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PEPPERDINE UNIVERSITY

WAVEFRONT

The Provost's Newsletter

"Living on the Fault Lines"—Revisited

A Note from the Provost



*San Andreas fault line. Photo Courtesy of [Travis S.](#), Travis (Flickr):
"San Andreas Fault" - CC: BY-NC 2.0*

It was early October 2000, just months before I would begin my work at Pepperdine, when I delivered my first speech to the faculty. In that faculty conference address called "Living on the Fault Lines," I suggested that just as Californians dwell on top of a number of geological fissures, so also a university rests atop certain tensions, dualities, and paradoxes. Fault lines lie below or run through a Christian

university, in particular ways, so I argued. As I think about Pepperdine University today and how the landscape of higher education is changing in dramatic ways, I believe the tensions and ambiguities have not diminished. On the contrary, they seem to have grown in magnitude.

In that address, I discussed some of the metaphorical fault lines

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Photo Courtesy of [Grant Matthews](#), [idreamofdaylight](#) (Flickr): "[Storm at Sea](#)" – [CC: BY-NC-ND 2.0](#)

found in the Christian university, including the tension between "Athens" and "Jerusalem" (that is, between secular and sacred learning); between the competing duties of individual expression and communal service; and between the twin calls to contemplate and actively engage. If I were giving that speech today, I would amplify and underscore those original points, and I would add others. Here are three fault lines that I see in our University today:

The first is the tension between **faculty members' commitment to their disciplines vs. their loyalty to institutional goals**. Every member of the academy comes to the university having been inducted into a particular discipline to which they are loyal. This is as it should be, but it is possible that loyalty to one's discipline is so complete that it mutates into disciplinary chauvinism or academic tribalism, making it harder to appreciate or even understand the merits of other fields of study, majors, or programs. When one is so devoted to one's own field of study that one cannot

fully appreciate the value of other disciplines, or when one finds it hard to celebrate the achievements of other programs and schools, then disciplinary loyalty becomes a barrier to excellence.

I marvel when I see other universities, some larger and more complex than Pepperdine, experimenting boldly with their curricula, inventing new interdisciplinary programs, and even founding new schools—often with relative speed. Happily, I see a growing interest in experimentation and collaboration at Pepperdine, as faculty are energized to work with colleagues outside their own department, division, and school. The [Waves of Innovation](#) initiative is, of course, an encouraging step in this direction.

Another tension can be seen between the twin impulses **to change and to resist change**. Part of the genius of the university in the

West for a thousand years has been its formation and preservation of proven ways of doing things. Numerous academic customs inculcate critical thinking, teach discipline, and inspire creativity. They transmit a grand tradition of discovery and the means to pass on vast bodies of knowledge to the next generation. Yet an excessive adherence to tradition leads to a sclerotic paralysis.

Historian Jaroslav Pelikan once suggested that two extremes are to be avoided in a healthy institution: excessive change, on the one hand, and a sterile antiquarianism, on the other. Pelikan reminds us that cancer is one form of rapid, unchecked change (mutation); but the opposite is bad too: a lifeless nostalgia for the old, unconnected to the present. Pelikan observes: "It is healthy development that keeps a tradition both out of the cancer ward and out of the fossil museum." As a vibrant university, Pepperdine must be neither a cancer ward nor a fossil museum. We must maintain rich, meaningful academic practices, while remaining open to the future, ever drawn to new dreams and possibilities.

A third tension may be seen in the twin claims of **faithfulness to mission vs. the quest for reputational excellence**. In my time at Pepperdine, I have considered it a serious duty to do my part to ensure fidelity to the Christian mission, while

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increasing the institution's intellectual rigor and academic standing. Not only do I believe it is possible to carry out these twin objectives simultaneously, I believe we are doing it. We accomplish these goals through several initiatives, but above all by hiring brilliant, faithful faculty and supporting their spiritual formation, scholarship, and teaching.

