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## The Genesis of the Graziadio School of Business and Management: A Little Department at a Small Liberal Arts College Transforms into a Nimble, Notable School at a Dynamic, Expanding University

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The Genesis of the Graziadio School of Business and Management:  
**A Little Department at a Small Liberal Arts College Transforms into a  
Nimble, Notable School at a Dynamic, Expanding University.**

**By Edward H. Rockey and Pepperdine Colleagues**

**September 10, 2015**

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Tom Dudley contributed much to this history, including offering considerable amounts of content and also editing (not to mention giving me occasional “pep-talks”).

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Patricia Sime (Mrs. Donald R. Sime) contributed valuable information regarding Dean Sime’s life, education and career.

Leslie Haggard, Campus Director, made my former office at the Westlake Campus available and well supplied so that I could continue to work there on this project after my retirement.

My wife, Reverend Molly Rockey, gave wisdom, support and editing assistance. The extent of my admiration for her and my gratitude for her devotion can never be adequately expressed in mere words.

Ed Rockey

## **PREFACE: THE SCOPE AND GENRE OF THIS BRIEF HISTORY**

At Pepperdine College, during the mid-1960's, a small Department of Business Administration and Economics, with only three full-time faculty members and two "Auxiliary" faculty, began to grow into what is now known as the Graziadio School of Business and Management at Pepperdine University. This document about the beginnings of what became GSBM does not attempt to be an exhaustive history. Covering the period of the mid-1960's and then the 1968-78 deanship of Donald R. Sime, it focuses primarily on such aspects as:

- The school's energetic, entrepreneurial dynamics.
- Its remarkable growth in a short period of time.
- Its distinctive and versatile educational mission and style.

This history leans heavily on the recollections of faculty members, a few of whom worked at Pepperdine in the late 1960's and several others who came on board during the 1970's. Additionally, considerable information came from archival materials (primarily at Pepperdine's Payson Library). It is designed for the general reader to appreciate a remarkable time in a school's early history; it is not written to appear in an academic journal or other scholarly publication.

The gist of this report on GSBM's distinctive and dynamic origins includes such features as tripling enrolled units in just a few years, delivering degree programs to dozens of sites, developing programs that filled a real need, and then staffing them with qualified business faculty members who had a penchant for applied learning. There were significant challenges in hiring additional faculty and administrative personnel and acquiring expanded space for offices and classes on campus, as well as in publicizing the new academic enterprise and delivering degree programs to so many off-site locales. In a decade, the size of the full-time faculty increased by over 1,000% (from three or four to over forty).

Charts and graphs often appear as appendices in histories, but due to the unusual, seminal data that pertain to the key reasons for writing this brief history, they appear on the following two pages:

Exhibit I lists the remarkably large number of sites to which degree programs were delivered in the period covered.

Exhibit II illustrates the significant rapid growth of a small, new business school. For six years, the average annual growth rate of units taught was over 55%.

Readers can imagine the effort and ingenuity needed to secure endorsement from corporations, to register students, assign faculty, deliver degree programs to so many widely scattered sites and then also provide logistical and administrative backup. Also, readers can picture the frenetic recruitment of faculty and staff and the very demanding logistics needed to develop and deliver so many courses and varied programs.

**EXHIBIT I. SITES WHERE WE DELIVERED CLASSES IN THE 1970'S**

From 1968-1978, our faculty delivered degree programs at over 70 sites, often within organizations that provided meeting rooms, making classes more accessible for students and saving capital and operating expenses for our school. Below are the locations we recall. (COMPANY SITES were all in California.)

**COMPANY SITES (27)****(In addition to P/KE sites)**

1. Rockwell International, Downey.
2. Hughes Corporation, Fullerton.
3. United Airlines, Burlingame.
4. Xerox Corporation, El Segundo.
5. Litton Corporation, San Fernando Valley.
6. Burroughs Corporation, Westlake Village.
7. Lockheed Aircraft, Burbank.
8. Northrop Corporation, Newbury Park
9. VetCo, Ventura.
10. Ford Assembly Plant, Pico Rivera
11. Dean Witter, Los Angeles
12. Bourns Instruments, Riverside
13. Dart Industries, Beverly Hills
14. Flying Tigers, El Segundo.
15. Bell & Howell, Pasadena
16. Sherriff's Station, San Bernardino.
17. Xerox Corp. Conference Room, Pomona.
18. Atlantic Richfield, Los Angeles
19. Page Graham Associates, Marina del Rey
20. Kinsman and Kinsman Conference Room, Laguna Beach
21. Southern California Gas headquarters, downtown Los Angeles
22. Townsend Corporation, Cherry Rivet & Boots Nut Division, Santa Ana
23. Southern California Edison headquarters, Rosemead
24. Santa Clarita Valley Sherriff's Station, Santa Clarita.
25. Xerox, Century City.
26. Xerox, Fresno.
27. Higgin's Financial, Los Angeles

**MILITARY BASES (7)**

1. United States Air Force, Pearl Harbor, Hawaii.
2. U. S. Marine Corp base, Kaneohe, Hawaii.
3. U.S. Army Schofield Barracks, Honolulu, Hawaii.
4. United States Navy, Subic Bay, Philippines.
5. U. S. Marine Corps Base, El Toro, CA.
6. Military installation, Yokosuka, Japan.
7. U. S. Marine Corps Base, Parris Island, S.C.

**OUTLYING CENTERS (8)**

1. Houston Texas
2. Dallas, Texas
3. San Francisco, CA
4. San Diego, CA
5. Riverside, CA
6. San Jose, CA
7. Palm Springs, CA
8. Oahu, Hawaii

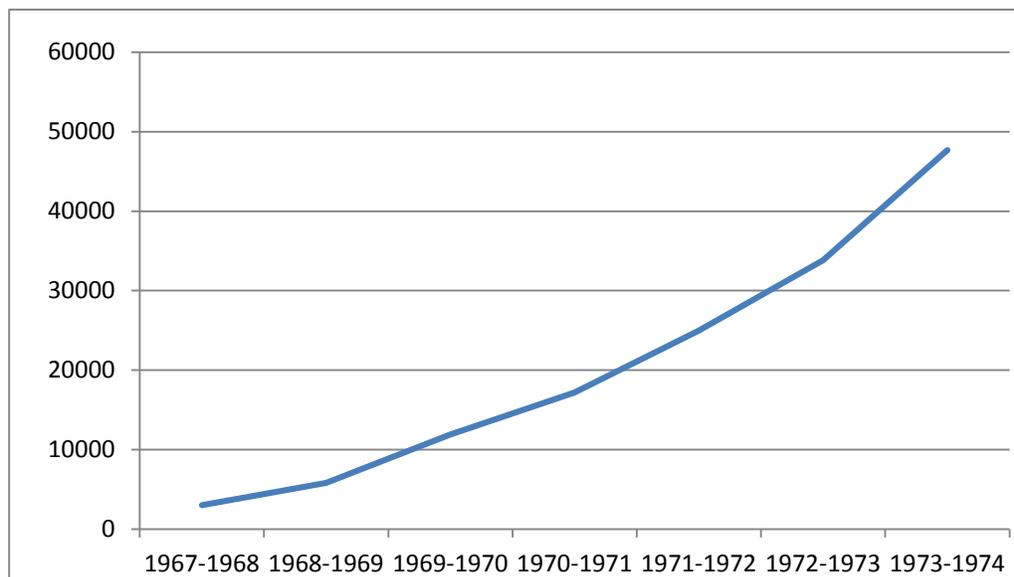
**CONVENTIONAL CAMPUSES (3)**

1. Los Angeles
2. San Fernando Valley
3. Orange County

**27 RENTED SITES** (all in California, usually in seminar rooms in hotels).

1. Irvine	7. San Luis Obispo	13. Watsonville	19. Idyllwild	25. Studio City
2. San Mateo	8. Azusa	14. Los Angeles	20. Santa Ana	26. Vista
3. Dublin	9. Marina del Rey	15. Redwood City	21. Monterrey Park	27. Palm Springs
4. Van Nuys	10. Redondo Beach	16. Costa Mesa	22. Sacramento	
5. Modesto	11. Laguna Beach	17. Pomona	23. Woodland Hills	
6. Valencia	12. Westchester	18. Santa Clara	24. Inglewood	

**TOTAL SITES:** We delivered programs to at least 72 different sites, excluding PKE classes. No records have been found identifying which PKE sections met at company sites from 1970 to 1978. According to the faculty members who taught PKE classes then, almost all of PKE classes of that period met at the students' company locations. Thus, the total number of sites where our Faculty delivered classes during the period covered in this report greatly exceeds 72—possibly totaling over 100 sites.

**Exhibit II****Academic Units Delivered Per Academic Year:  
Academic Years 1967-68 through 1973-1974**

**Compound growth rate per annum: 58.6%.**

**Arithmetic growth rate per annum: 55%.**

Academic Year	Units Delivered	Increase in units
1967-68	3,000	
1968-69	5,800	60%
1969-70	11,900	105%
1970-71	17,200	45%
1971-72	25,000	45%
1972-73	33,840	35%
1973-74	47,673	41%

**Source: Memos from Dean Donald R. Sime, Payson Library Archives.**

**DELIVERING COURSES TO EMPLOYED ADULTS AT OFF-CAMPUS SITES:  
A CONCEPT AT PEPPERDINE COLLEGE IN THE MID 1960'S**

On February 19, 1965, in an inter-office communication entitled "Educational needs of industry," a trio at Pepperdine College sent a remarkable set of proposals to M. Norvel Young, President of the college. The memo had ten recommendations, in a "Fact" and "Suggestion" format. Included was the "fact" that "Many in engineering management do not have college degrees", with the suggestion that "The B.S. degree in engineering administration would be ideal for these people," and including the observation that "It might be necessary for us to increase our evening offerings in business administration". The 1964-1966 catalog of Pepperdine College described an Engineering Administration bachelor's degree, "offered in cooperation with the Department of Business Administration and the Department of Mathematics and Physics".

