

Fall 2011

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# PEPPERDINE magazine

Volume 3 Issue 3 Fall 2011

## MEMORIES & MILESTONES From Pepperdine's Historic 75 years

**THE UNSTOPPABLE JAMES R. WILBURN**  
Reflections on 40 intrepid years at Pepperdine.

**HEARING HER STORY**  
Women judges speak from the bench.

**OUT OF THE STRESS ZONE**  
How do students deal with the pressure?

**NEGOTIATING THE FUTURE**  
Personal finance tools for planners of all ages.



The  
Campaign



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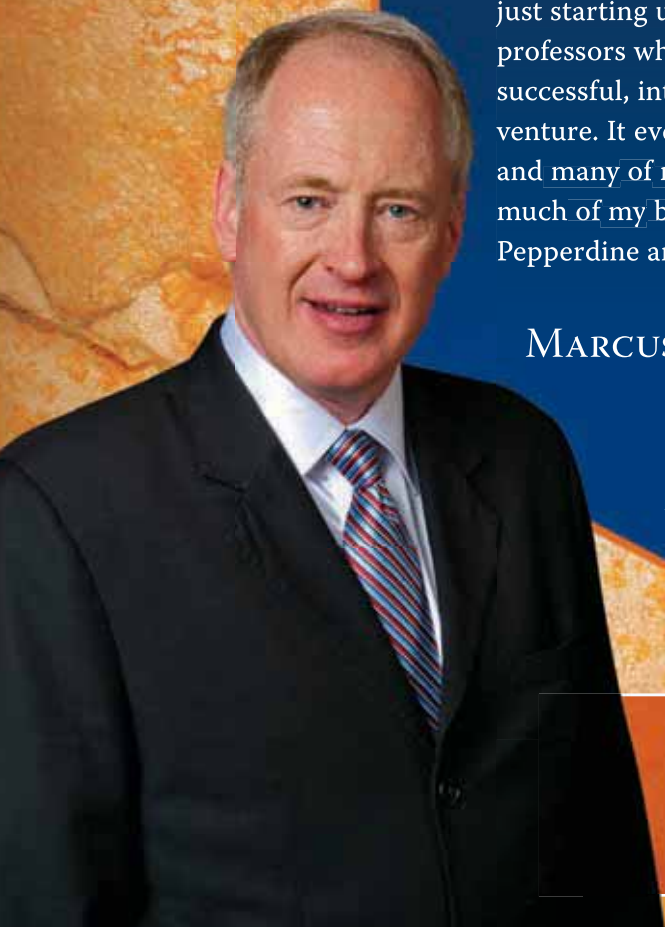


When I enrolled in the Pepperdine PKE MBA program, I was just starting up a new business. Fortunately, the small classes, professors who were always available to bounce off ideas, and successful, interesting classmates helped me succeed in my new venture. It eventually became a billion-dollar-in-assets business and many of my classmates became lifelong friends. I credit much of my business and personal success to my experience at Pepperdine and the PKE program.

MARCUS D. HILES (MBA '92, PKE 85)



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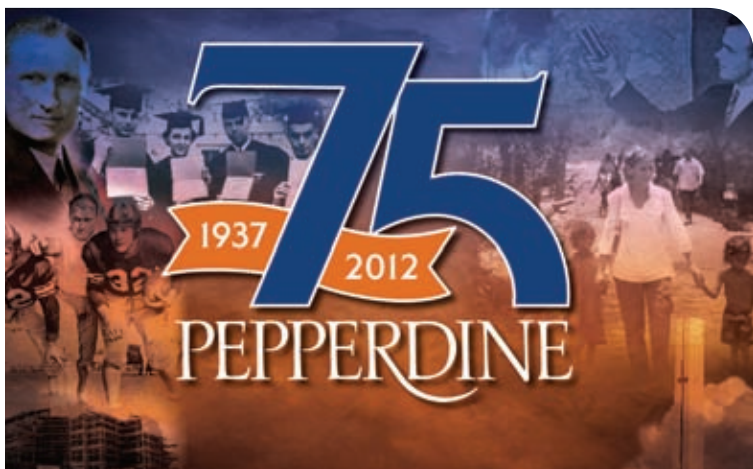
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**PEPPERDINE HAS SPECIAL REASON TO CELEBRATE THIS**

**YEAR.** During the recent Waves Weekend 2011, the University kicked off its 75th anniversary celebration. Alumni, students, faculty, staff, and friends came together to honor the school's mission, heritage, and community, while remembering the founding vision of Mr. Pepperdine that made it all possible.

In this issue of *Pepperdine Magazine* we celebrate this anniversary by sharing some of the many memories and milestones from Pepperdine's historic 75 years. We hope you'll visit [magazine.pepperdine.edu](http://magazine.pepperdine.edu) and [www.pepperdine.edu/75th](http://www.pepperdine.edu/75th) to share your own personal stories and explore our photographic timeline. In addition, you will learn about commemorative items to mark the occasion and the many upcoming events taking place around the globe that will pay tribute to the transformative university Pepperdine is today.

We also recognize other special anniversaries being reached at Pepperdine this year. We take a look back on the 40 remarkable years School of Public Policy dean James R. Wilburn has given to Pepperdine, and shine a spotlight on the School of Law's top-ranked Straus Institute for Dispute Resolution and the Seaver College Great Books Colloquium as they reach 25 years.

Thank you for joining us as we celebrate 75 years of strengthening lives for purpose, service, and leadership. We look forward to hearing from you throughout this landmark year.

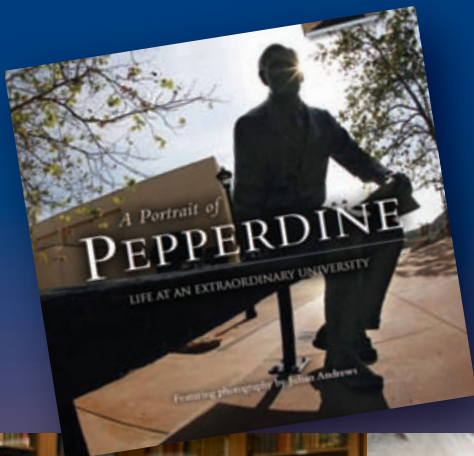
MEGAN HUARD  
*editor*

**CORPS VALUES**

I enjoyed reading the article about the Peace Corps and the involvement of so many Pepperdine alumni. It is great to see such dedication to a worthy cause. Many people may remember that just a few years after the creation of the Peace Corps, President Lyndon Johnson created the Job Corps. This program, which was also headed by Sargent Shriver, was developed to create a stronger and better-educated young work force in America. The first national director of the Job Corps appointed by President Johnson was former Pepperdine University professor Dr. Stephen Uslan. I wonder how many Pepperdine alumni have been involved with the Job Corps through the years? I would love to hear those stories.

—Glen Uslan ('81)

*Ed. Note: We would love to hear these stories as well. Please e-mail [magazine@pepperdine.edu](mailto:magazine@pepperdine.edu) to share your memories of serving with the Job Corps. And please keep the article ideas coming! We're happy to hear from you.*



*In honor of the 75<sup>th</sup> anniversary*



# A PORTRAIT OF PEPPERDINE

*Life at an Extraordinary University*

Publication February 2012 | [www.pepperdine.edu/portrait](http://www.pepperdine.edu/portrait)



## THE TRIPLE THREAT

Farrell Gean is a gifted human being. Those who learn from him are not just his students in his class but everyone who engages with him. He has the warmth, sincerity, and generosity of spirit which allows him to be remembered by all who meet him. I thank him for his gift of friendship to my family and am awed by his humility and talent. He is a mentor to his students and they will count him always as one of the best.

—Alice Cone Osur

Farrell had a profound effect on shaping my life and served as a real role model for me in my early days at Lipscomb. I always felt he was responsible for me getting the opportunity to be recruited and signed by Lipscomb to play basketball for the Bisons from 1974 to 1978. The Christian environment on campus was just what the doctor ordered for a guy who was “rough around the edges” and liked to “push the envelope” and “live on the edge” when it came to behaving. The four years at Lipscomb taught me the value of a Christian education and showed me the way I should live and the light I should be guided by. I owe all that to Farrell and I’m deeply indebted to him for that.

—Eddie Clausel

What a wonderful tribute to a gifted athlete and academic. It has been my privilege to work with Professor Gean at Pepperdine University. He has enriched the lives of his colleagues, students, friends, and brothers and sisters in Christ with his humor, grace, poetry, and love of the Word. Being inducted into the Athletic Hall of Fame is well deserved, but merely a reflection of his many natural, God-given talents, and excellence in service.

—Connie James

The best stories in this life are the “real” ones, and this well-written article helps set the stage for the many adventures, learning experiences, friendships, and opportunities that the Lord has provided for Farrell and our family over the years. His devotion to his family is proof that even though the miles may logistically separate us, the ties that bind us are even greater.

—Ondie Mitchell

## A FINE BALANCE

Wonderful! Product of a good education, and a whole lot more.

—Mary Estes

### TELL US WHAT YOU THINK!

*Do you like what you’re reading? Did we get it all wrong?*

Visit [magazine.pepperdine.edu](http://magazine.pepperdine.edu) to tell us what you think about what you’re reading and how we’re doing. We’ll publish your thoughts in the next issue.

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*Abbreviations*—GPC: George Pepperdine College; SC: Seaver College; SOL: School of Law; SPP: School of Public Policy; GSBM: Graziadio School of Business and Management; GSEP: Graduate School of Education and Psychology.

Pepperdine is affiliated with Churches of Christ, of which the University's founder, George Pepperdine, was a lifelong member.

CONNECT WITH PEPPERDINE:





# HATRED AND FEAR



BY CHARLES HALL  
*dean of international programs  
 and associate professor of sociology  
 at Seaver College*

IN THE SUMMER OF 2010, I went to Kigali, Rwanda, and spent one afternoon at the Nyamata Catholic Church. On April 14, 1994, ten thousand Tutsi squeezed into this church believing that this would be the safest place to hide from the Hutu. In a matter of four days all 10,000 people were brutally killed. In a period of 100 days, 800,000 Tutsi and Hutu killed one another; over 20 percent of the population was lost. As I stared at the massive piles of clothes still present in the church, blood stains still visible on the walls and the instruments of genocide still lying on the floor, I asked myself: Why did this happen? How was this possible?

As I reflected on these questions, I remembered the words of Dr. Martin Luther King: “Men hate each other because they fear each other, and they fear each other because they don’t know

each other, and they don’t know each other because they are often separated from each other.” Dr. King’s words would become my marching orders as dean of Pepperdine’s International Programs. Hate is the product of fear, ignorance, and separation. International Programs would be part of the solution.

In my experience, there are two things that are necessary to combat hatred, fear, and misunderstanding between people: 1) We must cross physical boundaries in order to break down social boundaries; 2) We must avoid the tendency to associate with like-minded groups and start interacting with people who are different.

Physical boundaries create social boundaries. When social groups are physically segregated from others, they will not interact with other people. When Americans aren’t interacting with the rest of the world, they become irrelevant to the global conversation. Senator Lee Hamilton, chair of the 9/11 Commission, expressed the urgency of this when he said: “Ignorance of the world is a national liability. The U.S. cannot conduct itself effectively when our most educated citizens lack minimal exposure and understanding of the world. If we don’t

# Can International Programs Be Part of the Solution?

send more students abroad, America's international prestige will continue to decline.”

This is why study abroad programs have become so essential to a university education. At Pepperdine, we want to get as many students off the Malibu campus and over to one of our Pepperdine campuses in Germany, Italy, England, Switzerland, Argentina, or China. And we're doing a good job. Last year the Institute of International Education ranked Pepperdine's International Programs number one in the nation for the percentage of students we send overseas. It's a good, first step toward breaking down social boundaries.

But, we have to do more. Why? Because our students do exactly what most people do when they're confronted with difference—they stay with each other. It's a predictable pattern of human behavior. We are more comfortable interacting with those who are most like us. Here's the problem: What we don't realize is, by acting this way, we contribute to “group polarization.” When individuals only hang out with people who act, think, and believe like them, they are only exchanging information with people who reinforce their own viewpoints.