Yet there are moments when these goals appear to be in unhealthy tension. There is danger if "intellectual quality" gets too narrowly defined by magazine rankings or the accreditors. The trouble is that the rankings and accreditor folks are neither equipped nor inclined to take our faith mission into account. They certainly don't make fidelity to the Christian mission a criterion for excellence.

The stakes are high. We are not in a position to ignore accreditation or rankings, to be sure; but we can remain keenly aware of the magnetic pull these forces have on our thinking and decision making. If we are not watchful, over time we may begin to think *their* values are the *real* values, perhaps the *only* values. If that happens, the fertile dialectic of faith and scholarship is poisoned. In the same way, we must remain ever faithful to the



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 "From Beach: Little Dume, CA" -- CC: BY-NC-2.0

intellectual claims on us, pursuing truth relentlessly, with unwavering confidence that truth has nothing to fear from inquiry. Ours is a *both-and* quest.

The goal should be to continue to engage all the cultural forces that impinge on our work—rankings, accreditation, government mandates, popular press, concerns of alumni, the claims of our respective disciplines, etc.—definitely to care about these things, but also always to ask: "What will it profit us, if we gain the whole world, but lose the soul of the University?" (Cf. Mark 8:36). The Christian university is called to operate "in the world," but not be entirely "of the world." (This principle, named by Jesus in John 17:14-19, may be the mother of all fault lines running through the Christian university.)

Of course, there are many other tensions that could be considered (for example: cost vs. accessibility, safety vs. risk, theory vs. praxis, privacy vs. transparency, liberal arts education vs. professional education, and so forth). In the years ahead, these will all be debated, certainly. For now let me conclude by urging my esteemed Pepperdine colleagues to resist the temptation to simplify the complexity; instead, to grant ourselves and one another permission to live creatively on the fault lines. What I said to the faculty on October 6, 2000, may still be relevant to what lies ahead:

Thus, we are at home on the fault lines. These intellectual dualities, tensions, and paradoxes are as natural to us as the geologic fissures of Southern California. They are the price we pay to be human. Finally, they are the price we gladly pay to occupy this unique space called Pepperdine University, for they make possible human creativity and the dissemination of knowledge for the good of humanity and the glory of God.

University Spiritual Life Committee News

by Gary Selby, Director of the Center for Faith and Learning

Pepperdine's newly formed "University Spiritual Life Committee" (USLC) held its final meeting of 2013 on December 9, marking the completion of its first year of work. An outgrowth of Pepperdine's Strategic Plan, *Boundless Horizons*, which includes among its core goals that of strengthening "the various parts of the University concerned with spiritual formation," the USLC is charged with developing and communicating a vision for Christian spiritual formation at Pepperdine and with making recommendations to the University administration for new initiatives and resources that will help achieve that goal. The committee, comprised of administrators, faculty, and

staff from across the University, devoted its first year to developing a charter and crafting a vision statement for spiritual formation at Pepperdine. Additionally, the USLC serves as a liaison with groups across the University that seek to promote the integration of faith and learning throughout the Pepperdine community. The committee met on March 10 to make the final edits to the charter, which will be shared with the University community later this spring.

Upcoming Library Renovation Will Create a “Flipped” Special Collections for Enhanced Discovery and Access

by Melissa Nykanen, Head of Special Collections and University Archives

We might just have the oldest object you will ever touch. At Pepperdine University Libraries’ Special Collections and University Archives, our wealth of rare and intrinsically valuable books and manuscripts provide a unique gateway to knowledge for the hundreds of students, faculty, staff, and scholars who visit the library each year.

As head of special collections, I have the privilege of overseeing the Library’s Special Collections and University Archives, and on a typical day, you might find any number of occurrences taking place in this unique part of the library.