The trio consisted of: Rex Johnston, Ed.D. (Professor of Education and Chairman of the Department of Continuing Education), Ladis D. Kovach, Ph.D. (Professor of Mathematics and Chairman of the Department of Mathematics and Physics), and Nobel Koontz (Payroll and Gifts Accountant). They had talked with two individuals at the Los Angeles Division of North American Aviation Company who were responsible for the professional development of employees at that division. The Pepperdine trio noted that North American would reimburse all tuition for employees working towards a degree, upon completion of that degree.

The trio remarked that "The situation in North American Aviation is not unique" and that Douglas Aircraft and Northrop Corporation offered similar support for employees who sought to earn degrees. They observed that Hughes Aircraft, Douglas in Santa Monica and Culver City and Lockheed in Burbank were only about a half-hour away from the Pepperdine Campus in Los Angeles. The trio also noted that the two North American Aviation personnel they spoke with were not allowed to recommend any particular school, but they were in favor of having Pepperdine prepare some appropriate programs. It was also noted that the distribution of brochures describing educational programs would be allowed. The trio suggested that "We should prepare separate brochures for each program and that these should be worded in such a way as to make our offerings appeal to their employees" (*emphasis in the original*).

The trio recommended that Pepperdine "study this cooperation with industry and move forward vigorously if the plan is feasible". A closing sentence (*emphasis added*) was indeed truly seminal: "**Later we can give some thought to sending instructors to these various divisions**".

The document mentioned that two of the best-known business schools at major universities in the Los Angeles area "are curtailing their late afternoon and evening programs. They are also

losing many of their employed students because of traffic and parking problems, disinterest on the part of teachers and counselors, . . . poor attitudes toward the students' needs, etc.” An opportunistic suggestion followed: “We can move in to fill the vacuum. It would require only a small expense for advertising. The need is there and we can fill the need. It requires publicity to bring the two together”.

Thus, at Pepperdine College, as early as February of 1965, at least five enterprising ideas for developing, publicizing and delivering degree programs were conceived of. Later those ideas would be further refined and actually realized by the School of Business and Management. Subsequently, all five suggestions were implemented by 1971:

1. Create degree programs aimed at educating employed adults.
2. Offer such programs after working hours.
3. Deliver the programs to corporate locations.
4. Prepare targeted, appealing brochures, one for each program being offered.
5. Develop publicity and advertising for the programs

This 1965 proposal did not originate within the Department of Business Administration and Economics; it was more of an interdisciplinary proposal. In fact, it included a suggestion that Pepperdine offer a Mathematics major for engineers, and possibly Physics or Chemistry majors as well. As mentioned earlier, Pepperdine College had already developed and had offered on campus an interdepartmental B.S. in Engineering Administration.

Although the concept of delivering business degrees to working adults off-campus would soon be implemented by Pepperdine's business faculty and administration, a 1967 class schedule from the Department of Continuing Education at Pepperdine described courses scheduled for presentation at thirty-four locations, mostly in the Greater Los Angeles area, but the schedule also included distant sites in Sacramento, California and Louisville, Kentucky. Most of the sites were public schools, and most of the courses were in the Education field (though some Religion and Math courses were also offered). Doctor Rex Johnston, Professor of Education and Chairman of the Department of Continuing Education, was apparently very serious about the methodologies suggested in the memo alluded to at this opening of this history. Most of the courses were designed to assist public school teachers to fulfill continuing education requirements. Nevertheless, the delivery of courses to working adults at their place of employment had already been accomplished before the establishment of the School of Business and Management at Pepperdine and before SBM's delivery of business degree programs. It is probable, however, that SBM at Pepperdine was the first business school to deliver Master's and Bachelor's degree programs to employed students at the students' workplaces.

## **THE DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS**

Prior to the establishment of the School of Business and Management, Pepperdine College maintained a “Department of Business Administration and Economics” (that was the official, formal designation of the department in the college’s catalogues, although it was sometimes referred to in memos or internal reports as the Department of Business Administration or simply the Business Department). The department offered undergraduate majors in five fields: Accounting, Business Education, Economics, General Business Administration and Secretarial Science. Fifty-one units in the department were required for a bachelor’s degree with a major in Business Administration and Economics, and eighteen units for a minor. As noted earlier, a B.S. in Engineering Administration was also offered inter-departmentally. Prior to the 1966-1967 academic year, the department did not offer any graduate degrees; however, graduate degrees were offered at Pepperdine College before 1966 in eight fields: Education, Educational Psychology, History, Mathematics, Psychology, Religion, Social Science and Speech. Religion was the first academic discipline to offer a graduate degree (starting in 1944). Of eighty-seven full time faculty at Pepperdine College listed in that 1966 Bulletin, the Religion Department had eight full-time faculty members.

The 1966 Pepperdine Bulletin listed three full-time faculty members in the business department:

1. Edward Bailey, M.A., Associate Professor of Business and Acting Department Chair;
2. Robert Fulmer, M.A., Instructor in Business.
3. Roy L. Garis, Ph.D., Professor of Business Administration.

Mr. Bailey had been at Pepperdine since 1949, Dr. Garis since 1959 and Mr. Fulmer since 1963.

All three left the business department before the start of the business school in 1969. Marshall Nickles came on board to teach Economics in 1966, but it is probable that the 1966 Bulletin was printed before his arrival. Two “Auxiliary Faculty” in Business were listed:

1. Robert Anderson, MBA.
2. Paul Linell, CPA.

### **A NEW DEPARTMENT CHAIR: DONALD R. SIME, Ph.D.**

If one individual were to be identified as the most influential founding person in the development of what later became the Graziadio School of Business and Management at Pepperdine, it would surely be our first dean--Donald R. Sime. Born in 1926, Don was in the United States Naval Air Corps from 1944-1946, preparing to be a pilot, but the ending of World War II in 1945 led to the early discharge of many now-unneeded trainees. After his discharge, Don enrolled in an Aeronautical Engineering program, but after three trimesters, he enrolled at Pepperdine College and graduated in 1949, earning his Bachelor's degree with a major in Mathematics and a minor in Physics. He completed over 180 units, including the Aeronautical Engineering courses earned beforehand. Don had a sense of mission that drew him towards a religious vocation, but he had earned so many units in Aeronautical Engineering that the Math/Physics emphasis was practical. But in 1951 he completed an M.A. as a Religion major at Pepperdine College. Earlier, in the fall of 1949, after completing his undergraduate degree, Don married Patricia Hawes. So as a graduate student, 1949-1951, Don was both a Navy veteran and a married man.

Studying for his Divinity degree at the Princeton Theological Seminary (1951-54), Don understood from personal experience what it was like to earn a living and earn a degree at the same time. He served as the minister of a church in Tabernacle, New Jersey, while completing his seminary degree. Later on, while earning his Ph.D. at the University of Chicago (1954-1962), he served contemporaneously at Harding College, teaching courses in Religion. During the years that Don studied for his Ph.D. degree, Don and Pat had three children (born in 1956, 1957 and 1960). So this married, employed, military veteran and father of three children knew from practical experience what it was like to earn a graduate degree as a seasoned adult. This may have influenced him as he developed his views on educational philosophy, content, style and delivery.

Don's doctoral degree involved inter-disciplinary studies, with an emphasis on Behavioral Science and Theology, and it included a focus on attitude change in small groups, which was the topic of his doctoral dissertation. Carl Rogers, the grandfather of "unconditional positive regard", had a powerful influence on Don at Chicago. During the years that Don earned his doctorate at the University of Chicago he taught at Harding College, which was very supportive of him. He felt obligated to return to Harding after he earned his Ph.D., even though the University of Chicago offered him a faculty position. After working at Harding College and Harding Graduate School for twelve years teaching Religion courses (both in Searcy, Arkansas and Memphis, Tennessee), he received an invitation from President M. Norvel Young to teach at his double alma mater—Pepperdine College. Having been born in Los Angeles and having lived there as a child, and having earned degrees at Pepperdine College, Don was well aware of

what would be involved in moving back to Los Angeles and accepting this faculty position at Pepperdine College.

He accepted an appointment as a faculty member in the Religion Department in 1966, though he also occasionally taught Psychology courses. Then, in 1968, Dr. Young requested that Don chair the Department of Business Administration and Economics. There were some difficulties occurring in that department. In the preceding two years there had been an acting chairman, Mr. Edward Bailey, and then a chairman, Dr. Ron Smith who left at about the time that Don Sime was appointed as Chair. When Don became the Department Chair, some faculty quit, with a miniscule number remaining. Legend has it that soon after appointing Don as a department chair, Dr. Young urged Don to establish a school of business, in large part because such a school could bring in tuition money to help offset the operating deficit that Dr. Young and his staff dealt with annually. Don accepted this formidable challenge.