In his book, *Going to Extremes*, Harvard law professor Cass Sunstein says that like-minded groups tend to adopt more extreme positions over time. Polarization is a consequence of the company we keep. You join a group of like-minded people. You interact with them, to the exclusion of others. You approve of what they say. And before you know it, your views are even more extreme. Over time, group polarization can go terribly wrong. Sunstein explains that the Rwanda genocide, the Holocaust, terrorism, and Abu Ghraib were all abuses that resulted initially from group polarization.

Diversity of thought is a necessary ingredient for a working democracy like the United States, and the university of today must do all it can to expose students to the people, ideas, and cultures of the world. Yet one of the main criticisms of American study abroad programs is their insular nature. Students live together, eat together, go to class together, travel together. They never really engage the people of the culture. Few could tell you what foreign students care about, what concerns them, how they view Americans, how they view certain political issues, or what gives their life meaning. They

could very well live a whole year in another country without really knowing anything about people outside their own group.

Crossing boundaries is not just about crossing oceans. Sure, it's a necessary step, but crossing boundaries requires that we take the next step, the more uncomfortable step, of crossing those “invisible” boundaries that exist between individuals of different cultures. We want this generation of students to be the change agents for the future. Pepperdine's International Programs has the ability and reputation to lead the educational community in this endeavor. We want to educate a new generation of students who are comfortable with difference, who are better listeners than talkers, and have the skills to create understanding and peace between polarized groups.

As I left the genocide memorial in Rwanda, I couldn't help think about our unique responsibility as a Christian university to break down the social boundaries that too often undergird such devastating human tragedies. Can Pepperdine's International Programs make a difference? Can we create expert listeners? Can we produce healers and peacemakers? Yes, we can. And yes, we will. ■



## PULITZER PRIZE-WINNING AUTHOR SHERYL WUDUNN

OPENS THE 2011–12  
SEAVER DEAN'S DISTINGUISHED  
LECTURE SERIES

Sheryl WuDunn, the first Asian American reporter to win a Pulitzer Prize, opened the 2011–12 W. David Baird Distinguished Lecture Series on September 21 with a discussion of her best-selling book, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*.



W. David Baird—Dean Emeritus of Seaver College, Howard A. White Professor of History, and namesake of this series—led the second presentation this year, hosting a panel discussion October 6 on “Pepperdine at 75,” in commemoration of the University’s 75<sup>th</sup> anniversary. Baird is currently authoring a book on the history of Pepperdine.



Journalist, social critic, lecturer, and novelist Earl Shorris took the podium the following week on the topic “The Moral Life of Downtown: Bringing the Humanities to the Poor.” Shorris is founder and chair of the advisory board of the Clemente Course in the Humanities, a college-level course in the humanities for people living in poverty.



Throughout its history, the W. David Baird Distinguished Lecture Series has drawn scholars and public figures from many disciplines, including Condoleezza Rice, Secretary of State (2005–2009), and best-selling author of *Reading Lolita in Tehran* Azar Nafisi. Author and actress Donzaleigh Abernathy, environmental scientist Chris Field, and neuroscientist Antonio Damasio rounded out the lineup of speakers last year.

The Distinguished Lecture Series is made possible through the generous support of Melanie and Richard Flamminio. All of the lectures are available in the series’ streaming video archives.



## MONTE COX

PRESENTS 32ND ANNUAL WILLIAM M.  
GREEN DISTINGUISHED CHRISTIAN  
SCHOLAR LECTURE

Monte Cox, dean of the College of Bible and Religion at Harding University, addressed the theme “Through a Glass Dimly: Christian Knowing in a Pluralistic World,” during Pepperdine’s 32nd annual William M. Green Distinguished Christian Scholar Lecture on October 3 in Stauffer Chapel. Cox’s presentation focused on the epistemological shift that is driving worldview-level changes in Western culture, and offered a Christian response to those changes.

“I hear many Christian figures speaking about ‘postmodernism’ as if it is only an enemy of the Christian worldview,” says Cox. “At the heart of the ‘postmodern’ movement is a different view of knowledge. As theologian Millard Erickson has written, ‘modern’ people understood knowledge to be certain, objective, and good. The most radical forms of ‘postmodern’ philosophy would strongly disagree with all three of those descriptors.”

Cox served as a missionary to Kenya from 1982 to 1992, when he began teaching full-time at Harding. He served as director of the Center for World Missions until 2008, when he accepted the position as dean of the College of Bible and Religion. Cox also teaches courses in missions, anthropology, world religions, North American culture, and textual Bible, and continues to have an integral part in the Center for World Missions.

The William M. Green Distinguished Christian Scholar Lecture Program began in 1980 to perpetuate the memory of the accomplished Christian scholar William M. Green. Throughout the years, these lectures have featured outstanding scholars from Churches of Christ. Pepperdine offers the program to provide its students with a forum for the advancement of Christian scholarship.

➔ ON THE WEB [seaver.pepperdine.edu/dean/lectureseries](http://seaver.pepperdine.edu/dean/lectureseries)

## SCHOOL OF PUBLIC POLICY HONORS RONALD REAGAN CENTENNIAL WITH FAITH AND PUBLIC POLICY FORUM

The School of Public Policy, in partnership with the Ronald Reagan Presidential Foundation Centennial Celebration, presented a lecture on the faith of Ronald Reagan on September 13 at the Ronald Reagan Presidential Library.

Dean James Wilburn presented the introductory remarks, followed by a discussion of "Faith in the Power of Freedom" by Natan Sharansky, chair of the Executive of the Jewish Agency for Israel. Sharansky is a Soviet dissident and former prisoner who has credited Ronald Reagan's faith, moral clarity, and courage in the freedom of Russian immigrants who fled to Israel.

Born in 1948 in Ukraine, Sharansky graduated from the Physical Technical Institute in Moscow and immediately became a human rights activist known as the spokesperson for the Helsinki movement. At this time, Sharansky was denied an exit visa to Israel and in 1977 was accused of collaborating with the Central Intelligence Agency. Despite denials from the U.S. government, he was found guilty and sentenced to 13 years in prison. Due to intense international pressure from Ronald Reagan, Sharansky was released in 1986, emigrated to Israel, and arrived in Jerusalem on the same day, becoming active in the integration of Soviet Jews and forming the Zionist Forum.

Sharansky also cofounded Peace Watch, an independent nonpartisan group committed to monitoring the compliance to agreements signed by Israel and the Palestine Liberation Organization, and served as associate editor of the *Jerusalem Report*. In 1996 he founded the political party Yisral B'Aliya, established to accelerate the absorption of the massive numbers of Russian immigrants into Israeli society and to maximize their contribution. From 1996 to 2005 he served as minister, as well as deputy prime minister, of Israel.

Sharansky was awarded the Congressional Gold Medal in 1986 and the Presidential Medal of Freedom in 2006. He is the author of several books, including his memoir of his time as a prisoner, *Fear No Evil*, which was published in the United States and has been translated into nine languages.

➔ ON THE WEB [publicpolicy.pepperdine.edu](http://publicpolicy.pepperdine.edu)

GSEP PROFESSOR AND  
ALUMNUS DEVELOP

## MOOD-IMPROVEMENT APP FOR iPHONE



A Graduate School of Education and Psychology professor and an alumna have teamed up to develop the MoodKit, a mood-improvement mobile application for the Apple iPhone and iPod Touch. The app, collaboratively imagined by professor of psychology Drew Erhardt and clinical and police psychologist Edrick Dorian (PsyD '03), helps users identify and change unhealthy thinking by applying Cognitive Behavior Therapy principles and techniques to engage users in mood-enhancing activities.

The interactive feature was developed after the two discussed and recognized "the need for disseminating some of psychology's most effective, evidence-based principles and techniques both to mental health professionals and to the general public," says Erhardt. "The advent and growing popularity of mobile applications seemed to present an excellent way to respond to that need."

The MoodKit app provides four integrated mood improvement tools to its users: Activities, Thought Checker, Mood Tracker, and Journal, which collectively allow its users to take an active part in their treatment. Its innovative design enables it to be used on its own or to enhance professional treatment. "Incorporating an app like MoodKit as an adjunct to treatment can help people to take a more active role in their own therapy, thereby improving both its benefits and the durability of those benefits," explains Dorian.

Erhardt and Dorian will further explore MoodKit's benefits by pursuing clinical trials to test the efficacy of the app in improving mood and well-being among clinical populations.

"Mobile technology has the potential to revolutionize health care, and we view psychology apps as part of that process," says Erhardt. "We designed MoodKit as the app we would recommend to our own clients, colleagues, family, and friends so that they might benefit from the 'wisdom' of the field."

*Drew Erhardt (left)  
and Edrick Dorian*





## STEP FORWARD DAY 2011

### HERALDS ANNUAL DAY OF SERVICE

Pepperdine students, faculty, staff, and alumni kicked off the school year by giving back to the community at the 23rd annual Step Forward Day on September 10. The yearly day of service united approximately 1,400 participants in service projects around campus, across the nation, and around the world.

“Any college or university can be an environment where the community gets really wrapped up in campus life,” says Meredith Miller, assistant director of the Pepperdine Volunteer Center. “To kick off our year getting to know our community again and getting connected to our neighbors is really significant and sets a major tone for doing both.”

This year the Salvation Army joined the almost 65 community partners participating in the event and hosted a team of 100 Waves to set up obstacle courses and other outdoor activities for the Malibu Canyon Dirt Dash. Funds raised at the sixth annual event will send approximately 2,000 children of low-income families to camp each summer.

Step Forward Day began on the Malibu campus in 1988, when two students recognized the need for volunteers in the local community and wanted to share their passion for service with their peers. The projects began as small acts of service from helping with repairs on homes of local senior citizens to planting gardens at Webster Elementary.

Now, 23 years later, the reach of Step Forward Day has grown to include work with over 60 organizations spanning from Ventura County to downtown Los Angeles and alumni chapters across the nation and world.

➔ ON THE WEB [www.pepperdine.edu/volunteercenter](http://www.pepperdine.edu/volunteercenter)

## KENNETH W. STARR

### HEADLINES THE FIFTH ANNUAL WILLIAM FRENCH SMITH MEMORIAL LECTURE

Ken Starr, president of Baylor University and former dean of the Pepperdine School of Law, returned to Malibu October 11 to present the fifth annual William French Smith Memorial Lecture.



Starr spoke on the topic “The Justice Department: From Reagan to Obama,” along with conversationalists and former justice department colleagues F. Henry Habicht II, a pioneering figure in the areas of environmental business and policy and a leading contributor to environmental innovation;

Ambassador Douglas W. Kmiec (ret.), Caruso Family Chair and professor of constitutional law at Pepperdine School of Law; and the Honorable Carolyn B. Kuhl, supervising judge of the civil departments of the Los Angeles Superior Court. Deanell Reece Tacha, Duane and Kelly Roberts Dean of Pepperdine Law and former judge of the U.S. Court of Appeals for the 10th Circuit, served as moderator.

Named in honor of the former attorney general, the William French Smith Memorial Lectures on Law and the Judiciary will be an ongoing tribute to Smith. Smith served as U.S. Attorney General from 1981 to 1985 and was a longtime friend and confidant of President Ronald Reagan.

Past speakers in the Pepperdine series include Supreme Court Justices the Honorable Anthony M. Kennedy, the Honorable Sandra Day O’Connor, the Honorable Clarence Thomas, and the Honorable Samuel Alito.

➔ ON THE WEB Watch a video of the lecture: [law.pepperdine.edu/wfs](http://law.pepperdine.edu/wfs)



Janet Kerr

## SCHOOL OF LAW ANNOUNCES NEW ENDOWED CHAIR



Laure Sudreau-Rippe

School of Law alumna Laure Sudreau-Rippe (JD ’97) has provided Pepperdine with a generous gift to establish the Laure Sudreau-Rippe Endowed Chair at the School of Law.

“The Pepperdine University School of Law is so grateful for the generosity and friendship of Laure Sudreau-Rippe and her husband. Their remarkable understanding of the role the Pepperdine Law School can play in educating lawyers and serving the community is a model that inspires and challenges all of us,” says Dean Tacha.