Students who visit special collections have a chance, through guided class sessions, to conduct original research using primary sources ranging from some of the earliest printed books to contemporary first editions. Their experience in special collections exposes them to a new realm of research possibilities. Members of our local community search through rare copies of Malibu newspapers, not available elsewhere, to fill in gaps in their family histories. University friends and donors see Pepperdine’s Christian mission reflected in the sacred art of the *Saint John’s Bible*, and in the extensive materials in our Churches of Christ Heritage Collections. Academic researchers travel from across the country and around the world to conduct in-depth research with archival collections on topics ranging from church history to Hollywood. Meanwhile, our student interns explore the possibility of a library or archives career while completing customized projects.

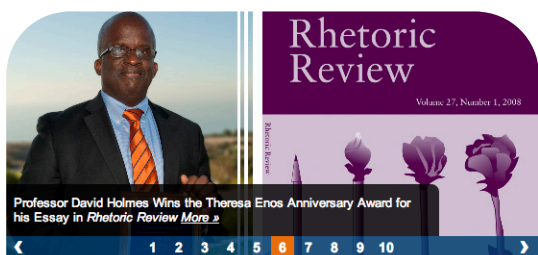
As we look to create a new special collections wing in Payson Library, we are excited about offering visitors a new kind of experience. Dean Mark Roosa and all of us in special collections are excited at the possibility of “flipping” the special collections area “inside out” in a way that enhances the discoverability of collections while expanding their use in the academic curriculum. This will involve opening up the special collections more broadly through analog and digital displays of rare materials, creating new spaces for the study and analysis of rare items, and providing new ways for preserving these materials for future generations.

Through flipping the Special Collections and University Archives, we look forward to creating a window into our historic collections, one that links our past to our future.



In the Special Collections Reading Room, undergraduates gather around to examine the printing and binding practices evident in a 16th-century edition of the *Aeneid*.

Research@Pepperdine Website



Research at Pepperdine University

WELCOME TO RESEARCH AT PEPPERDINE UNIVERSITY

Welcome to Pepperdine's newly-launched webpage featuring the research and scholarship of Pepperdine faculty, staff, and students.

The Office of Research and Strategic Initiatives has made a [Research Page](#) on Pepperdine’s website. The website features stories and interviews about current student and faculty scholarship, awards, and publications. If you have Research news, we want to feature it! Please send an email to research@pepperdine.edu and/or [make a SelectedWorks profile](#) to make your publication profile more visible and searchable.

Pepperdine Digital Commons featuring [SelectedWorks](#) is the University's centralized platform for Pepperdine journals, faculty publications, exemplary student research, and other e-scholarship. [Click here](#) to learn more. The new Research site will draw its research publication news from here as well.

Recent Faculty Grant News from Research & Sponsored Programs

by Melissa Teetzel and Sherrie Wagoner, Research and Sponsored Programs Officers

Karen Martin, professor of biology and a longtime advocate for beach ecosystem conservation, recently received two prestigious grant awards—one from the USC Sea Grant and one from the California Coastal Commission. These awards will support the development and validation of an ecological monitoring protocol for urban sandy beaches in Southern California. The project will engage undergraduate students and citizen scientists in the process of collecting data related to the physical and biological functions of the entire sandy beach habitat. The inspiration to create a tool to measure the impact of natural and human activity on beaches developed over years of monitoring the California grunion during their spawning season and recognizing that numerous plant and animal species rely on beach habitats for their survival.



In 2011 Dr. Martin released a short documentary film, [Surf, Sand, and Silversides: The California Grunion](#), with support from the National Oceanic and Atmospheric Administration, the California Coastal Commission, and *National Geographic*. This year Dr. Martin is preparing for the release of her book entitled, *Beach Spawning Fishes: Reproduction in an Endangered Habitat*, published by Taylor & Francis Press. The book, Dr. Martin explains, "... was written because of my fascination with the California grunion, of course, but also because of the realization that a behavior I thought was extreme and possibly unique is shared by other fishes to one or another extent from many different lineages, all kinds of beaches, all over the world. These fishes depend on a coastal habitat that is under constant pressure from habitat loss by coastal development, shoreline armoring, and sea level rise." Assessing the beach ecosystem, its resources, and the ways humans use and influence beach habitats is critical, and will lead to improved understanding and stewardship of this vital, iconic coastal ecosystem. For information regarding grunion and the annual grunion run, please visit grunion.org and the [grunion schedule](#).



