop presented at the 43rd Annual Conference of the California Association for Bilingual Education: Sacramento, CA.

Chen, W.L. (2018, October). *The power of games in critical thinking*. Workshop presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA.



STEPHANIE DAU

Dau, S., Keith, N., Caldwell, C., Demisse, B. & Condon, D. (2018, July). *Cuba's infrastructure and changes: A way forward*. Paper presented at the 28th Annual Conference of the Association for the Study of the Cuban Economy: Miami, FL

CHARLES GROSS

Gross, C. (2018, July). *Developing global leadership competence with short-term study abroad*. Paper presented at the 5th Annual International Center for Global Leadership Conference: Placencia, Belize.



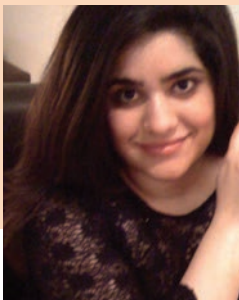
ARTHUR KING MA

Ma, A.K. (2018). Multinational corporations: To change or not to change? That is the question. *Journal of Cultural Marketing Strategy*, 3(1), 21-30. Retrieved from <https://www.ingentaconnect.com/content/hsp/jcms/2018/00000003/00000001/art00004>



JOELINA ROBINSON-MACHERA

Machera, J.R. (2018, October). *Endarkened Feminism in an erasure culture: The transformative voices of Black women*. Paper presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA.



SONYA SHARIFIFARD

Sharififard, S. & Forde, D. (2017, October). *The need for cooperative learning in organizational leadership: Creating generational cohort-based development*. Poster presented at the 19th Annual Global Conference of the International Leadership Association: Brussels, Belgium.



HASMEK SIWAJIAN

Siwajian, H. (2018, June). *The effects of alpha parenting on generation alpha: An exploration of a cultural thread*. Poster presented at the 4th Annual GSEP Research and Project Symposium: Malibu, CA.



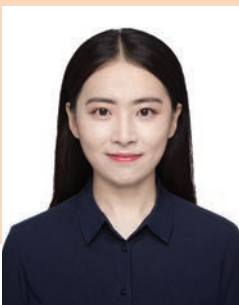
MEHRAN TEBYANI

Tebyani, M. (2018, October). *Composers, leaders of music history*. Workshop presented at the 1st Critical Thinking Project Event Day: Los Angeles, CA



DAPHNE WHITE

White, D. (2018, January). *Promoting leadership among African-American male adolescents in urban communities*. Paper presented at the 16th Annual Hawaii International Conference on Education: Honolulu, HI.



TIANBI QIN

Wu, W., Ji, X., Li, Z. & Qin, T. (2018, March). *Addressing the English learning needs of native Chinese speakers in higher education*. Poster presented at the Los Angeles Regional California Teachers of English to Speakers of other Languages Conference: Los Angeles, CA.

EDUCATION DIVISION ALUMNI SCHOLARSHIP



"To push for excellence today without continuing to push for access for less privileged students is to undermine the crucial but incomplete gains that have been made. Equity and excellence cannot be divided."

-- Ernest L. Boyer



DANIELLE JENKINS, EdD; NYREE BERRY, EdD

Berry, N., & Jenkins, D. (2018, March). *Encouraged and engaged: High impact strategies for increasing the number of African American males in STEM*. Workshop presented at the 11th Annual African American Male Educational Network and Development Conference: Los Angeles, CA.



According to national statistics, the African American male college graduate rate is 33.1% (NCES, 2012). Furthermore, the overall graduation rate of the African American population remains at 57.3%. From another angle per the statistics, 7.9% of the total African American male population in America is 18 to 24 years of age. Similarly, just 2.8% of African American men were undergraduates at public flagship colleges and universities (NCES, 2012). It is argued that while this troubling trend is most prevalent in all groups among African American men, persons in the age group identified above are generally the most vulnerable to underrepresentation in colleges and universities (Harper, 2006). With African American men being susceptible to mediocre success rates in higher education, this also leaves them susceptible to many disadvantages in the workforce. Amongst them, the most prevalent are racial income and wealth gaps. The