### **PROPOSAL TO ESTABLISH A SCHOOL OF BUSINESS**

Among archival documents at Pepperdine's Payson Library there is a "December 1968" six-page proposal from Donald R. Sime, Chairman of the Department of Business Administration and Economics, addressed to Dr. M. Norvel Young, President. The document proposed that the administration and trustees "consider changing the Department of Business Administration and Economics to the School of Business Administration of Pepperdine College".

The rationale for creating the new business school included several key points, including:

- a. "The Department of Business Administration is presently undergoing a dynamic growth and development program".
- b. The business department was gaining increasing recognition.
- c. It was developing several new programs which would "have significant impact on Pepperdine's contribution to higher education".
- d. "Recently at a meeting at Santa Clara, Pepperdine was accepted into the assembly of the American Assembly of Collegiate Schools of Business," but actual membership in A.A.C.S.B. was open only to schools of business.

Appended to the proposal was a separate "ADDITIONAL FACTS" section, addressed to Dr. Young, and subtitled "In connection with the proposal of a School of Business Administration". It outlined anticipated growth in both the number of students in business courses at Pepperdine and the amount of income to be produced through the spring trimester of 1969.

At Dr. Young's urging, this proposal to create a school of business was presented to the Board of Regents, and in December of 1968 the Board of Regents of Pepperdine College approved the

creation of a School of Business at Pepperdine College, the first department at Pepperdine to be re-formed and expanded as a school. Soon afterwards, the Department of Education became a School of Education, and Pepperdine acquired a School of Law. The new business school at Pepperdine College began offering courses as a school in April, 1969. By September of 1969 there were eleven full-time faculty and eleven support staff. By December of that same year, there were eighteen full-time faculty, fifteen “Auxiliary Faculty”, and twenty-one Administrative Staff. On January 1, 1971, Pepperdine announced that the college itself had progressed to university status.

### CHOOSING A NAME FOR THE SCHOOL

At first, the transformation of the Department of Business Administration and Economics was referred to as the “School of Business” or the “School of Business Administration” in various documents, but later a suggestion was made that it be re-named the “School of Management”. A February, 1972 document submitted by Dean Sime and entitled “MASTER PLAN: 1972-76”, had the sub-heading, “Pepperdine School of Management, Los Angeles Campus”. (“Los Angeles Campus” alluded to the fact that the Malibu Campus of Pepperdine University would open for classes in September of 1972.) But there was a different view regarding the name to be chosen for the new business school. In a memo dated May 1, 1972, Dr. Young intervened regarding the naming issue, as he wrote a memo stating:

In response to the Business School’s request to change the name to the School of Management, I would like to give this original reaction: First, Mr. Pepperdine was particularly interested, of course, in business and he wanted the Business Department as it was in the beginning to be one of the strongest. I realize that some of the prestige schools, like USC and UCLA, are changing to Management, but it seems to me that our basic support has come and probably will continue to come for some time through the business sector. I understand that Harvard and Stanford are both maintaining schools of business. So, I would suggest that we not drop the name “business”. If the School wishes, perhaps it would be helpful to call it the School of Business Management or the School of Business and Management.

The memo was addressed to Exec. Vice President P. Howard White and copied to Dr. William S. Banowsky (who had become President of Pepperdine, while Dr. Young had moved to the Chancellor’s position). But Dean Don Sime was not copied. Subsequently, in a June 15, 1972 memo from Dean Sime, addressed to Dr. Young, Dr. Sime wrote: “The Executive Committee and the faculty [of the business school] have approved the name change of [sic] the School of Business and Management. I appreciate your suggestion, and I am assuming that the name change meets your approval”.

## AMBITUOUS ENTREPRENEURIAL PLANNING

Just before the business department became a school and the college became Pepperdine University, Dean Sime and Don Bibbero produced a vastly ambitious five-page document entitled, “STATUS REPORT: MANAGEMENT CENTER PROJECTS” (the report itself was not dated, but it contained dates which indicate that it was produced in January of 1969). Under three headings (called “Groups”), the creative, ambitious duo listed twenty-one proposed or already-in-place programs.

A Mathematics Professor at the Malibu Campus in the 1970’s quoted what apparently was an oft-repeated adage at Pepperdine: “*Don Sime? He leaps tall buildings at a single bound!*” The Status Report that follows is extremely ambitious, apparently too ambitious. But “nothing ventured, nothing gained” is a well-known saying among the adventurous. Several of the proposed programs were realized, though some did not last long and others were never actually offered. (NB: all the underlining in the section below is in the original Status Report document.)

**Group I:** “Programs for which development has been completed and programs implemented” included the following:

1. Management Center Organization and Facility. Indicating that the Management Center had already completed research projects for organizations, the document described the Center as “An integral part of the Business Administration Department”. The primary function of the Center was to “conduct research into the need for and development of educational programs”.
2. Police Management Program. With a commitment to expand this program to enroll at least 300 personnel from the Los Angeles Police Department, the report indicated that the curriculum had already been developed for this bachelor’s degree program designed to help law enforcement personnel to develop leadership skills while earning a degree.
3. The Edison Program. This certificate program was designed to give first-line supervisors at Edison an overview for their supervisory work. “Additional in-depth programs specializing in supervisory problem solving” were being prepared to be delivered in the spring of 1969.
4. Business Management Seminar for Minority Groups. Cooperating with other organizations, including the Interracial Council for Business Opportunity, one seminar had already been delivered in 1968, and another was planned for the spring of 1969. Hobart Crosby was an African- American, and he worked with Dean Sime to enhance enlightened awareness and progress in race relations.
5. Lockheed Project. This effort was to deliver the Master of Business Administration (Plan II) to “key Lockheed Personnel”, with an expectation to deliver “additional degree programs at the graduate and undergraduate level”.

6. National Association of Security Dealers. One course had already been delivered of a specialized program for this industry, and “Critiques already evaluated show need for a continued and expanded program in this industry”.

7. Northrup—Norair Division. Credit courses were scheduled to be delivered in February of 1969, with the prospect of delivering a “complete educational program to be funded by that company to satisfy the educational needs of its many personnel”.

8. North American Rockwell Corporation, Space Division. The Status Report noted that two programs were already underway at this company, but it did not specify which ones. It did state that “At its corporate headquarters” the MBA II program would be offered, along with “under- graduate credit programs . . . as soon as details can be finalized”. Courses were presented at the Rockwell facility in Downey, California.

**GROUP II: Projects for which specific educational proposals have been made but which have not yet been implemented:**

1. Savings and Loan Program. After research indicated a need for such a program, a proposal was made to the Savings and Loan industry that included both a certificate program and a degree program. A printed brochure for the degree program is in the Payson archives, but Professor Darrol Stanley has stated that the proposed degree program was never taught, even though it was developed in cooperation with the Los Angeles Chapter of the American Savings and Loan Institute.

2. Medical Management Program. A proposal had been submitted to the American College of Clinic Managers addressing the educational needs of clinic managers suggesting a “survey to identify educational needs of clinic managers and to the ultimate development of an education program including a certificate program, a degree program, a graduate degree program and courses to assist qualified practitioners in teaching others”. This section closed with the following ambitious statement: “After the conclusion of the pilot program, it will be evaluated and then an educational network established to provide the program on a nation-wide basis.” Apparently, this program was never offered.

3. American Production and Inventory Control Society (APICS). Again, graduate, under- graduate and certificate programs were considered but not offered.

4. Hughes. Offering MBA II at Hughes was accomplished. A plan to offer “corporate level senior management education” was perhaps implemented through offering the PKE program

5. Moving and Storage Industry. An “urgent need” in this industry for educational programs for all managerial and supervisory levels was noted. A collaboration to produce a textbook on the “History of the Moving and Storage Industry” was suggested. (See the section below on PLANNED PROGRAMS THAT DID NOT MATERIALIZE

6. Control Data Project. A program was under consideration to offer courses in “Human factors in Supervision” and “Interaction Dynamics”. Seminars were delivered to Control Data.

**GROUP III: Projects in varying stages of development but needing further research before definite educational programs can be developed:**

1. Northrup Corporation. Throughout this document, the authors referred to developing a Management Center at Pepperdine. Northrop maintained a management development program for senior management personnel, offering it at the facility of “another educational institution in Northern California”, but seeking to offer a similar program in Southern California. Don Sime and Don Bibbero saw this as an additional incentive and opportunity to develop a Pepperdine Conference Management Center facility

2. The National Contract Mangers Association. Discussions with this organization led Don Sime and Don Bibbero to seek to develop a complete educational program for that association, including four programs: certificate, undergraduate degree, graduate degree and “special educational assistance to practitioners to assist them in relating the information to others”.

3. Union Oil Company Project. This project would assist management personnel to use computers and computer technology in the decision making process. When put into effect, it would not only be available in the Los Angeles area but also on the East Coast “through the education network established through the cooperation of other Christian colleges.” This “network” is referred to more than once in the five-page document. No information has been found indicating that a such a cooperative Christian college endeavor ever materialized

4. Western Airlines. Proposed: a delivery of MBA Plan II for first level supervisors. It was delivered.

5. Pacific Area Travel Association. The Pepperdine Management Center already had been retained as an educational consultant to establish programs for travel agents, including educational programs developed to enhance the competency of travel agents in the Pacific region

6. Northrop Institute. “Discussions disclose the necessity to conduct educational conferences primarily in the field of management development and the MBA Plan II. Students will be graduates and undergraduates in need of updating concepts in the managerial field.” Degree programs were delivered at Northrop.