According to the wishes of Sudreau-Rippe, the first alumna to endow a chair at Pepperdine, preference for future occupants of the chair will be given to those who have overcome significant obstacles in their careers. The new chair’s first occupant, Professor Janet Kerr (’75, JD ’78), was selected by Sudreau-Rippe because she is dedicated to helping women through microfinance opportunities, and throughout her career she has championed the cause of women in law. Kerr was also a mentor to Sudreau-Rippe when she was a Pepperdine law student.

“I am very honored to be the first occupant of this new chair and especially so since it is from an alumna who has such a great vision of giving back and changing lives,” says Kerr, who serves as the executive director of the Palmer Center for Entrepreneurship and the Law.

“In particular, this chair will make possible very important enhancements to the work being done by the Palmer Center for Entrepreneurship and the Law,” Tacha notes. “It will enable students to be involved in the essential links that must be forged in training lawyers and businesspeople to work together in their mutual efforts to strengthen the economic fiber of the nation and the world.”

➔ ON THE WEB [law.pepperdine.edu](http://law.pepperdine.edu)

## E2B REACHES 200TH MBA CONSULTING PROJECT

Students at the Graziadio School of Business and Management completed their 200th real-time MBA-level case-consulting project this summer, providing valuable insight for company executives and experiential learning opportunities for students.

The school's Education-to-Business (E2B) program is a "real-world" learning experience embedded within the curriculum of various classes, including marketing, global markets, finance, and information technology. Since the program's inception in 2002, the school has conducted 100 projects over the course of the first six years, 100 in the last three years, and now hosts more than 35 projects each year.

"Pepperdine University's E2B program allows companies to expand their intellectual resources and capacity and at the same time gain solutions to complex issues," says Doreen Shanahan, marketing professor and E2B program director. "It also provides business students with practical education that allows them to apply MBA-level business concepts outside the classroom. Now in the program's ninth year, we are thrilled that companies are returning for multiple projects and to see Graziadio School MBA graduates, who completed projects as students, are returning as clients."

Over the course of one trimester, students provide rigorous analysis, fresh perspective, and actionable recommendations on how to move the company's business forward. At the end of the trimester, the MBA teams present a report, both oral and written, to the company's executives.

"The difference-making insights delivered by the Pepperdine E2B teams were clever, actionable, and powerful," remarked Robert Bellack, executive vice president, new ventures, for the *Los Angeles Times*. "Clearly the *Los Angeles Times* and our products benefited as much from the students' hard work and unique perspectives as the students benefited from exposure to the business case we challenged them with."

➔ **ON THE WEB** Learn more about E2B and read about recent case projects: [bschool.pepperdine.edu/e2b](http://bschool.pepperdine.edu/e2b)

## PEPPERDINE ADDS SAND VOLLEYBALL

### TO ITS LIST OF SPONSORED NCAA SPORTS

Pepperdine Athletics will add women's sand volleyball as an intercollegiate sport under the direction of indoor volleyball coach Nina Matthies, one of the best beach volleyball players in the history of the sport.

"We are excited to add women's sand volleyball to the Pepperdine athletic program and believe it will prove to be a popular sport for our community," says director of athletics Steve Potts. "Volleyball has a great tradition here and we are committed to building a championship women's sand volleyball program."

In January 2010 the NCAA added sand volleyball to its list of emerging Division I sports for women beginning in the 2011-12 school year. The sport will begin competition in Spring 2012, likely at the start of March, and will run for approximately two months.

Pepperdine's first-ever recipient of a sand volleyball scholarship is junior Caitlin Racich, who has chosen to forego playing indoor in order to focus on sand volleyball. Matthies anticipates 12 to 14 of the 18 players on her 2011 indoor roster will end up playing sand volleyball this spring.

## MEET PEPPERDINE'S NEWEST FACULTY

The beginning of the new school year brought to Pepperdine campuses 25 new faculty members starting a new phase of their careers at the University's five schools, where they will educate, inspire, and collaborate with students to maximize their full potential.

➔ **ON THE WEB** View an in-depth introduction to the newest additions to Pepperdine's distinguished roster of faculty: [magazine.pepperdine.edu/new-faculty](http://magazine.pepperdine.edu/new-faculty)



Nina Matthies

“Where we are is such a great spot for sand volleyball,” Matthies continues. “We’re one of the few schools that can truly say we’re right at the beach already. Pepperdine and sand volleyball are like two peas in a pod.” The Waves will begin competition by using one of several already-existing sand volleyball spots in Malibu to practice and compete. In the future, the possibility exists that on-campus facilities will be added.

Matthies, who begins her 29th year as head coach of the Waves women’s indoor team in 2011, was recognized as one of the top beach players in the world before she retired in 1992. An inductee into both the Women’s Professional Volleyball Association Hall of Fame and the Manhattan Beach Volleyball Walk of Fame, Matthies won 43 titles and had 93 podium finishes in 139 career beach appearances.

*Volleyball Magazine* named Matthies as one of the “Most Influential People in the First 100 Years of Volleyball.” In 2004 she was named to the 75th Anniversary All-Era Team by USA Volleyball.

Many of her players have gone on to success on the professional beach tours as well, most notably Nicole Sanderson ('97), who finished fourth at the 2004 Olympics for her native Australia; Mary Baily ('84), who recently retired after more than 25 years of competition; Christina Hinds ('05), who is attempting to make the Greek sand volleyball team for the 2012 Olympics; and Carrie-Romer Wright ('97).

“My vision is that eventually we’ll have six kids on sand volleyball scholarships, six kids on indoor scholarships, and others on indoor scholarships who are hybrids that will play both,” Matthies explains.

Matthies and the Waves began gearing up for sand volleyball by taking a date out of their spring schedule each of the last three years to take part in the USA Volleyball Beach Collegiate Challenge. Pepperdine won the team title in both 2009 and 2011.

➔ ON THE WEB [pepperdinesports.com](http://pepperdinesports.com)







HONORING THE HEROES OF 9/11 *Full story on page 48*



# 75

1937 2012

## PEPPERDINE

**O**n September 21, 1937, George Pepperdine College opened its doors in south Los Angeles, welcoming 167 students and 22 faculty to a brand new school. Today Pepperdine University spans the globe, with more than 370 faculty and 7,600 students enrolled in its five schools at 13 campuses. In its 75-year history, Pepperdine has seen successes and failures, miracles and tragedies, all on its remarkable journey of strengthening lives for purpose, service, and leadership.

Following the launch of the anniversary year at Waves Weekend 2011, *Pepperdine Magazine* takes a look at some of the many memories and milestones from Pepperdine's historic 75 years ➔

➔ **ON THE WEB** Read more memories, share your own story, and explore the photographic timeline: [magazine.pepperdine.edu/75th](http://magazine.pepperdine.edu/75th)



## 1930s

**1937** ■ George Pepperdine College opens in south Los Angeles with 167 students and 22 faculty.

**1937** ■ Batsell Baxter becomes founding president of George Pepperdine College, and Hugh Tiner the founding dean.

**1937** ■ Pepperdine's school colors are adopted after students vote to approve President Baxter's suggestion of blue and orange: blue representing the Pacific Ocean, and orange representing California.



**1938** ■ George Pepperdine College graduates its first class of students, including Carmen Landrum, the school's first woman graduate.

**1939** ■ Hugh Tiner is elected as the second president of Pepperdine College.

## 1940s

**1942** ■ "The Oasis" student center opens for business.

**1943** ■ The inaugural Pepperdine University Bible Lectures commences.

**1947** ■ Pepperdine wins national small college football championship in the Will Rogers Bowl.

I graduated in June 1958, the last of three brothers to earn their BA at the old Vermont campus of Pepperdine. For my last three years at school I worked nights for the *Los Angeles Examiner*, the start of a 52-year career as a newspaper journalist working for six different papers over that time. But I started my journalism traditions by working on the staff of the *Graphic*, the Pepperdine weekly newspaper, all four years.

By October 4, 1957, I had risen to the position of feature editor. That night editor Phil Pennington and I were working late on the layout for that week's edition. It was a few minutes after 10 p.m. when we left the little old office building about in the middle of the campus, just west of the Dolores statue and midway between the business lecture building and the bookstore. As we locked the door, a streak of light distracted us. We looked up and witnessed the third orbit of the earth by Sputnik 1, the universe's first man-launched orbiting satellite.

BOB ANDREW ('58)

## 1950s

**1951** ■ A master's degree in psychology is offered for the first time, becoming the genesis of what eventually evolved into the Division of Psychology in the School of Professional Studies.

**1957** ■ M. Norvel Young is named Pepperdine University's third president.

**1958** ■ Associated Women for Pepperdine (AWP), a scholarship support organization, is founded.



**A**fter spending my freshman year at a college in Texas, Charles Runnels persuaded me to attend Pepperdine during its first year on the Malibu campus in the fall of 1972. My plan was to spend a year at Pepperdine and then return to my original college. I met my future wife within two days of arriving in Malibu (we ended up having our first kiss in the cafeteria a few days later), met many wonderful friends, participated in the first Songfest (we begged students to come for free), and enjoyed the adventures that came with many other “firsts.”

The campus was not quite ready for us (e.g., ongoing construction and no toilet seats in the girls’ dorms), but we were ready for it. We witnessed first-hand the Miracle of Malibu and were blessed by the experience. By the way, I never made it back to Texas. Instead I’m approaching my 30th year on the faculty at Pepperdine.

DENNIS LOWE ('75, '77)  
*M. Norvel and Helen Young Endowed Chair in Family Life and Professor of Psychology Graduate School of Education and Psychology*

**M**y history with the University and the Law School goes back to 1975. In those days, we did not have computers at our desks. Staff members—collectively there were 10 of us—had electric typewriters. All of our systems were manual systems: the admissions process, student registration and billing, grade posting and reporting, all written correspondence, etc. During the late '70s, I served the law school as records coordinator. Part of my responsibility was to record grades, calculate GPAs and class standing, and manually type transcripts. At the end of the each semester, it was also my job to post the grades using an anonymous exam number—after dean approval, of course.

At the end of my first semester in this capacity, I was walking down a long corridor which separated the administrative wing from the classrooms. I was openly (and foolishly) carrying grades for all to see. It was a little disconcerting and unnerving to have about 20 students follow me down this corridor. They followed closely, but were careful not to overtake me. I was relieved when they stopped about two feet behind me and allowed me to post the grades; it was then my task to make it out of the crowd unscathed. It was a close call, but I made it. After that lesson in judgment, I always posted grades as discreetly as possible.

CAROL SHADRICK  
*Executive Director, Fiscal and Financial Services School of Law*

## 1960s

**1963** ■ The first contingent of students leave Los Angeles for the inaugural Year-in-Europe program in Heidelberg, Germany.

**1969** ■ Pepperdine University acquires Orange University College of Law.

**1969** ■ Pepperdine University’s graduate business school is founded.



## 1970s

**1970** ■ Ronald F. Phillips becomes the founding dean of the School of Law.



**1970** ■ Malibu campus plans are revealed by architect William Pereira and Governor Ronald Reagan at the historic “Birth of a College” dinner.



**1971** ■ Pepperdine becomes a University.

**1971** ■ Pepperdine’s School of Education is established.

**1971** ■ William S. Banowsky becomes Pepperdine University’s fourth president.



**1972** ■ Pepperdine University opens the Malibu campus.

**1973** ■ Inaugural Songfest takes place at Pepperdine.

**1975** ■ The newly endowed Frank R. Seaver College of Letters, Arts, and Sciences becomes the flagship undergraduate school of Pepperdine.

**1978** ■ Howard A. White becomes Pepperdine University’s fifth president.



**W**hen I was at the crossroads of my decision to attend Pepperdine, Dr. Wilburn's unwavering, strong yet gentle style reinforced my decision every day. A single event, however, was solidified it all. Mikhail Gorbachev (former U.S.S.R. president) was a guest of the School of Public Policy for a small intimate gathering in a conference room. No fanfare or bright lights, a low-key gathering with public policy students and their mentors and teachers for a short conversation.