income and wealth inequalities observed are amplifying expeditiously. If current trends continue, by 2020 the median African American household stands to lose nearly 18% of wealth held when compared to 2013. Opposite of this fact, the wealth of White households' is projected to increase by 3% (www.inequityid.org). Income inequality and earning gaps play a huge part in this racial disparity. According to research conducted by the Economic Policy Institute in 2016, the average hourly earnings of black college-educated men were about 25 percent less than of white college-educated men. The gaps widen as one climbs the economic ladder. The top 5 percent of Black male earners comparably make about 47 percent less than the top-earning White men. Current trends suggest that technology will be a key component in closing the racial income and wealth gap over time. According to the Bureau of Labor and Statistics, in 2024 more than 160 million jobs will be in the technology industry. Changes in technology, such as machines or software, can increase worker productivity so that the same amount of work requires fewer workers. Technology can also replace workers altogether. For example, advancements in surveying technology, such as total robotic stations, have increased the amount of work a surveyor can do, reducing the demand for surveying technicians. Many industries have achieved diversity, while others still struggle. One of those industries which require improvement is the technology industry. Even with initiatives taken, businesses in this sector have struggled to create a culture of inclusion for African American men. This presentation will identify high impact strategies for increasing the number of African American males in STEM. Through the analysis of struggles African American men face, strategies and recommendations on how they can capitalize and overcome are the primary focus of the presentation. In the end, the goal is for African American men to be as or more successful than other demographics working in the industry.



GREG ANDERSON, EdD

'17 presented his dissertation findings at the 24th Annual Association of Youth Ministry Educators. Dr. Anderson's dissertation focuses on leadership strategies and best practices of long-tenured Youth Ministers in the Churches of Christ.



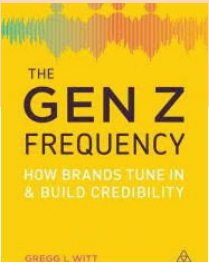
MIA NOBLES-DOBBS, EdD

'19 is published in the December 2017 issue of the *Journal of Human Anatomy and Physiology*, in the article entitled "Assuming a leadership role: Exploring situational leadership strategies for supporting and mentoring graduate student teaching assistants in anatomy and physiology."



NII-QUARTELAI QUARTEY, EdD

'17 is coauthor of the journal article "Building Bridges, Not Walls: Intersectional analysis and the next frontier in the corporate quality movement," in the *LGBTQ Policy Journal* of the John F. Kennedy School of Government at Harvard University.



Witt, G.L. & Baird, D. E. (2018). *The Gen Z Frequency: How brands can tune in and build credibility*. London, United Kingdom: Kogan Page.



BONNI STACHOWIAK, EdD

Hosted by Dr. Bonni Stachowiak '10, the Teaching in Higher Ed podcast is dedicated to faculty and researchers practicing creativity in teaching, instructional design, educational technology, facilitating learning, and diversity and inclusion. The podcast also interviews educators who share resources for professional development, establishing presence for students, and authentic collaboration.

FEATURED EPISODES

Davidson, C. (2017, September). The new education: How to revolutionize the university to prepare students for a world in flux. [Audio podcast].

Retrieved from <https://teachinginhighered.com/podcast/new-education-revolutionize-university-prepare/>.

Purcell, W. (2018, May). Rethinking higher education. [Audio podcast]. Retrieved from

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Sathy, V. & Hogan, K. (2018, March). How interactivity and inclusivity can help close the achievement gap.

[Audio podcast]. Retrieved from <https://teachinginhighered.com/podcast/how-interactivity-and-inclusivity-can-help-close-the-achievement-gap/>.

Smith, C. (2017, February). The danger of silence. [Audio podcast]. Retrieved from

<https://teachinginhighered.com/podcast/the-danger-of-silence/>.

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Paul Sparks, PhD
Anna Speth
Jane Tucker
Dylan Turcios
Maria Wright

A large, light-colored concrete sign with the words "Pepperdine University" carved into it in a serif font. The sign is set in a grassy area with a border of orange and white flowers. In the background, there are several large, leafy trees, a building with a red roof, and rolling green hills under a clear blue sky.

Pepperdine University