7. School of Law. Research on the Orange County College of Law affiliating with Pepperdine College was completed, which would create a law school at Pepperdine. This did occur, and led to Pepperdine College becoming Pepperdine University in 1969, the same year that the Department of Business Administration and Economics morphed into the School of Business and Management.

## SECURING FACULTY FOR THE NEW BUSINESS SCHOOL

The first Bulletin (apparently in an unbound format) of the newly created “School of Business” was published in December of 1969, and it designated the full-time Faculty under two headings, Graduate Faculty and Undergraduate Faculty. Ten of the eighteen full-time Faculty listed below had joined the faculty that very same year—1969! One can only imagine the flurry of recruiting under pressure within a newly-formed, very small business school. Two had come on board in 1966, two in 1967 and four in 1968. There were no long-time faculty at all. Fifteen “Auxiliary Faculty” were also listed (including Kenton Anderson, who would succeed Don Sime as Dean a decade later). Twelve of the fifteen Auxiliary Faculty came on board in 1969. Two came on in 1968. Only Paul Linnell, (since 1953) came earlier than 1968. It’s difficult to picture a School of Business with over thirty faculty members that includes only one “old-timer”, and that one an auxiliary colleague.

GRADUATE FACULTY	UNDERGRADUATE FACULTY
Donald R. Sime, Dean, Behavioral Science	Richard Indermill, Behavioral Science
Donald S. Bibbero, Management	Elizabeth Lenches, Economics
Norman Cottman, Business	Marshall Nickles, Economics
Thomas A. Dudley, Quantitative Analysis	James Penrod, Instructor
Leo R. Graham, Behavioral Science	David Ralph, Instructor
John W. McCloskey, Behavioral Science	John E. Richardson, Instructor
Curtis W. Page, Behavioral Science	William Satterfield, Instructor
James W. Stark, Management	Sheldon Snow, Instructor
Jere E. Yates, Behavioral Science	Morris M. Womack, Instructor

Fifteen “Administrative Staff” were also listed in the initial Bulletin of the newly-created business school. Notably, Ruth Atteberry was listed as an “Executive Secretary”; later she would become an Associate Dean at the business school, a very influential administrator. Hobart Crosby, Jr., was listed as “Assistant to the Dean”. He was very close to Don Sime and worked with Don on planning for the fledgling school and on increasing awareness of race-related issues.

As the academic programs grew quickly (see Exhibit II), speed was of the essence, and there was an urgent need to secure faculty who possessed academic credentials but also had a pragmatic approach towards education. Often it came down to who was available, who was already known for what was needed, and would fit in. A full, lengthy vetting process was not feasible. For example, during the mid 60’s, Don Bibbero – a retired Air Force Officer - was pursuing his E.D.D. degree at U.S.C., and Thomas Dudley was simultaneously completing a D.B.A. at USC. Tom Dudley was also the director of the computer facility and was in the Quantitative Department at U.S.C. Don Bibbero needed assistance with statistical analysis for his doctoral thesis, and he was referred to Tom Dudley. In October of 1966 Dudley left U.S.C.,

having obtained his doctoral degree, and took an executive position with a mutual fund company headquartered in downtown Los Angeles. Dudley and Don Bibbero kept in touch over the next two years, and early in 1968 Dudley's company was acquired by a company in Houston, Texas. Since, he didn't want to re-locate, Dudley started a computer consulting company. In the spring of 1968, Dudley was contacted by Don Bibbero who told Dudley that Pepperdine needed somebody to teach a quantitative trimester in a new integrated MBA program at the college, and Dr. Dudley was the only one he knew that could. He suggested that they have lunch together and Dr. Bibbero would explain the situation. The rest is history.

Several of the earliest faculty appointments followed a similar pattern: a colleague already in the business school recollected a worthy acquaintance who would be suitable. For example, Byron Lane, President of a furniture manufacturing company, earned an M.B.A. at Pepperdine, and a year later one of his professors, Curtis Page, invited him to teach part-time, and that led to a full-time position. Don Sime had known Jere Yates very well before either of them came to Pepperdine, since they worked together at Harding College. Don and Ed Rockey had shared a consulting assignment in Texas before Ed Rockey came to Pepperdine in 1970. Michael Kinsman "came with the package". He recalls being part of a short-lived Master of Science in Administration program that Pepperdine acquired in 1975. Stewart Fliege remembers working together with Pepperdine colleagues conducting research at the Rand Corporation, and then being invited to meet with Wayne Strom and Kenton Anderson, both of whom recommended that Stewart be brought on board.

## **EARLY GOVERNANCE AND ADMINISTRATION**

Because a newly created MBA II program was so successful, and Don Sime was new to the demands of the Dean's position, many issues that arose were not always addressed and dealt with in a timely or efficient manner. In the summer of 1969, Dr. Dudley asked for a meeting with Dean Sime, Dr. Page, and Mr. Stark. The luncheon was held at a nearby restaurant. After an airing of all the issues, Dr. Sime made a decision to establish a Dean's Policy Committee to assist him in handling the many problems that arose. This committee consisted of Dr. Dudley, Dr. Page and Mr. Stark. Shortly, hereafter Dean Sime appointed Mr. Herb Crosby, a recent MBA alumnus, to the position of Associate Dean. The next addition was the hiring of Dr. Wayne Strom to coordinate faculty concerns and Mr. Gil Barrett to the position to marketing the programs. Dr. Bibbero was fully involved with the Pepperdine Institute. Subsequently, coordination of the faculty was split into two positions: Associate Dean for Undergraduate Studies and Associate Dean for Graduate Studies. Dr. Sheldon Snow was appointed to the former position and Dr. Wayne Strom was appointed to the latter. Also, at one time there were three Chairpersons, one for each of the three academic areas under the three-trimester program: Quantitative Behavioral and Management. Later, a more typical academic model was adopted,

with the faculty clustered by academic disciplines, each colleague reporting to a department chair. Also, degree program committees were formed, one for each major degree offered.

In addition to their roles as teachers, several of the earliest faculty had other duties. Various individuals over the first few years took on principal responsibilities for such key areas as recruitment, advertising and publicity. Dr. Bibbero was the first person responsible for what was initially called “Director of Marketing” for the new school. Dr. Dudley was responsible for managing the computer facility for the school. These men also headed up their respective academic departments. As mentioned earlier, a primary requirement for new full-time faculty, in addition to their having academic credentials, was that they had to have significant management and/or consulting experience so they could relate to the employed-student population. In fact, one of the faculty members who had a voice in the appointment of new faculty for the fledgling school advised that the hourly fee the prospective faculty member charged as a consultant be considered as a criterion for appointment--the higher the better. Early faculty additions in January of 1969 were to the Behavioral Department with the hiring of Dr. Curtis “Duke” Page and Dr. Graham, of the Page/Graham consulting group. Both men were Clinical Psychologists with Industrial Psychology status. James Stark was hired into the Management Department, and Norman Cottman into the Quantitative Methods Department. All of these colleagues were qualified academically and by work experience to teach in the M.B.A. II program. Although a full-time faculty load was two ten-unit sections per trimester for the MBA II program, the demand for the program was so great that some professors taught three sections per trimester

While the very quick growth of the academic side of the M.B.A. II program progressed, the need for administrative support also burgeoned. Dr. Sime and Dr. Bibbero gave up teaching commitments, as Dr. Sime became the full-time Dean and Dr. Bibbero worked full-time in “marketing” and also in managing a newly established Pepperdine Research Institute. The Institute was fashioned after the Stanford Research Institute at Stanford University. Its purpose was to provide research and industry-related studies that our faculty would conduct.

Gabriella Soroldoni, Director of Student Services in the 1970’s and later Associate Dean of Administration, described the mid-1970’s at the School of Business and Management as “delightfully chaotic”. Administrators certainly needed a tolerance for change and for ambiguity. There was not always sufficient time or data for thorough planning or orientation for administering new programs. Deborah Galuhn recalls that as new programs were developed, and policies and procedures had to be developed, there was a spirit of: “We’ll work it out” and “We’re on a mission”. Fortunately, Ruth Atteberry, Associate Dean for Administrative Affairs in the 1970’s, did not micro-manage. She was willing to delegate, to adapt and to keep channels of communication open.

## **“MARKETING” THE PROGRAMS**

The role of an administrator appointed to attract new students to enroll at a college might be termed “Director of Recruitment” or “Director of Enrollment”, etc. For a few years, at SBM in its early days the school got right to the point: the initial title designated for the role was “Director of Marketing”. Don Bibbero, David Ralph, Gil Barrett and Stewart Fliege were among those who served in marketing our programs. Recruitment efforts included extensive print advertising, which was not typical at traditional academic institutions in that era. Some of the full-page ads were in nationally circulated magazines, including *Newsweek*, *Time*, *Fortune*, *Business Week*, *Inc.*, *Dun’s Review*, *Nation’s Business*, *California Business*, *U.S. News and World Report* and *Sports Illustrated*. Radio advertising was also employed. One SBM faculty member reported that he was chided at a golf course in the 1970’s when a fellow golfer, a business executive, exclaimed in a disdainful voice: **“Why are you people advertising so much?”** Also, there was some resistance in the upper administration at Pepperdine University to the “Marketing” designation; subsequently the job title at our business school was changed to Director of Program Development. Stuart Fliege was Director of Program Development at one point. The title changed again with the appointment of David Ralph as Associate Dean for Program Development.