We had time for just a few questions and I was blessed enough to be called on. I asked how he could have made such unpopular moves in his political life that certainly would have doomed his presidency. He looked over at me and the rest of our gathering, and spoke of family and how the importance of our actions today will affect generations to come. He went on, but the meaning was as important as the many reasons we were at Pepperdine: to serve others, with the benefits to be all encompassing and not self-serving. It was a true foundation of our class, our program, our professors, our University, and our leader James Wilburn.

ANTHONY SCARDINO (MPP '99)

**A**s a young man, John Drescher had worked as a mining engineer, and when I heard that he had been awarded several patents I was eager to discuss this with him, since I teach a course in Creativity and Innovation at our Graziadio School. My wife Molly accompanied me, and as we got closer and closer to the address we were given for Mr. Drescher, it looked like we were not headed for a fancy residence but for old industrial property. At the address, an older man who looked like a factory worker came to the curb and waved at us. It was Mr. Drescher! He took us to lunch in a beat-up diner, with cracked linoleum on the floor. The owner greeted us with, "Got your tuna sandwich ready, John."

His nearby office was lined with faded Hawaiian grass mats, and his office couch was the back seat of an old automobile. He told us stories about the days when he rode the rails as a hobo during the Great Depression and was grateful for finding work in building the Hoover Dam. So Molly and I have no memories or associations of luxury or of a mansion from that day; instead, we treasure vivid memories of a modest, generous soul we will admire always. We are so humbled and grateful whenever we think of John Drescher.

ED ROCKEY

*Professor of Applied Behavioral Science  
Graziadio School of Business and Management*

**1978** ■ Pepperdine wins its first-ever NCAA team title in 1978, when the Waves men's volleyball team defeats local rival UCLA.

**1978** ■ The Odell McConnell Law Center, situated on a 30-acre promontory overlooking the Pacific on the Malibu campus, is dedicated by United States Supreme Court Justice William H. Rehnquist.

## 1980s

**1980** ■ The Graduate School of Education confers its first four doctorates in graduation ceremonies at Firestone Fieldhouse.



**1982** ■ Beloved Los Angeles campus symbol Dolores is installed at "One Great Day!" event, Pepperdine's annual Alumni Picnic.

**1982** ■ *The Graphic* earns the Pacemaker Award, the country's highest recognition for a collegiate publication, then takes top honors again in 1983.

**1982** ■ The School of Education is renamed the Graduate School of Education and Psychology.

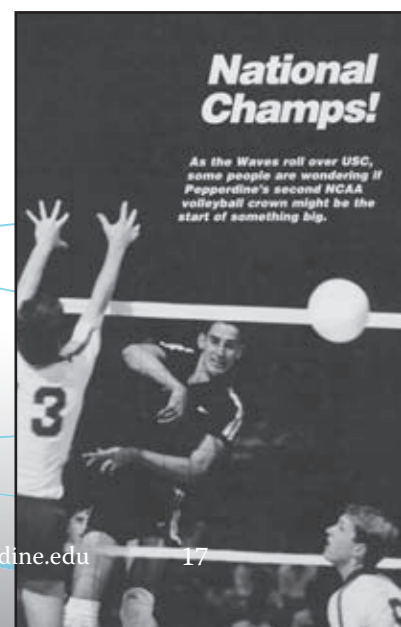
**1983** ■ Pepperdine launches London campus.

**1984** ■ Pepperdine University selected as the 1984 Olympic water polo site.

**1985** ■ David Davenport inaugurated Pepperdine University's sixth president.

**1985** ■ Pepperdine's volleyball team defeats local rival USC to claim its second NCAA title. Waves volleyball defeats USC again in 1986, taking the NCAA title for the second consecutive year.

**1985** ■ Pepperdine launches Florence international campus.



**1988** ■ Inaugural Step Forward Day encourages Pepperdine community to come together for a day of service.

## 1990s

**1992** ■ The Pepperdine baseball and men's volleyball teams become NCAA Champions.

**1992** ■ Frederick R. Weisman Museum of Art is established on the Malibu campus.



**1996** ■ George L. Graziadio endows the Pepperdine business school, which is renamed in his honor.

**1996** ■ School of Public Policy founded at Pepperdine.

**1997** ■ The men's golf and men's water polo teams become NCAA Champions.

## 2000s

**2000** ■ Andrew K. Benton named seventh president of Pepperdine University.

**2000** ■ The Davenport Institute named in honor of David Davenport, the University's sixth president.

**2000** ■ Geoffrey H. Palmer Center for Entrepreneurship and the Law launches at the School of Law.

**2002** ■ W. David Baird Distinguished Lecture Series commences with inaugural lecture given by U.S. senator Barbara Boxer.



**2005** ■ Inaugural Frank Pack Distinguished Christian Scholar Lecture program begins as a continuation of the Thomas F. Staley Lecture series.

**2006** ■ The men's tennis team becomes the NCAA Champion.

**2007** ■ International Programs opens Lausanne campus, followed by Shanghai in 2008.

**2008** ■ School of Law attains membership in the prestigious Order of the Coif.

**2010** ■ Pepperdine hosts inaugural Waves Weekend. ■



The psychology clinic at our Irvine campus opened on October 17, 1994. Two weeks later my wife and I were vacationing up on the central coast of California with some friends. Someone turned on the news and there was our campus—on fire, the whole building in flames. The entire north end of the three story building was destroyed. We lost classrooms and offices, and though the clinic didn't actually catch fire, thick, oily, greasy soot and smoke came through the ventilation system and covered everything inside. We had to throw everything out and start from scratch.

School was in session, so the campus rolled a few vehicles up to the front for the administrative offices and rented out hotel rooms in the local area for classrooms. The clinic stumbled along in new quarters (we met even in my private practice office), while our space was stripped of carpeting and cleaned with Q-tips. Everything was soaked from the fire hose and giant fans were installed to dry it. Clean up and restoration happened at the same time.

Everything was eventually cleaned up, repainted, and we held a Christmas party that year in the clinic itself. By February it was complete. The whole process was unforgettable and gave us an opportunity to take an outdated setting in an old campus and reconfigure it. I still keep a great big piece of melted aluminum here in my office.

DUNCAN WIGG

*Clinical Faculty, Clinic Director—Irvine,  
and MFT Program Director  
Graduate School of Education and Psychology*



THE UNSTOPPABLE



# JAMES R. WILBURN

The School of  
Public Policy  
dean reflects on  
40 intrepid years  
at Pepperdine.

By Sarah Fisher

## THE YEAR WAS 1996.

It was pre-9/11, post-Berlin Wall, and all was relatively calm on the Western front. James R. Wilburn had been dean of the School of Business and Management at Pepperdine for 12 years and was itching to devote more time to teaching and to finish writing a book he'd been working on. There had been times before, in his 25 years at the University, that he'd almost left to pursue his varied scholarly interests, but he had always chosen to stay because of his deep-seated belief in Pepperdine's mission. But this time was different. This time, Wilburn really meant it: he was ready to retire from administration.



At that same time, David Davenport, then president of Pepperdine, was getting ready to launch the University's fourth graduate school, the School of Public Policy (SPP). There was just one problem: the founding school was minus one dean. Davenport considered Wilburn a fearless leader who inspired hard work and admiration from students, faculty, and staff, and, as such, was the only person for the job, but Wilburn turned him down three times when offered the inaugural position.

After the third refusal, Wilburn sat on a task force to help design the program before Davenport asked him, one last time, to run the school for just one year to get it off the ground. "I had always wanted to go to the Amazon River and had planned this trip to go all by myself for a couple of weeks," recalls

WILBURN WORKING  
WITH PRESIDENT  
WILLIAM BANOWSKY  
IN THE EARLY '70S



Wilburn. "When I returned, I said I'd do it—for one or two years max."

This year marks a double celebration as Wilburn commemorates a landmark 40 years at Pepperdine University and the School of Public Policy enjoys its 15th anniversary, with Wilburn at the helm throughout. Davenport's insistence that Wilburn lead Pepperdine's infant school came from knowing one important fact about him that others across Pepperdine have long admired—that he truly and honestly believes in, supports, and will fight for the University's mission as a Christian institution that strengthens students for lives of purpose, service, and leadership.

"Jim lives out the value and mission of Pepperdine, and always promoted it and attracted people to it," comments Patti Yomantas, who was hired by Wilburn in 1979 when he was the vice president of University Affairs; she is now the director of advancement communications. She cites him as one of the strongest forces tying her to Pepperdine more than 30 years later. "When you work with Jim, you catch the vision that he's got."

His vision for an environment that nurtures Christian values and community grew from his early roots in the faith. He earned bachelor's and master's degrees in biblical studies

at Abilene Christian University before joining the Pepperdine administration in 1971, a year before the Malibu campus officially opened. He soon saw the divisions inherent in maintaining two campuses; in its early days in Malibu, Pepperdine also kept open the original campus in south Los Angeles, creating two separate undergraduate programs. As University provost, Wilburn was integral in transitioning the University entirely to Malibu, a move that was met with some skepticism from the community at the time.

"There were people who were disappointed, who felt that Pepperdine was abandoning the inner city. But I felt that with limited resources, Pepperdine really couldn't afford to have two complete liberal arts undergraduate programs," he asserts.

Despite the turmoil, Wilburn cites this time as one of the most exhilarating eras at Pepperdine for him. "Every era has its own excitement but when president Bill Banowsky was doing all of the work he outlines in the *Malibu Miracle* it was definitely exciting—though I don't know that I'd want to live through it again. If you're not sure you can meet the payroll, each week you lose a little sleep."



### WILBURN POINTS OUT THE LOCATION OF THE FUTURE DRESCHER GRADUATE CAMPUS, 1982

I got on a horse and rode around this spot, picking the right place. The *Los Angeles Times* did an article on me as the new dean, they took me up on this hill and had me point out over where the [Drescher Graduate] campus is now. Then I spent the next 10 years raising money.



By 1980 Pepperdine's community was wholly reunited at the Malibu campus and Wilburn was the vice president for University Affairs when he faced another big test of leadership: arsonists attacked the school and set the advancement offices alight.

"We got a call early in the morning from Jim to come in immediately," remembers Claudia Arnold, who was hired by Wilburn in 1976 and is now campaign director and vice chancellor for donor relations and strategic initiatives. "The next year-and-a-half we were tucked into little spaces available around campus and it took us a year to rebuild. But the way he kept everyone together and kept morale up—there isn't anyone more inspiring than Jim when he starts waxing lyric about community and the Pepperdine mission."

At that time, Wilburn's main concentration of community outreach was fundraising and building relationships with donors. He oversaw

the founding of the donor membership program Pepperdine Associates in 1977 at a time when unrestricted giving accounted for a massive 10 percent of the University's budget. "The thing that was the most rewarding of that period was getting to know our donors with such close, intimate friendships," he reflects.

By the early 1980s the scholar was beginning to feel the pull back towards academics and sought a change of career trajectory. He decided to earn his MBA from the Pepperdine business school while still serving as the vice president of University Affairs, and had quietly set his mind to work for a venture capital firm with former astronaut Buzz Aldrin. Instead he was called to another role at the University when he was invited to be the dean of the now Graziadio School—an opportunity and challenge he couldn't turn down.

"The same graduation ceremony where I got my MBA, I walked back up on the stage and was announced as the new dean of the School of Business and

Management," he remembers.

Already known for making impactful leadership decisions, Wilburn wasted no time making known his commitment to the business school. On the day of his inauguration in 1982, he announced that the land above the Seaver and School of Law campuses would be used to build a new professional campus for the business school.

"I got on a horse and rode around this spot, picking the right place," he says from his office at SPP on the Drescher Graduate Campus. "The *Los Angeles Times* did an article on me as the new dean, they took me up on this hill and had me point out over where the campus is now. Then I spent the next 10 years raising money—it was kind of a gutsy thing, if I think back on it, to just announce this plan without even calling a committee or anything, but after you get \$8 or \$10 million dollars raised for something it's hard to say no."

His plans took 15 years from announcement to reach fruition,



facing opposition from Malibu, Los Angeles County, and the California Coastal Commission, but the Drescher Graduate Campus opened with aplomb in 2003 and now houses the Graziadio School, SPP, the Graduate School of Education and Psychology, and residences for faculty, staff, and students. Wilburn was also dean at the time when the Graziadio School was the third largest business school in the nation, so it's little wonder that former president Davenport thought of him first and foremost as the best candidate to lead Pepperdine's school for public policy graduate studies.