Loan Kim, assistant professor of nutritional science at Seaver College, studies health disparities among low-income immigrant communities and the influence of perception and acculturation on dietary behaviors. In conjunction with colleagues at the [Public Health Foundation Enterprises, Women, Infants, and Children](#) program (PHFE-WIC), she received funding for the project "Improving Periconceptional Health through the Prevention of Excessive Weight Gain: From Research to Intervention" through the U.S. Department of Agriculture. PHFE-WIC colleagues and Dr. Kim have developed individualized and group education focused on gestational weight gain (GWG) and interconception health among women served by the WIC program, which serves pregnant, breastfeeding, and postpartum women, infants, and children under age 5 who are low-to-moderate income and at a nutrition risk. In Southern California, where PHFE-WIC operates and serves a predominantly Latino population, over two-thirds of mothers on WIC enter pregnancy overweight or obese. As a result, these mothers are then the most likely to gain excessive weight during pregnancy, putting them at greater risk for a host of chronic diseases later in life such as diabetes and cardiovascular disease.

To address the health concerns that arise as a result of GWG, PHFE-WIC researchers and Dr. Kim collaborated on the design of an educational intervention based on evidence which reveals that frequent weighing of women during pregnancy and provision of intensive education and support can reduce the risk for excessive weight gain at the end of pregnancy. They also adapted a simple tool, the Institutes of Medicine GWG tracker, which provides a powerful visual illustration for mothers by serving as a monthly reminder of weight gain goals and enabling them to compare their weight gain to their goals established with their nutritionist. To date, Dr. Kim has conducted a series of focus groups with pregnant participants to understand their perspectives and challenges with weight gain during pregnancy and solicit opinions and ideas to inform the development of the GWG tracker. The study is in the data collection phase, and the results of the study will be available in August 2015 with several publications forthcoming from the study findings.



Angela Hawken, associate professor at the School of Public Policy, is gaining national recognition as a leading authority in drug control and crime policy. She has appeared on numerous news programs and has been called upon to provide expert testimony before legislatures across the nation. Hawken's team is demonstrating that with more-strategic interventions it is possible to have less crime *and* less punishment. With significant funding from the U.S. Department of Justice, Dr. Hawken began evaluations to assess Hawaii's Honest Opportunity Probation with Enforcement (HOPE) program in 2007 and now oversees training and technical assistance in states aiming to replicate the HOPE model. The model, which is now implemented under many different names, target high-risk offenders. Offenders are closely monitored and those who violate the terms of their probation or parole (for examples, using illegal drugs or not showing up for an appointment) are immediately arrested and sanctioned (sanctions vary from a few days in jail to as little as a few hours in a holding cell). Drug-involved offenders undergo regular random drug testing (six times per month to begin), and are rewarded with less-frequent testing if they test clean. Continued violations are met with swift and progressive sanctions, which may include court-mandated drug treatment for those who continue to test positive. Implementing the HOPE model is challenging as it entails the coordinated efforts of judges and court staff, probation or parole officers, prosecution and defense attorneys, law enforcement, correctional facilities, and drug-treatment providers. Dr. Hawken and her team work diligently to assist jurisdictions in multiple states, including two programs for juvenile offenders in Arizona, as they navigate the process and implement policies and procedures consistent with HOPE to reduce drug-offender recidivism.

Dr. Hawken's team also works closely with Washington State, which rolled out the "Swift and Certain" approach statewide in 2012. Hawken's team is focused on implementation science, fidelity monitoring, and using the highest standards of research (most commonly randomized controlled trials) to assess whether these interventions are working, and to test process improvement and other innovations to the model. The model is now being implemented in twenty states. It has received bipartisan support and President Obama's budget now includes funding to support this model.