Some of the print advertising included testimonials from alumni of our business school. Some featured recommendations and praise from well-placed executives. Robert Anderson, Chairman of the Board and CEO at Rockwell International, was quoted in a full-page ad entitled, “Word from the top about Pepperdine University’s School of Business and Management”. Mr. Anderson stated:

The Pepperdine University School of Business and Management focuses on developing the human potential of our managers. Like those of us at Rockwell International, Pepperdine believes in exercising the freedom to be creative, yet accountable for results. For industry, that attitude pays off!

Robert A. Dockson, Chairman of the Board and CEO of California Federal and Savings & Loan Association, stated the following:

The Pepperdine University School of Business and Management has an excellent program for those desirous of climbing the ladder of executive success. Our private enterprise system is changing rapidly, and those trained with modern management tools are the ones that will be prepared to cope successfully with the complexities of the future. Members of the faculty understand the importance of the practical, as well as the theoretical approach to business problems.

Regarding methodologies and resources employed in marketing our programs, David Ralph recalls utilizing some brochures early on that were nicely printed but stapled, produced within the school itself. He would take such brochures personally to appropriate corporate officials

(e.g., HR Directors) and explain that Pepperdine's business school could offer a degree on the corporate premises in the evening, after work, so the students would not have to travel to classes. Based on the huge increases in enrollment in the 1970's at SBM (see EXHIBIT II), whatever titles designated the early recruiters, the new business school indeed manifested direct marketing, effective marketing, grass-roots marketing.

## **DEGREE PROGRAMS ACTUALLY DELIVERED**

### **MBA II**

As recollected by Dr. Tom Dudley, as early as the 1966-1967 academic year President Young met with Dr. Ronald Smith, then head of the Business Department, and Dr. Don Bibbero, a newly appointed faculty member. Dr. Young explored with them possible solutions to Pepperdine's financial challenges. Industries were seeking people with an M.B.A to fill positions of responsibility in upper management. It was determined that a sizable resource to fill this void would be to educate people who were already working full-time, had management experience, but did not have an M.B.A. degree. Dr. Smith and Dr. Bibbero looked at a new on-campus M.B.A degree already being developed at Pepperdine College. This program was a ten-course, thirty-unit program, with a three-unit Research Methods course. Nine of the courses were combined into three pertinent clusters, with one full trimester devoted to each of the three clusters:

1. Quantitative Methods,
2. Behavioral Sciences and
3. Management.

A three-trimester curriculum was developed. One unit of the Research Methods course was assigned to each of the three trimesters as a project class. This one-unit project was to be devoted to completing a Master's level project of significance to the student's company. Dr. Smith presented this new curriculum to the Administration for approval, and it was approved. Thus, the embryonic MBA-II program (as it came to be known) was conceived, although as we shall see, the three-trimester integrated concept proved to be only the first iteration of an evolving evening MBA program that went through multiple adaptations. Later on, a totally different Fully Employed MBA (FEMBA) program supplanted MBA II. FEMBA was more in harmony with AACSB criteria.

The initial MBA II program was based on the following key concepts:

- ▶ **Employed Students.** First, since the students had to have significant management experience, the basics of each trimester would probably already be known to them, through their work experience.
- ▶ **Convenience.** Secondly, each cohort class moving through the program could meet anywhere that provided a proper setting. Instead of the students having to travel to the Pepperdine Campus near 81<sup>st</sup> Street and Vermont Avenue in South Central Los Angeles,

the professors could teach at students' workplaces or at rented facilities near where the students worked or at additional campuses the school would develop.

► **Project.** Thirdly, the program's management project was to be completed during the program as the student proceeded through it, instead of waiting until after all the course work was completed, as might be the case for a typical master's degree thesis. .

► **Real-time topic.** The one-unit-per-trimester project in MBAIL would address a significant real-time problem, a work-related challenge. For each student that meant incorporating learnings and applications each trimester, although if the project could not be completed during the three trimesters, additional one-unit trimesters would be available for completion.

► **Behavioral Workshop.** Teamwork was essential. The first trimester would include a 15-20 hour off-site workshop to build team spirit, interpersonal skills and self-awareness. Facilitated by the Behavioral Faculty, it included five sessions of three to four hours each (Friday evening, Saturday morning, afternoon and evening and Sunday morning). This vital workshop was included in all degree programs.

Don Sime had a vision of an education that perceived faculty members as mentors and as facilitators of applied learning, with students as team members. Research that Don had studied indicated that practitioners who teamed up with other professionals, under the guidance of seasoned practitioner-oriented faculty members, would learn faster and more effectively than in the traditional model in which younger, unemployed full-time students, who had little or no work experience, were lectured to by faculty who often had little or no practical experience in the "real world" regarding the subjects that they taught. In addition, employed students, working in teams, could accelerate and deepen the learning experience. An unusual motto was stated at the new business school, variously worded, but in essence: "At our school, 'cheating' includes refusing to help your fellow students to succeed and to graduate". This philosophy of learning blended well with the design created earlier when Dr. Ron Smith was Department Chair. By the summer of 1968, by the way, Dr. Smith had completed his doctorate and left to accept a position at Simon Fraser University in Canada.

The first class of the new curriculum started in September of 1968. Don Sime had just come aboard as the Department Chair, and the faculty for this new MBA program would consist of Dr. Thomas Dudley for the Quantitative trimester, Dr. Don Sime for the Behavioral Trimester, and Dr. Don Bibbero for the Management trimester. The first trimester, the Quantitative Methods trimester, consisted of Managerial Accounting and Managerial Finance as well as Statistics/Decision Sciences. The primary reason for the Quantitative trimester coming at the beginning of the program was to get students off on the right foot for the management project. It was felt that students needed to start with an introduction to research methods, which was part of the Quantitative trimester. However, it became apparent that it was difficult to get the

students to collaborate and work together. This difficulty was discussed with Dr. Sime, and it was decided that the Behavioral trimester should be the lead trimester. This would allow the students as a class to develop a cohesive team spirit and to learn how to work together in small groups as they collaborated in completing class projects. This sequence also solidified the awareness that the students would be together for the entire academic program, as a cohort group, with ramifications regarding a need for mutual support. Thus, the sequence of a Behavioral Trimester, then a Quantitative trimester, and lastly the Management Trimester came into being.

To capture the language, “aura”, concepts and requirements of the early MBA II program, the quotation below is from a one-page description issued on May 4, 1971..

**Plan II is a professional degree, based in part on the student’s business experience. The program is designed to develop and upgrade those who are involved in the area of management and administration, and requires three trimesters covering three areas: quantitative, behavioral and organizational. The student selects a project from his own work experience and is tutored in researching it through each of these three areas, and submits a final paper for approval prior to receiving his degree. . . . The MBA II is tutorial in nature and is not based upon a set number of classroom hours, but upon levels of achievement . The professors meet weekly with the students in small groups to assess progress, acquaint students with resources and to make assignments. To date over 450 students from business and industry have enrolled in the MBA II program, representing over 100 different companies.**

Over a period of several years, the MBA II program became more stringent. In the 1979-1980 catalog, for example, it was described as a four-trimester program: (1) Organizational Behavior; (2) Economics and Marketing; (3) Financial and Business Analysis; (4) Managerial Strategy. As indicated earlier, MBA II was phased out, as the FEMBA program came into being (Fully Employed MBA).

### **The B.S.A.S Program**

The MBA II educational model and concept was flexible enough to be adapted to other degree programs, and the Bachelor of Science in Administrative Science was one of the early ones (later the B.S.A.S. program was dropped and replaced by the Bachelor of Science in Management program, BSM). The B.S.A.S. degree program was developed for fully-employed adults who had an A.A. Diploma or the equivalent from a junior or community college who now sought to earn a bachelor’s degree in Business. It went through several iterations. The School of Business and Management section of the 1973-74 Pepperdine University Bulletin listed 60 units of Business courses grouped into six ten-unit blocks, toward the 128 units required for the BSAS degree.

Environmental Systems:

- 444 Contemporary Economic Problems
- 450 Marketing
- 599 Directed Studies

Management and Personnel:

- 350 Principles of Management
- 560 Personnel Management
- 599 Directed Studies

Human Resources Management:

- 460 Human Relations (Workshop required)
- 462 Managerial Psychology
- 599 Directed Studies

Dynamics of Administration:

- 420 Management Communications
- 563 Administrative Survey
- 599 Directed Studies

Financial Resources Management:

- 415 Information Systems
- 451 Finance
- 599 Directed Studies

Business and Society:

- GS 105 Ethnic Perspectives
- GS 199 Managerial Ethics
- GS 400 Great Issues

During the 1973-74 academic year, the blocks could be taken in any order. As with MBA II, over the years the curriculum went through changes, including putting the Behavioral trimester first (Human Resources Management), but this history gives readers an opportunity to see the origins. Later, the B.S.A.S program was replaced with the BSM program (Bachelor of Science in Management).

**Bachelor of Science in Business Administration:**

As mentioned earlier, a bachelor's degree in business for full-time students had been offered at the original campus for many years. There is some uncertainty as to the precise time period during which this degree continued to be offered at the Los Angeles Campus. The 1977-78 academic catalogue states that "This degree program is offered in cooperation with Seaver College at the University's Malibu Campus". Early on, there were five majors offered in this program: Accounting, Business Education, Economics, General Business Administration and

Secretarial Science. But by the time the 1974-75 catalogue was published, only two majors were offered: a general Business Administration major and an Accounting major.