Meanwhile, Wilburn's news-making public policy work with a post-Soviet Russia may also have played a part in Davenport's decision. From 1991 to 1996 Wilburn served as cochair of the U.S. Committee to Assist Russian Reform, a program funded by the U.S. Department of State and authorized by Boris Yeltsin.

"I was invited by the prime minister of Russia to put together a committee of business leaders to serve as advisors to Russia on privatizing and trying to move from a communized economy to a free-market economy," he recalls. "They asked me to look at three areas: housing for the soldiers coming back from the end of the Cold War with nowhere to live, food distribution, and tourism. My last few meetings there were actually inside the Kremlin in Boris Yeltsin's office, so that was obviously an exciting time to be there."

His work made headlines across the world, to the point that his committee

was falsely accused by the KGB of being spies for the CIA. "President Davenport called me one day and said, 'Hey Jim, we're opening our mail over here and we have a \$25 check from one of our alums that had a letter with it addressed to the *Pepperdine Spy Program in Russia*,'" laughs Wilburn.

President Ronald Reagan also appointed Wilburn to head the board of the Citizens for the Republic Education Foundation in late 1978, and he worked extensively with Baron Rothschild and



Dean Wilburn and his wife Gail with the 9/11 commemorative flag display in Alumni Park.

the European Parliament Industrial Council during the late 1980s.

After an action-packed 25 years at Pepperdine and in international and domestic affairs, by 1996 Wilburn was ready to stand back and focus on teaching and writing. Throughout his tenure at the business school he had taught business strategy in the Presidential and Key Executive

Program; taking on a second deanship—and for a brand new school, no less—meant that teaching would have to take a back seat once again. Fifteen years after accepting the position as dean of SPP, Wilburn admits that he still misses teaching.

"I just don't have time to teach in a classroom right now, but I always take each new group of students out of town for three days at the beginning of every year and get to know them," he says, adding that "the students are the biggest inspiration to me because they never cease to amaze and inspire me by their own energies and their own eagerness to make a difference."

Recent graduate and filmmaker Eli Steele (MPP '11) reciprocates, noting how Wilburn has shaped both a challenging educational experience and an open, trusting environment. "My memories of the dean are simple: him eating lunch at the cafeteria," Steele adds. "I think that sums up who he is in many ways: accessible, willing to talk to any student who sits at his table. By doing that, he is both available and has his ear to the ground so he knows what is going on, which allows him to make sure the school is heading in the right direction."



After 40 whirlwind years at Pepperdine, Wilburn remains unstoppable in his commitment to the University, and he does it all for love of the mission of service to students. "If I'm going to invest my life, my time, my energies, my talents, I can't think of any other way to better leverage that investment than by having an influence in the world through the lives of talented students." ■

➔ ON THE WEB Read more from Wilburn, his colleagues, and his students, and share comments of your own: [magazine.pepperdine.edu/wilburn](http://magazine.pepperdine.edu/wilburn)



# Hearing Her Story

Women judges share their reflections from the bench.



**“I SPENT 25 YEARS ON THE UNITED STATES COURT OF APPEALS,** and in the process I met women whose

journeys have been very similar to my own, and they are journeys and stories that have very little been told. We were soldiering through all those years and unlike some other groups, our stories haven’t hit the light of day. What happened to us in the early days of our careers and where we are now in our careers is the story I’ve asked three of my closest friends on the judiciary to tell. You have made me feel very welcome, welcome enough that it’s time to hear these stories.”



**WITH THOSE REMARKS** School of Law dean Deanell Reece Tacha opened “Hearing Her Story: Reflections of Women Judges” to an eager audience in the law school’s Caruso Auditorium. Tacha, former circuit judge, U.S. Court of Appeals for the 10<sup>th</sup> Circuit, shared the stage with her distinguished panel of guests: the Honorable Carolyn Dineen King, circuit judge, U.S. Court of Appeals for the Fifth Circuit; the Honorable Dorothy W. Nelson, circuit judge, U.S. Court of Appeals for the Ninth Circuit; and the Honorable Rosemary Barkett, circuit judge, U.S. Court of Appeals for the 11<sup>th</sup> Circuit. The September 23 event officially welcomed Dean Tacha, who took office June 1, and served as a stop along her national tour ([law.pepperdine.edu/tachatour](http://law.pepperdine.edu/tachatour)).



Shelley Saxer (right) with the Honorable Rosemary Barkett

Before the discussion began, Dean Tacha sat down with her fellow judges for an exclusive interview with *Pepperdine Magazine*, conducted by Shelley Saxer, professor of law and director of Pepperdine’s Byrne Judicial Clerkship Institute.



**Saxer: Judge King, what do you think has been the biggest impact for you in your professional career, going through several years?**

*The Honorable Carolyn Dineen King:* I’ve seen myself as a beneficiary of the Civil Rights Act. I began practicing law in 1962 and the Civil Rights Act was passed in 1964. I don’t believe that I would be here today—and I would certainly not have the accomplishments that I have had—if it hadn’t been for the Civil Rights Act.

The first job interview I had was with the United States attorney in Houston. I came with a letter from the assistant attorney general who I had worked for the preceding summers saying, “This woman is fine; you should hire her.” He took me to a stand-up coffee spot instead of his office, and when we got back to the reception area he put his Stetson up on the hat tree and said, “Don’t get me wrong ma’am.



The Honorable Carolyn Dineen King

I’ve hired me a Black and I’ve hired me a Mexican, but I ain’t up to hiring me a woman yet.” By the way if you are wondering if he used racial epithets, the answer is he did.

The amazing thing about the man is that he was a bleeding heart liberal.

He had hired the first black assistant United States attorney and the first Mexican one in the country, but such was the prospect of hiring a woman in 1962 as a lawyer that he wouldn’t even think of it. The second interview I had was at Fulbright and Jaworski with

Leon Jaworski, who offered me a job doing collection work at half the rate of the men.

Now this was all in 1962; these interviews were only separated by a week. That's an example of the kinds of things that the Civil Rights Act was meant to address. In 1979, the chair of the merit-screening panel for President Carter came to me and said, "Would you have any interest in being a federal judge?" And I said, "No why would I want to do that?" I was a transactions lawyer. We never got near a courthouse and if we did, it was a sign of trouble. He said, "Because President Carter wants to appoint a woman from the Fifth Circuit and we have searched high and low and you are the only one that we can find that's qualified." Of course I had never been in a courtroom, so how I could have been qualified? That's the legacy of all those years.

So all of a sudden in the course of the period from 1964 to 1979, we went from no opportunities for women to it suddenly being an asset instead of a liability and to enormous doors being suddenly opened to women. That's the history, and my career has very neatly fit within that time frame. I went on and became the chief judge of my circuit, a member of the Judicial Conference, and chair of the Executive Committee. That is what the Civil Rights Act did for me. That's what my fellow citizens in this country did for me.



**Saxer:** Judge Nelson, you bring a unique experience here having been a woman dean and then a woman judge on the Ninth Circuit. How have you managed your professional and your personal life in both of those capacities?

*The Honorable Dorothy W. Nelson:* I was the first woman on the faculty at USC and I felt totally accepted, but it was the wives who had a problem with me: why was I there? Women wouldn't approve of this today, but I had each of them to dinner to see my husband, my children, and we became good friends.

When I became a woman dean, an older faculty woman said to me, "Dorothy, come 15 minutes late to faculty meetings. Show them who's boss." Instead I went home and baked five dozen chocolate chip cookies, announced there would be food at the meetings—and they came on time. I was working through trying to be myself and not trying to be what they were. They did certain things to get ahead in life, but I had my own style.

I found that as dean I was very interested in dispute resolution and mediation; we counseled in 182 countries and, in China or India, for example, they would clap very nicely and say, "Do come back." But when I became a federal judge, it was, "Thank you, Judge. How do we do it? How do we start?" That was a huge change for me and although I found becoming a judge

isolating in the beginning, I felt far more powerful than as a dean.

Through it all, the most important thing was having the right husband. I remember when I was in China in 1989 and doing work with the Supreme People's Court and I said to our translator, "I want to meet with women lawyers." He responded, "Why do you want to meet with women? You're number one visit, they're number three visit." I said, "I'm a woman, Mr. Sun." "Is the judge coming?" My husband was a Superior Court Judge. "Yes."

We went and I talked about men and women being two wings of a bird—that one is male and the other is female—and unless they are both strong, the bird cannot fly. Mr. Sun translated very slowly and my husband said, "May I say something? Until women achieve full equality, men can't be the best of what they can be." Mr. Sun translated that very slowly, ran down the hall, and brought him back a big present. Then as we left the Chinese women patted my husband uncharacteristically. I said, "What are they saying, Mr. Sun?" "Model husband, model husband."



*The Honorable Dorothy W. Nelson (center) tells her story at the Dean Tacha welcome event.*



Dean Tacha shares a humorous anecdote with the Honorable Rosemary Barkett.



**Saxer: Judge Barkett, let me ask you about your experience in law school and how you found that experience to be as a woman.**

*The Honorable Rosemary Barkett:*  
The law school at the University of Florida was, of course, primarily male. This was 1968 and they made it very clear that they were going to embarrass the women students there. They had a custom called shuffling, where if a woman entered the library, the men, the boys, would shuffle their feet on

the wooden floor and you could hear this thunderous kind of noise as you entered. The same thing happened in class. If a woman was called upon or a woman volunteered an answer, she would be shuffled in class. I certainly was aware of it, but I'm not sure if it had the desired effect on me.

I went to law school a little bit later in life. When I graduated from high school I entered a religious order because I thought I had a calling to do that and I was there for about eight years. After I left I taught school for a year and then decided to go to law school, so I was about 27 or 28 years old. I think when you are in a

religious order everyone is extremely deferential and people treat you with respect, at least they did in those days. You develop this sort of attitude that expects people to be kind and nice to you, and once you generate that attitude, it sometimes happens—not all the time, but that was my experience in law school.

Now they no longer shuffle and it is such an ancient custom that when I went back to the University of Florida to talk to the law review and made mention of shuffling, I got blank looks from everyone. When I explained it they were properly horrified about the practice. ■

➔ **ON THE WEB** Watch video of the full event and hear more from Dean Tacha: [magazine.pepperdine.edu/hearing-her-story](http://magazine.pepperdine.edu/hearing-her-story)

A hand is shown holding a stack of papers, with a vibrant, multi-colored gradient (pink, purple, blue, green, yellow) overlaid on the image. The text is centered over the papers.

# OUT OF THE STRESS zone

As students pile more on to their plates, how do they deal with the pressure? ➔

By Sarah Fisher

# OUT OF THE STRESS ZONE

**Francis, a junior at Pepperdine, keeps a daunting schedule.** When he's not studying for his major in organizational communication and a minor in industrial organizational psychology, he is copresident of the Black Student Association, treasurer of the microfinance club, a student worker in the admissions office, and a participant in convocation organization and mentoring programs. He rarely has time to rest, let alone stop and reflect on whether or not he might be overdoing it.

✦ "I don't consider these to be huge projects, but once you make a list of all of them . . ." he says, trailing off as he contemplates his workload. "I don't like disappointing people, and they don't like to be disappointed. I set the bar so high and don't want to perform below it. I think sometimes I just set unrealistic expectations for myself that become a stress factor."

Stress on college campuses has become an increasingly discussed problem in recent years, says Connie Horton ('82), director of the Pepperdine Student Counseling Center, especially as students try to squeeze in more and more commitments to a day. The type

of workload experienced by Francis is not uncommon for students at Pepperdine's five schools, and students nationwide, who pile high their extracurricular activities to stay busy and pad their resumes.

"This can lead to an inability to concentrate, sleep disturbance, feeling overwhelmed—like they just can't handle it anymore, like they are trying to carry too many bricks, and it's just . . . too heavy," says Horton, who oversees a team of professional counselors providing a free, confidential service to students who need someone to talk to. "When you ask them what they could do differently, at first they are locked into thinking that this is just the way it has to be: 'I have to be a double major, I have to graduate by . . .' To which I like to ask, 'How's that working out for you?'"