Eric Hamilton, professor of education at GSEP, is on a quest to reveal the dynamics behind high performance learning. Supported primarily by grants from the National Science Foundation (NSF), Dr. Hamilton has integrated science and mathematics curriculum into model-eliciting activities (MEAs), collaborative workspaces, pen-based technology, and video production with teachers and students in the U.S., Africa, and Finland. "We are working towards a science of learner engagement," he explains. "When learning environment designs succeed in immersing learners in contexts that involve academic tasks or challenges, virtuous cycles of self-regulation, growth in complex reasoning, discourse and argumentation, creativity, conceptual sophistication, and positive social dynamics can take form."

International collaborations have proven effective, and have significantly reshaped work carried out in Los Angeles schools. What started as a two-day international conference, the SAVI (Science Across Virtual Institutes) is now a consortium of 16 learning technology and education research teams in Finland and the U.S. NSF funds a dozen SAVIs worldwide, and Pepperdine's is the only one involving education research and learning technologies. The research on student engagement that Dr. Hamilton and colleagues are pursuing has the potential to make significant future contributions to educational neuroscience on a global scale.



Spotlight on Aliento: The Center for Latina/o Communities

by Miguel Gallardo, Director of Aliento



About the Center

[Aliento](#), The Center for Latina/o Communities at Pepperdine University's Graduate School of Education and Psychology (GSEP) is dedicated to addressing the individual and communal mental health needs of Latina/o communities. The center houses three interrelated components: 1) a Latina/o mental-health training program; 2) community outreach and education activities; and 3) a research institute.

Community Service Projects

[Aliento](#) admitted its first training cohort in the fall of 2013 and is in the process of recruiting its second cohort of students for the fall of 2014. As part of the community outreach component, the program's current cohort is working with [Casa de La Familia](#) and [Magnolia Family Resource Center](#) to collaborate in developing projects to serve the community's needs. The current projects our students are working on include implementing teen programs and developing parent advisory groups, as well as developing workshops for the students in the Extended Opportunity Programs and Services program at Orange Coast College in Costa Mesa, California. For further information please visit [our community service page](#).

Community Outreach and Education

[Aliento](#) is also offering mental-health professionals and students a series of continuing education workshops to support therapists in providing services in Spanish to Latina/o communities. This year's workshops include "Gaining Confianza (Trust) with Latino Clients," "Psychotherapy with Latinas/os: Do's and Don'ts," and "Psychotherapeutic Interventions with Latinas/os: An Integrative Approach." For more information please visit [our community outreach and education page](#).



Aliento Faculty Members, GSEP

Summer 2014 Immersion Program

As part of the Latina/o training program, we will be taking students to Pepperdine's Buenos Aires campus to experience the culture in Argentina, learn from local psychologists about providing services in another country, and participate in a wide-range of cultural activities during the month of June.

Student Testimonials

- *"I am honored to be a part of a program filled with passionate people who are focused on becoming better individuals, serving the community, and bettering the world. The professors, staff, and members of the cohort have become like a family to me and I am so thankful to be surrounded by people excited about the same things I am."* -Mackenzi Kingdon
- *"I know that the skills and memories I will have gained in the Aliento program shall serve me well in my upcoming career as a Marriage and Family Therapist for Latinas/os. It has definitely been a rewarding experience."* -Jesse Medrano
- *"Aliento is a program that will help the entire Latino community unveil some of the mental health myths that exist today, because of the lack of resources available for the Latino community. I am profoundly honored to be the pioneers of something so great as The Aliento Program."* -Gabriela Noriega

For more information about Aliento, please visit our website: aliento.pepperdine.edu

Perspectives on Blended Learning— *How Is It Working at GSEP and Graziadio?*

Reflections on Blended Learning in ELAP at GSEP

by Linda Purrington, EdD Program Director

The Educational Leadership, Administration and Policy Ed.D. Program (ELAP) is one of three education doctoral programs offered in the Graduate School of Education and Psychology. In 2002 ELAP transitioned from a 100 percent face-to-face course delivery model to a hybrid course delivery model (60 percent face-to-face versus 40 percent distance instruction).