### **Aviation Management**

A printed brochure described an “Aviation Management Program” offered in the “FALL 1971 SCHEDULE”, though it referred to the fact that the program had begun in the spring trimester of that same year. It was offered for a few years in the early 1970’s. It was a Bachelor of Science degree, emphasizing Aviation Management. An early brochure for this degree program names the school as the School of Business at that time (not the School of Business and Management). Harriet Porch was major driver for this short-lived program. She had earned an M.B.A. degree, with a major in Airport Management and Transportation. In addition, she had done research at the Rand Corporation on “Air Transportation” issues. Along with Harriet Porch, Don Bibbero was also listed as an instructor for this program, and he was credited as having “been flying for over thirty years in single and multi-engine aircraft”. Dean Don Sime was not only a licensed pilot but also part owner of a private airplane. (Incidentally, Ed Rockey rode in Don Sime’s airplane a few years before he and Don came to Pepperdine.). Dean Sime loved flying, and during his years at Pepperdine he flew out of airports in Greater Los Angeles.

Over the years, the Aviation Management curriculum was revised from time to time, including such courses as Fundamentals of Aviation, Air Transportation Systems, Legal Environment of Aviation, Survey of Commercial Aviation, Aircraft Accident Prevention and Investigation, Survey of General Aviation, Labor Relations in Aviation, Senior Seminar in Aviation and Technical Reports. A total of forty-two upper-division units were required for a major in Aviation Management, including typical business courses in Accounting, Economics, Finance, Marketing, Management and Management Communications. Upper division elective credits of three units each were granted when students showed proof of a Private Pilot Certificate, Commercial Pilot Certificate, or Instrument Rating.

Demonstrating the flexibility and accessibility of SBM, the brochure stated: “whenever sufficient enrollment can be assured, special classes may be set up in localities near the student population. This will permit the students an opportunity to receive a part of their training at locations convenient to their homes or businesses”. Although this was not a highly successful or long-lived program, staffing and offering it demonstrated the willingness of the fledgling business school to experiment with new academic, management-oriented, specialized programs. In what was apparently a later brochure (undated), the program was expanded to require a few additional courses. The later brochure was more “slick” than the original one, with multiple photographs, including one of a young woman seated inside a flight simulator with her hands on the controls. In a 1975-76 School of Business and Management bulletin, it was stated that “The School of Business and Management is currently evaluating the requirements” for aviation and transportation curricula. The Aviation Management degree program was not included in the

School of Business and Management 1977-78 Catalog. Apparently, it was offered over a period of six years.

### **Bachelor's in Public Management**

With the passing of the Omnibus Crime Bill during the Lyndon Johnson Administration, funds were made available for Police Officers to earn a bachelor's degree. It was called LEEP, (Law Enforcement Education Program). Many police officers had earned an A.A. diploma in Criminal Justice but had not completed a bachelor's degree. Dr. Bibbero made contact with appropriate people in the Los Angeles Police Department, and the Public Management Program was launched in the early 70's. Sometimes classes in this program were taught at actual law enforcement facilities (e.g., the Santa Clarita Valley Sherriff's Station), but some classes were located at the original Pepperdine Campus in Los Angeles or at rented facilities. The program was offered in the mid-1970's, but was no longer listed in the GSBM catalog by 1979. Dean Jim Wilburn recalls that Pepperdine and USC were the largest recipients of LEEP funding, at about one million dollars each.

Some of the courses were identical to those offered in the B.S.A.S. program, but several were adapted to apply to functioning in the public sector. By the 1977-78 year, the stipulated courses in the six-trimester, ten units per trimester program, were:

<b>1. HUMAN RESOURCES</b>	<b>Units</b>
Human Relations	3
Managerial Psychology	3
Organizational Behavior	3
Human Resources	1
<b>2. MANAGEMENT AND PERSONNEL</b>	
Principles of Management	3
Personnel Management	3
Public Administration	3
Management and Personnel	1
<b>3. INFORMATION SYSTEMS</b>	
Introduction to Budgeting	3
Administrative Accounting	3
Governmental Finance	3
Information Systems	1
<b>4. ANALYTICAL METHODS</b>	
Research Methods and Problem Analysis.	3
Systems Analysis	3

Statistical Methods	3
Analytical Methods	1
<b>5. ENVIRONMENTAL, COMMUNICATION AND VALUE ANALYSIS</b>	
Organization and Environment	3
Management and Values	3
Management Communications	3
Environmental, Communication and Value Analysis	1
<b>6. ADMINSTRATIVE STRATEGY</b>	
Applied Public Sector Economics	4
Public Management Policy and Strategy	5
Administrative Strategy	1

As noted elsewhere (see the FACULTY LIFE AND WORK section below), it was often quite a stretch when faculty were assigned to teach some student groups or courses in the Public Management degree program. For example, aside from the cultural aspects of teaching police officers in the program, Behavioral Faculty members were assigned to teach a trimester entitled: ENVIRONMENTAL, COMMUNICATION AND VALUE ANALYSIS. Our Faculty often had to study extensively and expand their knowledge of issues involved in the environmental and values fields. Faculty in some other academic disciplines had similar challenges.

### **MBA III**

In early 1970's the educational advisor for U. S. military personnel in Hawaii approached Dean Sime about offering the MBA II program in the Hawaiian Islands. Due to a winding down of the military at that time, a surplus of officers was looming. The solution was to offer an early retirement for officers with more than twenty years of experience. Those who took this option could choose their last duty station for a three year hitch, and then had to retire. Many availed themselves of this offer, but realized that they would typically be in their early to mid-forties in age, faced with the challenge of finding a job in the civilian world without appropriate background, or education or experience. Faculty recollections differ, but apparently at first the MBA II program seemed to be an appropriate answer to their predicament in the military, and initially it was delivered in an intensive format. But later a new, more appropriate program designed for the military was developed and designated MBA III. The program was again offered on an intensive participation basis. Class sessions began on Friday evening from 6:00 p.m. to 10:00 p.m. and then met on Saturday from 8:00 a.m. until 5:00 p.m. and then a Sunday class, followed by evening classes all through the next five weekday nights, concluding with more class sessions in the closing weekend. . This model became so popular that the MBA III program was eventually offered in seven different locales, including Japan and the Philippines

The first change from MBA II was an additional trimester of Economics and Marketing. The Economics/Marketing Trimester was placed after the Quantitative trimester, and before the last Management trimester. Thus, the program became a four trimester program. A few years later a fifth trimester was added to the curriculum, devoted to Strategy Formulation and Implementation. The program thus became a 20 month, five trimester program. A distinctive feature of the program involved two interviews: 1. "At the end of Trimester 2, the faculty will evaluate all participants on their progress to date in removing any prerequisite deficiencies and their ability to integrate successfully the covered subject matter." At this point students received guidance about their progress. In some cases they might be advised to "seek alternative educational programs"; 2. After students had completed all course requirements with a 3.0 minimum GPA, they had to pass a one-hour oral exam with selected faculty members present. The exam focused on students' ability "to integrate material and apply it to real-world management issues." One faculty member recalls a student being asked, after not passing the oral exam, to enhance his ability to do such integration and application and to come back and re-take the oral exam.

### **Presidential/Key Executive MBA Program**

In the summer of 1969 Dr. Sime asked Dr. Tom Dudley and Dr. Wayne Strom to contact Dr. Fred Chaney of the Continuing Education Corporation (C.E.C.) located in Orange County. C.E.C. had a possible educational opportunity for the emerging Pepperdine School of Business and Management. Dr. Sime asked Dr. Dudley and Dr. Strom to explore this opportunity with Dr. Chaney. C.E.C.'s main business was a program that brought together groups of 15 to 18 executives from different companies to explore and receive guidance on business problems of concern to all in the group. These groups were called "The Executive Committee" (TEC hereinafter). Each group met on a monthly basis at a student's place of business. C.E.C. also assigned a class advisor to each TEC group. The advisor's duties included meeting with each participant once a month to discuss issues of concern and to obtain a consensus for the topic to be discussed at the next monthly meeting. The class advisor would engage an expert to lead discussions and offer possible solutions to the group in the morning. After lunch the expert was excused and the class advisor would lead the afternoon session in an effort to arrive at solutions for each participant's particular situation. Many of the participants voiced their opinion to Dr. Chaney that these sessions felt much like going back to school. They thought that they should get a certificate or degree of some kind for their efforts. These comments were taken to heart by Dr. Chaney. He had approached at least two universities to create an appropriate degree program, but they were not interested. Dr. Chaney had heard about the innovative MBA II program at Pepperdine, and he approached Pepperdine and Dr. Sime. Dr. Tom Dudley described in detail the workings of the MBA-II program and curriculum. Dr. Chaney described the process of the TEC programs. Synergy between the programs was recognized, and in January of 1970, Dr. Dudley taught the first class of what became the Presidential/Key

Executive Program (initially it was called the Presidential Program). It was a 20 month program with meetings held approximately every three weeks. The class sessions were usually held at one of the class member's facilities all day Friday and Saturday from 8:30 am to 5:00 pm.

The first class started with the Quantitative trimester and proceeded in the same manner as the first MBA-II program. A project was also an integral part of the program. Since the advisor role was a valuable and important part of the T.E.C. experience, it was incorporated into the Presidential Program. Based upon the experience with the MBA-II program the sequence of the Presidential program was re-arranged in similar fashion: the Behavioral trimester first, the Quantitative trimester second, and the Management trimester third.