The statistics from a review of Pepperdine students conducted by the National College Health Assessment (NCHA) II last spring show that it's not working very well at all—34.2 percent of students actually identified stress as a factor affecting their individual academic performance, and a breakdown of more specific stress factors yielded higher percentages. For example, 87 percent reported feeling overwhelmed by all they had to do, 86 percent felt exhausted specifically not because of physical activity, and 53 percent felt overwhelming anxiety. Horton adds that in a highly selective school like Pepperdine, a lot of

students' pressure to achieve is self-driven, or for undergraduates, comes as an extension of their high school identities.

"Many of them were top of the class as high school students and now they are with others who were top of their classes, so they are trying to make sure they stay there—and part of it is good and legitimate since they are trying to just work hard. But stress is almost a badge of accomplishment, along with the related symptoms or sacrifices. I'll hear one say, 'I'm not sleeping at all,' to which another will reply, 'I'm sleeping four hours a day, that's just the way it has to be,' and another will come back with, 'Oh four hours, I don't even get that!'"

Horton notes that the drive to maximize extracurricular and pre-professional experience while maintaining a top GPA at the same time—though laudable in a competitive market—can have the opposite of the desired effect when applying for the next stage of the educational or career ladder. "I've been on the admissions committees of a graduate school and frankly sometimes a 4.0 scares me a little bit. I wonder what they're not willing to try. I tell them once in graduate school to hurry up and get their first B so that they can get on with training and learning."

One of the repercussions of stress "one-upmanship" is that students can be left with the sense that being stressed to the breaking point is normal and that



Stress by definition really has to do with being stretched or challenged. Some people use the metaphor of metal and a bridge:

struggling means something is wrong with them. This thinking can lead to negative coping behaviors, such as self harming (according to 5.9 percent of students), prescription drug abuse (11.9 percent), and, of course, alcohol abuse, which is overwhelmingly more of a problem for male students than females, who tend to be more comfortable discussing their stress issues.

“Learning how to regulate emotion is a skill and often I think men don’t really have that skill,” says Robert Scholz, assistant director and alcohol/drug program coordinator at the Student Counseling Center. He adds that, left unchecked, stressful emotions can build until the student begins suffering panic attacks or major depressive episodes, or they become reliant upon unhealthy ways of managing the emotions, such as alcohol abuse. “The good news is that it is a skill, and we can begin to help men identify and begin to learn ways to cope with their emotions, because often they’ve spent 18 years listening to the belief that they need to be strong and not feel.”

“I guess one reason I keep quiet about things is simply because that is the way I’ve been raised—to ‘man up’ and be tough,” agrees Francis, who says that his preferred method of



*Connie Horton*

stress management is to take a few hours to be by himself, listening to music or reading. He says he’s in a transitional period in his life of opening up to the possibility of talking about his struggles, with a counselor as well as friends. “It’s a process and I am learning to take advantage of those resources. I know not to let it get too bad, but to talk to friends or counselors so I don’t have to deal with everything alone,” he says.

👉 Fellow student “Joan” is a student-athlete trying to balance a busy volleyball schedule with her schoolwork, facing pressure not only in the classroom, but also to perform

on the court, practice with her team, and keep fit on her own time. She admits she sometimes “freaks out and start panicking” when she confronts her obligations. “I think students are definitely too stressed,” says Joan. “We all have so many expectations to live up to and work to do, but at the same time we want to have a good college experience. I just try to realize that it’s going to take a lot of time and I just have to set aside time to do it; I plan my schedule on a calendar.”

Planning might just sound like one more thing on the proverbial to-do list, but Scholz confirms that “managing stress is not about eliminating it from your life necessarily, but about developing tools to manage it.

And when possible, to find ways to prevent it from reaching intolerable levels.”

One way students can manage is by planning strategies to actively avoid stressful situations. “It’s good to be aware and intentional about how stress is affecting you and protect yourself,” says Horton, who earned a master’s degree in psychology from Cal State Fullerton and her PhD from the University of Texas at Austin. “To use a personal example, when I went to take my license exam, I knew there would be all these neurotic psychologists nervous before the exam. Even though it was in a big hotel, I decided to eat in

when it’s stretched to a certain point it is at its strongest, but you don’t want to stress it too much so that it breaks.





## CONNIE HORTON'S TIPS FOR STRESS MANAGEMENT

The director of the Student Counseling Center offers advice for students on the brink.

**A** Physical coping is one of the most important things: getting enough sleep, eating healthfully, and of course exercise is a huge stress relief. Aerobic exercise multiple times a week can be very helpful.

**B** Social support has shown repeatedly to help people remain resilient under stress. If you are so busy that you don't have time to get coffee with a friend for a half hour, something is wrong. Attend to your social relationships.

**C** Cultivate gratitude. Increasingly, studies in the field of Positive Psychology show that simple practices, such as keeping a daily gratitude journal, can make a significant difference in emotional wellbeing.

**D** At Pepperdine, we recognize a spiritual dimension. Frame your thinking to remember that you are loved no matter what, that God is with you, that there is grace, and that none of us has to be perfect.

my room to not be around panic. And the next morning, I purposefully went in at the last minute to get registered, but sure enough in the hallway the other psychologists were asking each other specific details. I knew not to put myself in that stressful situation."

A strong sense of community is also one of the best medicines for stress, she adds. On top of all his commitments, Francis is an international student from Uganda, coping with his workload while separated from his family by two continents, an ocean, and a hemisphere. He struggles with the distance, saying it adds additional stress but, like most students, he relies on his community of friends as a surrogate family. Joan agrees that she and her friends keep each other strong, saying she always tries "to find time for the people who mean the most" to her.

Horton states that friends are usually the first ones to notice if a fellow student is struggling, and that friend referrals account for the largest number of students who visit the counseling center for support. "It's okay to say to a friend, 'You've tried managing this on your own, but why don't you talk to someone, you're miserable!' That's what we're here for; that's why we made it free."

Open to all undergraduate and graduate students, the Counseling Center offers individual and small group counseling, consultations for friend referrals, and medication counseling; it also hosts outreach and prevention programs on campus on a range of topics, stress included. In the 2010–11 year, graduate students comprised 23 percent of the center's

clients, as they face stressors similar to undergraduates as well as additional concerns like more advanced careers and family responsibilities.

"They are increasingly focused on the world outside the classroom," observes Nivla Fitzpatrick, assistant director of the Counseling Center. "A graduate student may have more of an eye towards how their symptoms of anxiety will affect their job, family, and potential for success. But they're also usually more motivated to attain a sense of relief from their concern. On the whole, they tend to be more eager and persistent about accessing resources that will work for them."

➤ Despite all the negative language surrounding stress, Horton emphasizes that it's not always a bad thing, per se, and that in small doses stress can be utilized for positive, affirming results. "Stress by definition really has to do with being stretched or challenged. Some people use the metaphor of metal and a bridge: when it's stretched to a certain point it is at its strongest, but you don't want to stress it too much so that it breaks," she explains, adding, "It's good to push yourself."

If the balance between good stress and bad stress becomes too heavily weighted on the "bad" side, Horton advises students—and all those who need the advice—to deal with it as early as possible, perhaps setting up a regular walk with a friend or a visit to a therapist. "If you're dealing with stress and you can't sleep, or when you're so stressed that you can't think and are crabby and agitated . . . just don't wait until it gets to that point. Talk to somebody. Let's get this sorted out." ■

➔ ON THE WEB [seaver.pepperdine.edu/studentlife/healthcounseling](http://seaver.pepperdine.edu/studentlife/healthcounseling)

# Negotiating the Future

Graziadio School of Business and Management professor Joetta Forsyth offers personal finance tools for planners of all ages.

By Gareen Darakjian



## NAVIGATING THE PATH TO FINANCIAL INDEPENDENCE CAN BE AN INTIMIDATING EXPERIENCE

at any age. Alongside young people entering the world of mortgages and mutual funds are older generations who have been feeling the effects of a wavering economy for years. The situation is even worse when these individuals aren't equipped with the knowledge necessary to make sound fiscal decisions.

Concerned by the state of the U.S. financial crisis and her college-bound son's financial inexperience, Joetta Forsyth, assistant professor of finance at the Graziadio School of Business and Management, penned a rigorous personal finance book for high-achieving youth. Also meant to be a useful resource for readers of all ages, *Financial Wisdom Volume 1: Personal Finance and Career Skills to Guide Teens and Young Adults on Their Journey to Success and Happiness* suggests that being in control of personal finances at an early age helps ensure a better life later on.

Here Forsyth shares her insight, revealing the reality behind sometimes-unwise financial decisions and offering tools to help both young adults and their older, more experienced counterparts achieve financial success.

# 1 “I’m too young to save for retirement.”

Forsyth recommends starting as early as your first paid job. “You can leave yourself destitute when you’re old,” she explains, noting that many young people don’t save simply because they don’t want to think about getting older.

**Quick tip:** “You should always contribute at least 10 percent of your income to retirement, and preferably more,” she asserts. “Consider it to be owned by someone else—your elderly self, who is depending on you to not leave them penniless.”

# 2 “I am ready to buy a home and have saved enough money for a down payment.”

“Be careful,” insists Forsyth, who explains that new homebuyers are especially vulnerable because they do not have enough of a savings cushion. The emotion of buying a house for the first time also leaves new homebuyers susceptible to overpaying and overlooking hidden costs. These include property taxes, maintenance, insurance, and homeowner association fees, which can “easily wipe out the advantage of the mortgage interest rate tax deduction and more,” she says.

**Quick tip:** “Compare the cost of renting for a year with the price of a comparable home,” says Forsyth. “Preferably, annual rent on a comparable house should be at least 9 percent of the home price or more.”

# 3 “It’s time to buy my first car.”

Car salesmen love first-time buyers—and not for altruistic reasons. One thing you can do to protect yourself, according to Forsyth, is to get a car loan from a credit union. “Dealers offer some of the worst interest rates out there,” she explains, “while credit unions tend to offer very low rates.” Forsyth also advises that potential buyers shop for the best rates and get preapproved before even starting to look for a car. Another piece of advice: let someone else do the negotiating for you. “Roadside assistance companies and even retailers negotiate low rates and prearranged prices on cars for their members.”

**Quick tip:** Like houses, cars come with other unexpected costs. Operation, maintenance, and gas “can be very expensive in the first year,” she says. And don’t forget insurance.

# 4 “My savings is burning a hole in my bank account. I’m ready to invest.”

Taking care to assess both the gains and losses is vital to investing. Forsyth warns new investors about investment fees and the impact they can have on how much you earn. Taxes are also detrimental to capital gains. “If you are in a lower tax bracket, you are in a better position to invest in higher tax investments that offer a higher return,” and vice versa, advises Forsyth. Another way to avoid risk is to diversify, or distribute your money in different kinds of investments. “While investments tend to do poorly or well at the same time, they will also go their own way,” says Forsyth, who suggests investing in mutual funds. ETFs (exchange traded

funds) are another way to diversify—they have their own unique issues and risks.

**Quick tip:** Brokers make money when their clients trade and will encourage them to do so. Forsyth advises to not let them pressure you into trading frequently and suggests a “buy and hold” strategy for inexperienced investors. Broker fees and taxes on winning trades may add up for frequent traders. “You have to make a lot of money just to break even,” she explains.

# 5 “I have to pay off my student loans as soon as possible to eliminate debt.”

Forsyth insists that you should not pay off your student loans if you are paying higher rates elsewhere. “First, calculate what your after-tax interest rate is on your loans,” she advises, suggesting that higher rate loans should be paid off first. “It may be better to not pay off all of your student loans.” New college graduates pay higher rates when they borrow due to poor credit ratings. “Showing that you are steadily paying off student loans can help you build a better credit score,” she maintains.

**Quick tip:** If you think you can earn more on an investment (after-tax) than your after-tax student loan rate, then keep the loans and put your money in the investment.