The blended learning model has allowed ELAP to include students from all over the United States and from some international locations. The weekend schedule supports the participation of full-time working professionals. ELAP students have shared that they look forward to the face-to-face sessions as learning reunions with their cohort colleagues, professors, and staff. The face-to-face time specifically prepares students for the activities in which they engage online and provides a forum for sharing culminating projects, presentations, and events.

Over the past 11 years we have discovered several factors critical to the success of a hybrid model. First, it is important to bring students together initially face-to-face to build community, and co-construct collaborative norms. In ELAP we address this by beginning our program with a four-day retreat at the Malibu campus. During Leadership and Technology Training for Educators (LATTE), students engage in social and learning activities that connect them in powerful ways throughout and beyond their time in ELAP.

Second, there isn't a prescriptive recipe for hybrid course time and activities. Rather, face-to-face time needs to be used for what can best be addressed during face-to-face interaction, and online time needs to be used for what is best addressed via asynchronous and synchronous activities. Student engagement and active learning should be the focus for all learning environments and all activities. Faculty need to regularly solicit feedback from students related to the relevance and meaningfulness of learning activities and experiences. A number of ELAP faculty members solicit student feedback following face-to-face and online sessions in addition to traditional course evaluations.

Third, continuous faculty development and support are key to a successful hybrid program. Faculty need opportunities for individual, small-group, whole-faculty, on-site, and distance professional development. ELAP faculty members have devoted many faculty meetings to technology professional development. The key to program success has been to be proactive and to provide time for faculty to learn, share their learning, and readily access support.

Fourth, opportunity and support need to be provided for faculty who want to research, pilot, and share new technologies. This past year, one of our faculty members applied for and received a Pepperdine IT grant on behalf of all three doctoral programs in order to pilot a program called Hyper Research and Hyper Transcribe, provide workshops for dissertation students engaged in qualitative studies, and to create and archive training support resources. We now plan to introduce students to Hyper Research in their qualitative methods and data analysis courses and in our participatory action research curriculum.

Fifth, technology mapping needs to occur across the program curriculum in order to inform and articulate where and how student technology skills, needs, and interests are assessed and addressed; where and how technology is being utilized to support course and program learning objectives; and to identify opportunities for further improvement.



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Each year we ask our second-year students how their hybrid course experience compares to 100 percent face-to-face program models and to 100 percent online models, and each year students report that they prefer the hybrid course model. Overall students say that the blended format provides the best of both worlds and accommodates their busy professional and personal lives. At the same time, they also indicate that students must be highly organized and disciplined to be successful.

In summary, we believe we made the right choice in 2002 to transition ELAP to a hybrid course 60:40 blended learning model. We have learned a great deal over time, accomplished a lot, and also recognize that we still have many areas for future learning, growth, and improvement. We are energized and excited about what the future holds in store. As ELAP program director, I have been truly blessed to work with a talented faculty, staff, and IT team that has worked continuously and collaboratively in support of the ELAP program and blended-learning model.

Student Reflections on Blended Learning and the Master of Science in Organization Development (MSOD) Program at Graziadio School of Business and Management



Crazy Job? Busy Life? Blended Learning Makes Graduate Education Accessible

by David Loeb sack, Omicron Prime Cohort, MSOD Candidate (2014)



I chose Pepperdine's MSOD program for three reasons: I wanted the Pepperdine name on my resume; I wanted to work on real consulting projects with foreign private, nonprofit, and public sector organizations; and I wanted a course schedule that would accommodate an intense full-time job.