Because C.E.C. had offices in Dallas Texas, the program was also offered there (Class number 4.) Eventually the program was also offered in the Bay Area in California and in Houston, Texas. A unique aspect of the program began with the first Texas class when the three-person faculty team assigned to the class went through the beginning Behavioral workshop with the class. This has been a mainstay of the program ever since and is now a requirement for teaching and being a class advisor in the program. This solidifies the notion that everyone connected to the class is a member of the learning community and is accountable throughout the twenty-month endeavor. Because the value of this requirement is important in the educational process and experience it was also incorporated later into the Pepperdine's Executive MBA Program (initially called MBA4 in an SBM bulletin)

A distinctive feature in the beginning of the PKE program was "A day with Drucker". C.E.C. had contacted Dr. Peter Drucker at the Claremont School of Management and engaged him to spend a day with from 3 to 4 PKE classes. In the morning he would speak on whatever he so desired. After lunch, he would take questions from the students. This was a very valuable and insightful experience for all concerned. He once said that he felt that Pepperdine was doing the right thing by offering the MBA degree to experienced managers since before someone has some work experience, they aren't ready for what the Master's program provides

When the class schedule was being explained to the first class in Texas, the executive students there wanted to know when their "day with Drucker" would be offered. It was not in their schedule. Peter Drucker did not take airplane trips, and when they were informed that Peter doesn't fly, they wanted to know when the next session in Los Angeles was to be held. When informed, the whole class cleared their individual schedules and flew to Los Angeles to attend a "Day with Drucker" with some of the Southern California classes

After about four or five years of doing the program, C.E.C. suggested that a valuable addition would be a Computer based Management Simulation. If we would assist them in the creation of a simulation, they would fund the programming effort. At this same time Dr. Al Hagen brought

a copy of an I.B.M Management Simulation to Dr. Dudley for possible inclusion into the MBA-II program. Dr. Dudley had the computer people in the Malibu Computer facility put the program on the central computer in Malibu. Working with C.E.C people Dr. Dudley wrote a user's simulation manual which explained the decisions to be made and the interaction of the variables in the simulation for the participants. The Simulation was entered into the Presidential curriculum at the end of the Quantitative trimester. The class was divided into four or five teams competing in a common market place with a number of decisions to be made relative to running a company in a competitive market place, in a fixed time period. The decisions were entered into the computer via a terminal in each team's room. The computer program would compute the results of each team's decisions based on the interaction their respective decisions, and print out financial reports to each them. The entire faculty team assigned to the particular class acted as stewards and protagonists during the simulation. This experience was the best attempt at running a real company in a real environment. The simulation was run over an entire weekend session. At the conclusion of the Simulation the entire class attended a de-briefing of the experience, with each faculty member pointed out the "lessons learned" from their trimester. Over the years the changes were made, features were added, and it was greatly improved. Eventually, the simulation was moved the Strategy trimester, where it rightfully belongs, and it became a strategic experience. Dr. Dudley updated the simulation manual as required by the changes to be incorporated. In addition an Administrators manual was written by Dr. Dudley for the faculty team responsible for administering it to the respective classes. The simulation experience became such a valuable learning experience that it was introduced into the EMBA curriculum as well.

With the advent of international marketing and manufacturing became prominent the simulation had to be drastically overhauled or a new one had to be procured. By this time, many such Simulations were in the market place, and so the school opted to purchase and implement one that would provide this international component. A simulation experience is still in these programs today. In the 70's Dr. Dudley ran the simulation at the American School of Business in Germany, at the invitation of Dr. Mike McManus who was a visiting professor there. Dr. Dudley also ran the simulation for a class at Stanford Law School at the invitation of Charlie Munger of Berkshire Hathaway as a learning experience for law students about the workings of companies in a competitive market place. Both simulations were run over a two day period as was the case in Pepperdine's Programs.

The PKE degree program got publicity in the May 8, 1971 issue of *Business Week*, pages 86-87, in an article entitled "Where the boss gets an MBA on the job". A boxed sidebar, in large type, inferred the radical nature of the delivery of the PKE program:

Pepperdine University takes its classes and seminars to its students' own headquarters.

Of course, nowadays, traditional universities, including Ivy League schools, utilize advertising to attract students to their executive MBA programs, some of which are offered off-campus or virtually. They deliver their programs in ways that Pepperdine pioneered in delivering executive education degrees as early as 1971.

### **MSOD: Master of Science in Organizational Development**

During the last year of Don Sime's deanship, this program was inaugurated. It has at times been rated as the best program of its type in the nation. It was "developed to serve an unmet educational need of a new type of manager and organizational specialist—those practicing the applied science and art of facilitating organizational change". The original program was offered in six intensive live-in sessions that allowed the candidates to continue serving in their jobs. Originally, there was a fifteen-day intensive and then five eight-day live-in seminars.

As with other programs offered at our school, the MSOD curriculum has been adapted over the years, but the original curriculum in the 1977-78 academic year involved eight courses and a research project:

- The Theory of Planned Change (2)
- Personal Growth as an Effector of Organizational Change (4)
- Small Group Behavior in Organizations (4)
- Consultant Roles and Skills (2)
- Structural Systems of Organizations (4)
- Organizational Cultural Systems (4)
- Organizational Problem Diagnosis (4)
- Action Strategies and Programs (6)
- Applied Research Project (1-6)

### **PLANNED DEGREE PROGRAMS THAT DID NOT MATERIALIZE**

Curricula were developed and brochures were produced for a few degree programs that did not attract sufficient students to actually be delivered. Bachelor's degree majors were announced and brochures developed for Electronic Data Processing and for Contract Management. A brochure entitled "Savings and Loan Program" (apparently published in 1979) included an emphasis on financial management. The brochure stated that the program had been developed

“in cooperation with the Los Angeles Chapter of the American Savings and Loan Institute”. In 1974 a brochure was developed, with a dressmaking pattern motif, that offered a “Bachelor of Arts in Administration . . . A Degree Design Just for Women”. In addition to traditional business courses, it included courses such as: “Problems of Women in the Business Community”, “Women in Literature” and “Psychology of Modern Women”. There is no record of this degree program ever being actually taught. The 1977-78 SBM Catalog described a “Master of Business Administration—International”, to be delivered in Los Angeles, San Francisco and Houston; however, it does not appear in the 1980-81 catalog.

The effort to develop and publicize and offer such programs and to risk failure is another vivid testimony to the entrepreneurial spirit of our business school. Some entrepreneurs have testified that they learned more about business from their early ventures that failed than they did from their ventures that succeeded.

## **FACULTY LIFE AND WORK**

Due largely to a few distinctive factors, the life and work of faculty at the newly-created school was not typical of the professorial life and work at traditional business schools. The vast number of off-campus teaching sites where we taught, the establishment of new campuses and the development of multiple new degree programs had much to do with our life styles and our labors in the 1970’s.

### **Faculty Office Locations**

During the period covered in this history, some SBM faculty members maintained an office at the original Pepperdine Campus in South Central Los Angeles or in a subsequent campus in Orange County or the San Fernando Valley. Even though the Malibu Campus opened in 1972, the original campus continued to offer business classes and to have offices for SBM faculty, staff and administrators for several years. Many of the offices were in Marilyn Hall, a former women’s dormitory. (Incidentally, since many of the rooms were former residence rooms, some faculty members had a private bathroom!). But as the number of full-time faculty members burgeoned, an on-campus office for every full-time faculty member was neither required nor feasible. Many faculty members maintained a home office. Others had enterprises they conducted (e.g., a CPA firm, a travel agency, a consulting practice, etc.), and some of these faculty members operated out of a professional business location not connected with the university. Assuming that the faculty members who owned and/or operated a business were fully available for their faculty duties, such a practice was looked upon as not merely acceptable but as being harmonious with SBM’s emphasis on applied learning, as opposed to what elsewhere was often theoretical learning, with educators who had little or no business ownership or managerial experience. At this stage of the school’s development, a business professional

with an appropriate Ph.D. degree was sought after, and a track record of traditional published scholarly research was appreciated and honored but not required.

### **A Versatile, Laborious Vocation**

In the 1970's, a faculty member might be assigned to teach during the same trimester:

1. Trimester Three in the MBAIII program in Hawaii, which included Managerial Finance (3 units), Quantitative Methods for Managerial Decision Making (3 units) and Executive Policy and Organizational Strategy (3 units).
2. A trimester in an MBA program initially entitled "MBA4" in the 1977-1978 Bulletin: Managerial Finance (3 units), Managerial Accounting (3 units), and Profit Planning and Control Systems (3 units), plus a one-unit Project Seminar. Later on, this program became known as the Executive MBA.