# 6

**"It is more difficult to get ahead than it used to be."**

"A long time ago, children learned about personal finance on their family farm or business," she explains. However, when parents started working at corporations, schools did not fill in the gap. Time and again, people leave home and make serious financial mistakes. It is important to invest wisely in an education. With the tough economy, jobs are more difficult to come by in general. However, unemployment is much lower among college-educated workers, and investing in an education that provides a foundation for a successful career is all the more vital.

**Quick tip:** Forsyth warns not to choose a career based merely on whether or not studying that field in college is fun. Talk to professionals in the desired area to find out all of the pluses and minuses of that career, such as retirement options, long work hours, long hours of travel, and so on.

# 7

**"I can avoid the 'real world' for a few more years by going to graduate school."**

Graduate school is a big investment and should be investigated carefully, Forsyth insists, but it is possible to fund a graduate education without racking up excessive debt. "You do not want to be burdened with heavy student loans upon graduation," she says, advising graduates to resist the temptation to emulate luxury-seeking peers in the years they work before graduate school.

**Quick tip:** Be smart about your decision. "Graduate school is an important stepping stone to higher

paying jobs and a more exciting career," Forsyth explains. "Just manage your money wisely so that you can take the best advantage of graduate school."

# 8

**"We've been married for a few years and are ready to expand our family. The financial details will work themselves out."**

The key to making a smooth transition to parenthood is to practice simple living before having children. Forsyth advises to "rent the smallest apartment possible, avoid eating out, and go to free concerts," prior to adding to your brood.

**Quick tip:** Start saving wisely for their education once or before your child is born.

# 9

**"My financial troubles only hurt me and my bank account."**

Rather, "it has become a social issue," Forsyth argues. She explains that many people point to financial distress as the number one cause of divorce and an important cause of suicide. "It's hard for people to describe the fear of losing everything and having to explain it to their families."

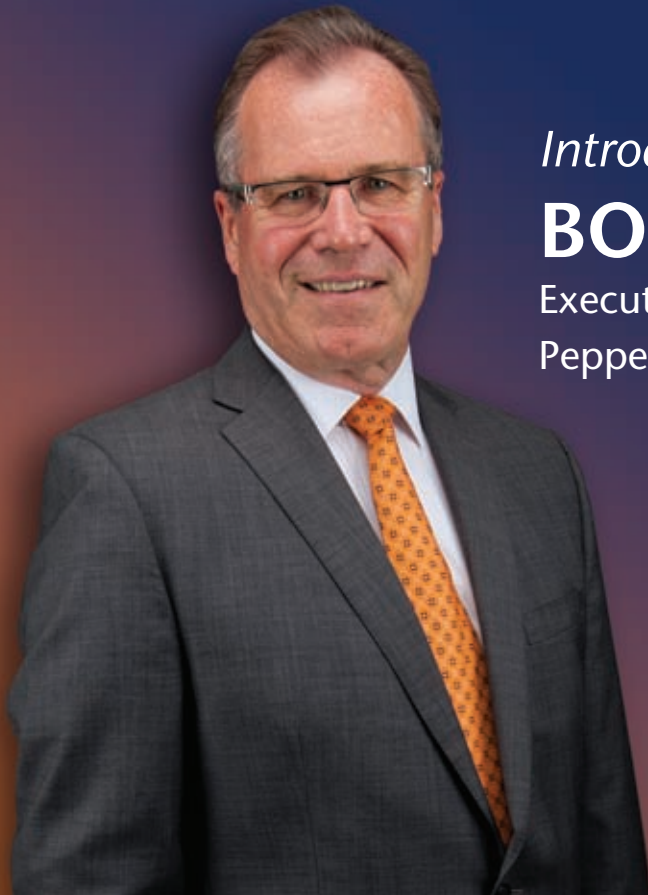
**Quick tip:** Educate yourself. With the rise of debt-talk in the political discourse, people with financial training become better citizens. "They will understand what people are talking about and be much wiser voters as a result." ■



**Forsyth has been an assistant professor of finance at the Graziadio School since 2002.** Her research

interests include: how bank employee compensation is related to risky mortgage lending practices; how stock misvaluation and corporate governance influence the awarding of options to CEOs; and the relationship between corporate governance and firm value. She has also developed a model that explains how the advent of world trade contributed to the corporate restructuring wave of the 1980s.

Forsyth earned her PhD from a joint program with the Harvard Business School and Economics Department, with an emphasis in finance and industrial organization. She received both her bachelor's and master's degrees at the University of Chicago and has held professorial posts both at the University of Michigan Business School and USC's Marshall School of Business.



*Introducing*  
**BOB CLARK** (MBA '79)  
 Executive Director of the  
 Pepperdine University Alumni Affairs

**GRAZIADIO SCHOOL ALUMNUS**  
**BOB CLARK** (MBA '79) has taken the reins of the Pepperdine University Alumni Affairs as the newly appointed executive director. The alumni association is over 90,000 alumni strong and includes 30 regional alumni chapters in the U.S. and abroad. These groups host 250 alumni events annually, welcoming alumni from all schools, parents, family, and friends of the University.

"Bob Clark has served Pepperdine for seven years and knows Pepperdine very well," says Lou Drobnick, executive vice chancellor of advancement. "He has a fabulous appreciation for the University's Christian heritage, our mission, and the diversity and interests of our undergraduate and graduate alumni."

Clark was the founding president of the Alumni Leadership Council

(ALC) and served on the ALC executive board for four years. He is the proud parent of three Pepperdine graduates: daughter Marshawn (MBA '97) and sons Jonathan ('08) and Benjamin ('10). Bob and his wife Amy were instrumental in the creation and development of the Colorado "Mile High" Waves chapter. They have served on the Seaver Parents Council and Bob has worked closely with the alumni affairs office over the past seven years.

Clark and his staff, in collaboration with each of the five alumni affairs offices and the office of athletics, share Mr. Pepperdine's challenge to build a vibrant community of alumni and leaders who "will work diligently to carry out the ideals set before them while in our college and multiply my life's work a thousand fold, or more as the number of alumni increases."

**Clark encourages all alumni to connect with their alma mater and with their fellow alumni. There are many ways to get involved:**

- ▶ Career mentoring and workshops
- ▶ Waves of Service
- ▶ Waves Hiring Waves
- ▶ Regional socials and Night-to-Network events
- ▶ Lifelong learning seminars and iTunes University ([itunesu.pepperdine.edu](http://itunesu.pepperdine.edu))
- ▶ School and University lecture series
- ▶ Annual giving to support student scholarships
- ▶ New campus building projects
- ▶ And many more!



## REIGNITE YOUR PEPPERDINE EXPERIENCE Through PAN Online

Whether you graduated recently or many years ago, PAN Online—the Pepperdine Alumni Network—is the place to reconnect.

Looking for attendees for your 75<sup>th</sup> Anniversary Celebration Party? PAN Online can help.

If you don't have a PAN Online account, join today and discover how to stay connected to Pepperdine.

- ▶ Search the alumni directory for classmates, mentors, and alumni in your industry or profession
- ▶ Post and search for resumes or find Waves to hire
- ▶ Update your profile
- ▶ Serve with Waves
- ▶ Attend Pepperdine events, regional events, or host your very own 75<sup>th</sup> Anniversary Celebration
- ▶ Be a part of the Pepperdine community

Get involved today and enjoy the benefits of a Pepperdine degree.



## WAVES OF SERVICE VOLUNTEER MATCH Launching This Fall!

- ▶ Serve with Waves
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- ▶ Track your service hours
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- ▶ And much more!

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VOLUNTEERMATCH.ORG**

## PEPPERDINE CAREER WEEK

Mark your calendar now for the fourth annual Pepperdine Career Week: February 6–10, 2012. The week will consist of dozens of sessions, online and on campus, to give you a competitive advantage in the workplace. Don't miss the chance to network with students and alumni from all five schools at the SoCal Social.

**WWW.PEPPERDINE.EDU/ALUMNI/  
CAREERWEEK/**



**ALUMNI.PEPPERDINE.EDU**

# Ripe for Change

Alumnus Thomas Bangert works to create sustainable changes in students' diets.

By Gareen Darakjian



## TWO CENTURIES AGO IN THE EARLIEST DAYS OF KINDERGARTEN

**CLASSROOMS**, children learned the basics of nature before being introduced to the rigor of the ABCs and 123s. The approach was meant to integrate their language and math lessons with what they already knew about their environment. "It was a good introduction to get kids to transition from being at home with their family to the school site," explains Graduate School of Education and Psychology alumnus and elementary school teacher Thomas Bangert ('97, MS '09).

Modern classrooms, however, show a different scene and a clearer divide between the natural environment and classroom setting. So Bangert has taken the "nature first" concept of *kindergarten* (German for "children's garden") and developed a modern K-5 curriculum based on what students used to learn from the beginning.

"A lot of people around this planet still do farm and rely on fresh produce," says Bangert, who became a master gardener in 2007. "I thought of how I could reintroduce this concept to kids of kindergarten age and see what would happen over a few years." Carrying this idea with him throughout his 13-year teaching career, Bangert applied it to his GSEP leadership project called the LA Human Garden, an elementary curriculum resource encouraging the study of food systems focused on sustaining the environment, growing, and cooking.

Today Bangert implements the foundational concept of growing, preparing, and sharing food as a mantra in his classroom at Westside Global Awareness K-8 Magnet School, where he teaches his students to sustain their crops and prepare and share recipes made with ingredients grown in their classroom garden.

"I want 'Grow, Prepare, Share' to be part of the culture of our planet so that when we teach children,





“ I want ‘Grow, Prepare, Share’ to be part of the culture of our planet so that when we teach children, we teach them to grow their own food. If we do that, we increase quality of life. ”

we teach them to grow their own food,” he explains. “If we do that, we increase quality of life.”

Students also visit nearby farmers’ markets to sample local crops and become more aware of the fresher options that exist around them. “Many students rely a lot on quick, fast food—only what they get at school—but I want them to understand we have a responsibility and the ability to grow our own food, share flavors, and trade fruits and vegetables.”

Not all children, though, are fortunate enough to have that ability. Through his research, Bangert learned that out of 650,000 total students in the Los Angeles Unified School District (LAUSD), 80,000 children in smaller, underfunded schools were being served mostly chemicalized and commodified foods. “The idea that these foods are passed off on our children is a crime of sorts; a true social justice issue,” he laments.

In an effort to make a difference in district-wide school meal programs, Bangert recently joined celebrity chef Jamie Oliver’s Food Revolution, a grassroots campaign to educate communities about the unhealthy food options present in American schools. “When I look at our food system for these kids, none of the adults eat the food,” says Bangert, who is now a social justice advocate for schoolchildren. “Unfortunately, that’s all that’s left for them and that’s what Jamie Oliver saw.”

Bangert’s role involves brainstorming with Oliver and a cohort of 15 teachers to change the system on behalf of the children. One of their first steps has been putting cafeterias back to work and teaching children about food procurement and preparation—what Bangert calls basic life skills. “The whole idea is that we have to teach it hands-on,” he explains. “When you show a child how to cook, when you physically demonstrate it, then they can see it and actualize it.”

While he continues to write the curriculum necessary to build a new literacy for growing, preparing, and sharing food in schools in his district, Bangert will soon take his crusade out of the classroom and into children’s homes. He is currently working with an animation studio to develop a series to teach kids about earth, physical, and life science through animated characters he has envisioned. “A lot of parents and teachers, even administrators, feel like they are faced with this reality that they can’t really change, and that’s not true,” contends Bangert, whose tireless pursuits continue to shed light on the possibilities available to change food systems for children.

“You have to be an agent of change,” he asserts. “When you can effect change on a local level by changing the status quo, that wakes people up to their reality and revitalizes their passion to change what they’ve accepted for a long time. Now people see there are better choices out there for food. That’s now the new shift.” ■



# THE GREAT AND THE JUST

## Great Books Colloquium

By Sarah Fisher



Michael D. Gose

### STUDENTS OF THE GREAT BOOKS COLLOQUIUM

at Pepperdine enjoy a vast scope of literature, from the philosophies of the ancient Greeks to the natural world explored by Darwin, learning

about the human experience as seen through the eyes of some of the best writers of the ages. This fall at Waves Weekend the program reached its own landmark age and celebrated 25 years of engaging students in the study of the most seminal works of literature.