I have enormous respect for people with the mental stamina to work eight hours a day and then attend classes during evenings or weekends. I am not one of those people. So in my search for a master's program, I looked for schools that use a blended learning approach by conducting in-person class sessions in 10- or 12-day blocks and then holding the intermediary sessions online. My goal was to find a program where I could take short spurts of paid leave and devote my full energy and attention to school, and then come home and continue meeting the demands of my job while keeping up with school at my own pace.

Pepperdine's MSOD has been my first experience in this kind of blended learning environment, and I highly recommend it for full-time workers who don't want to

juggle night or weekend classes. My faculty connected me with local alumni in the Washington, D.C., area to keep me connected to the Pepperdine community between class sessions; my professors—especially my thesis advisor—make a regular habit of checking in on me academically as well as personally; and most of my online work is done in groups, so I'm in constant contact with my classmates. In fact, the forced online collaboration has been a great opportunity to learn how to better manage and "get stuff done" in virtual teams.

Perhaps most importantly, though, I am learning. The blended approach provides me with ample time to percolate on dense subject matter at home, and then bring my brewing perspectives into a learning environment that was intentionally designed so that I can experiment with and refine these viewpoints in real-time.

I'm incredibly grateful to the Pepperdine and MSOD leadership for making a top-tier master's degree more accessible to people with full-time jobs and busy lives. I'm honored that I can become a part of the Waves tradition, even while living over here on the (freezing cold) east coast.

My Experience with the Blended Learning Design of Graziadio's MSOD Program

by Cynthia Fields, Pi Prime cohort, MSOD Candidate (2015)



Upon making the decision to pursue a second graduate degree, finding a program that offered flexibility for working adults such as me was imperative. Therefore I was thrilled when I located Pepperdine's Master of Science in Organization Development (MSOD) program. In addition to its being one of the top-

ranked programs of its kind in the nation, I became aware of its distance learning format. I thought, "What could be more perfect than this?" Excitedly I applied to the program and was subsequently notified of my acceptance for the Spring 2013 term. Since all of my prior schooling came by traditional classroom instruction, curiosity caused me to imagine my upcoming learning experience: weekly online class sessions, occasional face-to-face meetings, and much independent study.

Fast forward to Fall 2013, the start of the program's first trimester. Prior to the official kickoff I was assigned an MSOD alumni partner, Suzanne, who immediately contacted me to offer her support. Suzanne came to my home to join me for the orientation WebEx, shared her insights about the program and offered herself as a continuous resource during and after my MSOD

experience. Upon the conclusion of the orientation she left me with three parting words: "trust the process."

As the trimester commenced all preconceived illusions of my learning experience were quickly dispelled. Instead of weekly meetings I was greeted by an introductory course to "Yammer," Pepperdine's social media outlet of choice. Through the course's ingenious design I gained system functionality and began to build relationships within my cohort. Yammer now serves as a platform to support ongoing communications and shared learning, as well as to enhance engagement and accountability. Throughout the course and beyond I was introduced to other tools such as Prezi and Google Plus, both of which have allotted additional opportunities for increased technological competence.

Aside from the use of technology, I have been privy to a wealth of educational methodologies, to include: assessments, You Tube videos, individual research, collaborative group assignments, teleconferences, volunteer work, "game-ification," and face-to-face sessions. The face-to-face sessions presented me with enriched learning from the varying occupations and diverse backgrounds of faculty, staff, alumni, and fellow students.

Through the MSOD program's innovative combination of theoretical and practical studies, I have already experienced both personal and professional growth. With this incomparable experience, I am excited about what this continuous educational journey has in store as I continue to "trust the process."

Newly Tenured Faculty Book Recommendations

In recognition of the extraordinary achievement of receiving tenure, Mark Roosa, dean of libraries, has announced that the library will feature book recommendations from newly tenured faculty members. Faculty were invited to provide a brief reflection on how the selected volume has impacted their academic work and influenced their scholarly formation.

Please [visit the site here](#) to begin exploring these recommendations!