Often, in the same trimester, faculty members were asked to teach in different academic areas and in both undergraduate and graduate programs. For example, a department chair might tell a Behavioral Faculty member that he or she would have two assignments: (1) Teach in the Environmental, Communication and Value Analysis block in the Public Management bachelor's degree program at the Santa Clarita Valley Sherriff's Station on Wednesday evenings and also teach (2) the Behavioral Trimester of the MBAII program up in Sacramento on weekends. The PMP block consisted of three three-unit courses: Organization and Environment, Management and Values, and Management Communications, along with a one unit practicum entitled Environmental, Communication and Value Analysis. The MBA II Behavioral trimester consisted of three three-unit courses and a one unit Project Seminar:

Managerial Psychology: Individual and Group Behavior. (3)

Managerial Sociology: Organizational, Social and Cultural Behavior. (3)

Human Relationships: Interpersonal and Intergroup Behavior. (3)

Project Seminar. (1)

### **A Nimble Work Life**

As indicated in EXHIBIT I regarding the many places where we taught in the 1970's, a reader of that exhibit might ask: "Ah . . . but at how many different sites did a typical faculty member teach?" Seven GSBM faculty members who taught in the 1970's responded to a survey regarding the number of locales where they taught back in those early days, with the following results:

Average number of different sites at which faculty recall teaching: **29.4**

Median: **27**

Mode: **27**

Range: **17-51.**

A few examples will give the reader some idea of the breadth of travel involved in teaching in the 1970's at SBM. Sometimes we got lucky, and the teaching site where we met once-a-week for fifteen weeks was less than an hour from home. More often, we got unlucky, and the teaching site required a considerable commute. For example, quite often Faculty members living in the San Fernando Valley or Ventura County would teach for fifteen weeks in Fullerton, Downey, Rosemead or Azusa, CA. Once in a while we got really unlucky. For instance, teaching at Redwood City, CA, involved at least a twelve-hour stretch each week for fifteen-weeks: drive to LAX; park; fly to Burlingame, CA on a 2:00 pm flight; rent a car; drive to Redwood City; gulp down a quick light supper; teach a four- hour evening class; drive back to Burlingame airport; return the rental car; fly back to LAX on the last 11:30 pm flight; retrieve your car; drive home (probably arriving home at about 2:00 am).

Faculty living in the Los Angeles Basin taught at Palm Springs, including the summer trimester when the temperature after class at 10:00 pm was still over 100°. Some faculty taught at far-off places on weekends (e.g., Dallas, Texas). And the even more rigorous demands of teaching MBA III in Hawaii, the Philippines and Japan have been stated elsewhere in this history.

### **Distinctive and Challenging Student Populations**

Faculty members teaching in the Public Management Program often had a class made up entirely of law enforcement personnel, with perhaps a fireman or two in some sections. Additionally, in the PMP program, students would be law enforcement officers from such varied organizational cultures as inner city patrolmen who ride in patrol cars in hazardous neighborhoods, Detectives, Marshalls, California Highway Patrol Officers, Sheriffs, and so forth. Also, there might be several ranks in the class (e.g., patrolmen, sergeants, lieutenants, detectives, and even higher-ranking officers). Of course, the PMP students' actual work and organizational cultures would be quite different from a class of mostly managers, engineers, scientists, programmers, etc. who predominated in courses we taught at such organizations as Hughes or Litton or Rockwell or Xerox, etc., in our other programs.

Also, most faculty members had to be prepared to teach across undergraduate as well as graduate programs, and to teach students from entry-level positions all the way up to CEO's. Even within a single B.S.A.S. class you might find a student who graduated from a community college in the inner city, with a diploma as a beautician, alongside a student who had earned about 80 units at UCLA or USC and dropped out for several years and now had risen to management or even owns and operates his or her own company. Then, of course, those who taught MBAIII had classes made up mostly or perhaps even exclusively of military personnel, including non-commissioned officers, but with commissioned officers and non-military government employees as well.

## **Faculty Retreats**

In the early 1970's an SBM faculty retreat was held every trimester for the entire full-time faculty and the business school's upper administration. The retreats were originally called "Faculty Planning Conferences". Geographically, the retreat locations ranged from Casa Serena in Oxnard to the Double Tree in San Pedro to a Newport Beach resort. Richard Rierdan often facilitated at these retreats, co-facilitated by Ed Rockey. Early on, for several years, the entire SBM faculty and administration sat in a large circle at these meetings. Usually some group process activities were featured (e.g., "talk to both of your neighbors in the circle and tell them two things you appreciate about them"). Occasionally these exercises were considered a bit too "touchy-feely" by some faculty members.

In the portions of the retreats in the 1970's when school strategy and administrative matters were being considered, the tenor of the discussions was often quite direct, even blunt. But a spirit of camaraderie and "we're in this together" and "we all want what's best for our school" seemed to prevail even when opinions or perspectives or positions differed. Faculty ownership and a deep sense of commitment to the business school and its students were evident in the retreat deliberations. Later, the retreat schedule was changed to a once-a-year event.

## **Working with SBM Administration and Staff**

The faculty were fortunate to work with administrators who were accessible and receptive to faculty suggestions and ideas for change. Also, there was a sense of "we're all in this together", along with a minimum of "that's not my job" when faculty asked for special help. One faculty member requested assistance in sending a personalized letter to 1,900 SBM alumni, asking that the alumni respond to a survey (in an era before computers). To assure a high response rate, each letter had a personalized opening, and each envelope had a glued postage stamp. Indeed, there were 523 responses. Various staff members pitched in good naturedly, folding letters, stuffing and sealing envelopes and attaching postage stamps, while the faculty member signed each letter and initialed each envelope. Gabriella Soroldoni and Deborah Galuhn recall a sense of excitement among administration and staff, the aura of an innovative start-up (which it was!), along with the receptivity of Dean Sime to suggestions.

## **OFF-CAMPUS TEACHING FACILITIES**

A training room at a corporate site very often became, in a sense, the "campus" In the best of situations, an excellent training room at a major corporation would be utilized, sometimes with more comfortable furniture, better equipment and more sophisticated decor than what was typical in many college classrooms, and provided at no cost to the university. It is difficult to describe the feeling or "aura" of such a classroom in its setting. You are in an actual physical

building of a business enterprise. Nearby are desks of employees, and in some places there is machinery operating. On the way to the class room you might walk past bulletin boards featuring business information. At 6:00 pm when classes start, perhaps some employees are busily involved, nearby at their workstations. You have parked in an employee parking lot. The building has signage indicating its corporate business name. Products or services have been developed, produced or marketed on the premises that very day. In one class held in a supervisor's office inside a United Airlines hanger, one could hear work being done on aircraft nearby. You are a long way from an ivy-covered academic building located at a traditional campus. There is an intuition or sensation that business-oriented classes are where they belong. At a few aerospace companies, faculty had to be personally escorted throughout their time at the facility, due to government regulations and security reasons (usually a member of the class was appointed as the escort). . Admittedly, though, sometimes faculty members had to adjust to teaching in a rented, less-than-optimal, hotel seminar room.

Utilizing corporate training rooms saved the university huge sums of money. It's virtually impossible at this date to figure out how many hundreds of thousands of dollars, or possibly millions, we saved by utilizing corporate facilities in which to teach classes. But in addition to saving operating and capital expenses, the corporate sites, along with the rented ones, had another advantage: "Ease of exit". If it was no longer feasible to deliver programs at a given site, we simply ceased delivering them, with no pain over dismissing or relocating staff members, no expenses for cancelling leases, no need to move furniture or equipment, no need to remove signage, etc.

### **NON-ACADEMIC EXECUTIVE AND MANAGEMENT PROGRAMS**

During the 1970's, the School of Business and Management sustained an institute that offered seminars on such topics as: "Being an Effective Executive in a Changing World", "The Woman Manager" and "Modern Management: The Evolving Process". Gerald Tuttle was the Director of the Executive Management Programs. A Princeton University graduate, Tuttle had worked in industry in significant roles, including Director of Industrial Relations for Hughes Aircraft and Vice President of American Bosch Arma Corporation. For a couple of years, Ed Rockey served as Executive Director of the Executive Management Institute, appointed by Dean Sime to generate programs, present programs, and to supervise Mr. Tuttle. Such notables as Lawrence Appley (Chairman of the Board of the American Management Assoc.) and Peter Drucker presented seminars for the Institute. An eleven-person Advisory Council, made up of executives and three faculty members, assisted the Executive Management Program. Dozens of corporations sent participants to the programs, including Bank of America, Exxon, Hughes Aircraft, Litton Industries and Mobil Oil. Typically, the seminars lasted for two to three days, and they were held at such upscale California locales as Coto de Caza in Orange County and Alisal Guest Ranch in Solvang.

## CLOSING THOUGHTS

Following Don Sime's tenure as the visionary Department Chair and on later as the entrepreneurial Dean of the School of Business and Management (1968-1978), significant changes occurred. As is sometimes the case, adventurous, entrepreneurial start-up eras may be followed by less daring, more conventional periods. Frequently, such a shift is needed. The post-Sime administration within the business school at Pepperdine, led by Dean Kenton Anderson, a retired military officer, became less adventurous. In addition, at virtually the same time, the top leadership of Pepperdine University itself shifted from the very charismatic, bold Presidency of William Banowsky to the Presidency of Howard White, a scholarly academician whose administrative style was more conservative than the styles of Presidents Young and Banowsky. For example, classes at corporate headquarters ceased, as traditional campuses were utilized in Irvine, Culver City, Encino and Westlake Village, California. Also, the vetting of prospective faculty members for the business school became more traditionally rigorous and complex.

Since 1978, such epochal features as the legacy of George L. Graziadio, the achievement of AACSB accreditation and the construction of the Drescher Campus in Malibu to house GSBM classes and faculty and administration have been momentous indications of progress and have contributed to a greatly enriched perception of the business school at Pepperdine and of the University itself. New, successful academic programs have been developed since the early period covered in this brief history (such as multiple full-time master's degree programs in business offered at the Drescher Campus). Even as the task of writing this brief history concludes in 2015, a new GSBM campus has opened in Silicon Valley! The enterprising spirit continues at the Graziadio School. But in a timeless sense, of course, the dazzling, daring days of our school's founding years deserve to be remembered and honored.