"It's hard for me to believe that it's been 25 years," muses the program's interim director Michael G. Ditmore, who is also director of American studies and professor of English.

The Great Books program was founded at Pepperdine in 1986 by Michael D. Gose, professor of humanities, and Victoria Myers, the Blanche E. Seaver Chair of English Literature, as an integrated series of four courses in which students read and discuss some of the most influential, thought-provoking, and enjoyable books ever written.

*"Whatever their majors, 'my' alumni write me that the colloquium was instrumental to the development of serious academic intent, reading and thinking critically, and becoming better students in whichever major they chose." —Michael Gose*

Readings encompass literature, philosophy, politics, psychology, science, and religion, with authors ranging from Plato to Nietzsche, from Homer to Dostoyevsky, from Augustine to Freud. Throughout its 25 years, the small classes and lively discussions have solidified the colloquium as a cherished part of the undergraduate experience.

"I think it's one of the very best things Seaver College has to offer its undergraduates," says Paul Contino, the Blanche E. Seaver Professor in Humanities. "It's very important that students read, think about, write about,

and discuss the works that have been most formative for civilization."

The October anniversary celebration honored the special occasion with a great variety of events, particularly the formal opening of the Great Books Room in Payson Library, Malibu. "Virtually all the Great Books faculty were there," Ditmore notes. The room is dedicated to the Great Books pedagogy, including the collection taught on Pepperdine's syllabus, and features a grand marble table designed by Ilan Dei of Venice, California.

Other events to celebrate the anniversary included a lecture by Earl Shorris, founder and chair of the advisory board of the Clemente Course in the Humanities. The lecture, titled "The Moral Life of Downtown: Bringing the Humanities to the Poor," was presented as part of the W. David Baird Distinguished Lecture Series at Seaver College. American comedy troupe the Reduced Shakespeare Company also performed "All the Great Books," a riotous compact compendium of great literature from Confucius to Tennyson.

Additionally, Gose hosted an alumni symposium titled, "How Have the Great Books Shown Their Significance in Your Life After Graduation?" and Don Marshall, recently retired Fletcher Jones Chair of Great Books, oversaw discussion groups based around readings of Tocqueville's *Democracy in America*.

➔ ON THE WEB Learn more about the Great Books Colloquium:  
[seaver.pepperdine.edu/humanities/programs/greatbooks.htm](http://seaver.pepperdine.edu/humanities/programs/greatbooks.htm)

# Celebrate 25 Years at Pepperdine

## Straus Institute for Dispute Resolution

By Gareen Darakjian

**WHEN RANDY LOWRY FIRST JOINED** the School of Law faculty, he was tasked with creating an innovative dispute resolution program. Twenty-five years later, with the support of benefactors Leonard and Dorothy Straus, Lowry's vision has developed into the Straus Institute for Dispute Resolution, which has cultivated problem-solving lawyering skills in thousands of Pepperdine law students and professionals worldwide.



Randy Lowry

“When the Straus Institute began its life 25 years ago, it owed much to the sudden emergence of mediation as a tool for settling litigated cases and on the growing market for mediation training among experienced lawyers,”

explains Tom Stipanowich, academic director of the Straus Institute, the William H. Webster Chair in Dispute Resolution, and professor of law. “Today, the knowledge and skills imparted by institute courses are at the heart of current U.S. and international law practice.”

Over the years, Straus has offered skills-training materials and academic courses at the School of Law that address the intersection of dispute resolution, religion, apology, and reconciliation. A commitment to faith-based reconciliation has also developed and encouraged training sessions around the world in the management of conflict, the theology of conflict, and biblical reconciliation. As each area has matured, they have together created an internationally recognized program that has topped the *U.S. News & World Report* rankings as the number one dispute resolution program in the nation for the past seven years.

At the heart of Straus' educational experience is the faculty, made up of nationally and internationally known scholars engaged in a wide range of scholarship and policymaking. “Pepperdine is fortunate to have developed a ‘critical mass’ of faculty expertise,” adds Stipanowich, who leads the institute along with managing director and associate professor of law Peter Robinson. “Those of us who teach and write here nearly always have

one or more people with whom to vet new ideas and discuss current developments in the field.”

The various programs within the Straus Institute have also enhanced the learning

process. In particular, the active Dispute Resolution Externship Program has allowed students to translate theory into practice, with enrollment totaling more than 100 externships per year. Students are able to practice and hone their mediation skills at the institute's Mediation Clinic, which allows them to mediate limited jurisdiction cases for the Los Angeles Superior Court, as well as the Financial Industry Regulatory Authority (FINRA) Investor Advocacy Clinic, where they represent investors in arbitrations and mediations.

“In addition to the great experience learning how to conduct arbitrations through FINRA's arbitration forum, we learned a significant amount about client interaction, professional responsibility, and arbitration strategy,” recalls student Maxfield Marquardt, a Spring 2011 participant of the Investor Advocacy Clinic. ■



Tom Stipanowich and Peter Robinson

➔ ON THE WEB Learn more about the Straus Institute and upcoming anniversary events: [straus.pepperdine.edu](http://straus.pepperdine.edu)

# Hope & VICTORY in Malibu

By Sarah Fisher



**MY THINKING WAS THIS: “THIS IS FAR-FETCHED TO SAY THE LEAST, BUT IF I DON’T AT LEAST TRY, THEN NOTHING WILL HAPPEN.”**

Senior Nevin James recollects the moment he decided to stop dreaming about a project that had been brewing in his mind for awhile but to actually make it happen—to make himself sit down to write and compose a full-length, socially conscious rock opera called *Death and Victory in Paris*.

Inspired by the message of Mike Masten ('08), Pepperdine alumnus and founder of the anti-human trafficking nonprofit Project Exodus, at a Convocation event in March 2009, James felt “a lot of sympathy for people caught up in the nightmare of human trafficking.”



"It's a terrible thing to be trapped," he laments. The United Nations estimates that 2.5 million people are in forced labor at any given time as a result of trafficking, and most are women between 18 and 24 years of age, as well as children. "I want to help rescue these young women and children from the horrendous people who have no respect for the lives or happiness of others."

He imagined doing something radical—something to really call attention to the issues at hand—when it occurred to him to use his talent for writing and music to create a call for change disguised as entertainment.

*Death and Victory* tells the stories of three Californians impacted by human trafficking in Paris. "There is a young woman who is swept up into the sex trade, a young man who has turned his back on his faith and family, and a mother who wants her estranged son back," James explains.

The Center for Faith and Learning awarded James a 2010–11 Service and Social Action Grant to stage his rock opera at Pepperdine and then take it on tour this past summer. The team, including fellow students of producing, music, and acting, visited venues across nine eastern states, volunteering in homeless shelters of each city on the tour to interact with and serve those without homes, some as a result of human trafficking.

The experience, including performances, downtime, and service to the homeless, was filmed for a documentary that James and his co-producer Alec Eagon are currently editing for their senior project with the help of mentor Craig Detweiler, director of Pepperdine's Center for Entertainment, Media, and Culture.

"Nevin is a refreshing combination of artist and activist. He's interested in not just moving

people, but moving them to action," says Detweiler. "It's also rare to find an original voice, especially when it's coupled with powerful performance skills—Nevin is the complete singer-songwriter package."

James, whose given name is Robert Shogry, started his college career with a very different focus, however. As a star golfer at his high school in Pittsburg, Pennsylvania, his music took more of a back seat and he was recruited for golf by Georgetown University. Having played the piano since the age of 7, he transferred to Pepperdine when the golfing didn't go to plan and decided instead to "give music a shot," he says.

As evidenced by the success of his first rock opera, he has gone beyond giving music "a shot."

*Death and Victory* enjoyed a two-night revival at Pepperdine in early October, featuring the majority of the original cast of talented Pepperdine students. James also appeared on the songwriting contest show *Platinum Hit*, which aired over the summer on Bravo and gave him a chance to showcase his own style of folk/rock songwriting that he taps into on his debut full-length album, *Jealousy*.

While music has taken priority of late, James is a creative writing major with an emphasis in film and he hopes that finalizing the edits of the *Death and Victory* tour documentary will help tie together these two creative paths and demonstrate where he can do the most good in the future.

"I'll go wherever God sends me, be it music, film, or anywhere else," he says. "This production is not only a call to action, but also a catharsis and an expression of truth. God tells us repeatedly in the word to champion the cause of the widow and orphan, and that's all I'm trying to do." ■



## Faith & Learning in Action

The Center for Faith and Learning (CFL) was founded at Pepperdine to enhance the connections between Christian faith and practice, scholarship, and classroom teaching. CFL regularly hosts conferences for Christian faculty, moderates challenging book discussions that bring faith-focused authors to campus, and awards three categories of financial grants that encourage and enable student-led service and ministry projects.

Every year, dozens of students and recent graduates receive either a Service and Social Action Grant, which funds projects aimed at promoting social justice; a Ministry Internship Award for Seaver College religion students who wish to pursue ministry as their vocation; or a Professional School Student Service Internship Award, which funds graduate students' summer internships with service-based, and preferably faith-based, organizations.

*Turn the page to read about some of this year's grant recipients. ➔*



# SERVICE, GRANTED

The Center for Faith and Learning nurtures the ideas of students called to service and ministry.

In their own words, James' fellow CFL grant recipients share their stories of service, ministry, and living out the Pepperdine mission.



**Amanda Schulze**, a GSEP learning technologies doctoral student, volunteered for five weeks this summer with the Unity Charitable Trust in the Indian village of Virudhunagar, helping rural women empower their lives with technology.

I have been assisting the women with their English, learning about their businesses and technology use, and have worked at the preschool established by the organizations. Originally I was also supposed to volunteer at the computer lab the organization established. As happens in many poor communities, the computers were donated—but there is no money left for ongoing payment of electricity, Internet connection, or maintenance needed for the computers. I am going to search for some possible grants the organization can apply for to get a new computer lab for girls and women to use.

Speaking English and being able to use a computer are two skills women need to gain meaningful employment in India. However, many women in India have arranged marriages at an early age and must leave school to take care of the home; all of these responsibilities leave little opportunity for education beyond grade school. Meeting the women in the village and hearing their personal stories of struggle and success has been a highlight for me.



GSEP student **Sharon Dalmage** received a Service and Social Action Grant for “Providing a Road Map to College for Disadvantaged Youth,” her initiative to provide vocational and community college awareness to high school youth in Hawthorne, California.

As a product of inner-city, K-12 schools in Los Angeles and Inglewood, California, I know firsthand that many disadvantaged youth are unaware of the robust opportunities available to them through obtaining a college degree. In Hawthorne, 17.3 percent of residents live below poverty level and only 68 percent of youth graduate from high school.

I worked with 10 youths to provide them with leadership skills, complete college entrance essays, apply for scholarships, identify a personal vocation, and recognize the pathway to their career, as well as social and service group activities. Speaking to youth regarding the variety of college opportunities and the reward of a degree was gratifying. It was even more pleasing that students from my group were accepted to schools such as Cal State Northridge, Dillard University, and Los Angeles Trade-Technical College.



**Reginald Green** earned a Summer 2011 internship with Keeping It Real Ministries in Winnetka, California, where he preached twice a month, founded and led a small group, helped plan a summer conference, and worked with at-risk youth in his community to share the gospel.

I grew up as a pastor's kid; I remember at age 12 saying to myself that I never wanted to be a pastor. At the age of 17 my father gave me the opportunity to minister at our youth group and my life has never been the same. Ministry is about loving God and loving people, and God has taught and is teaching me to do both.

One of the greatest things I learned during this summer was how to serve God in the mundane times of life. Not everything is hyped; life is not a movie or fairy tale. So I learned to say, "God, I don't care how I feel because it's not about my feelings but it's about you and other people."

We serve a big God so I have some massive dreams and visions for my future. A few things I do hope for is being in the place that God wants me to be and nowhere else. I want to be where Jesus is—any place that needs his love and redemption.



**School of Law student Rebecca Getman** received a 2011 Professional School Student Service Internship award and travelled to Hyderabad, India with the Dalit Freedom Network, as part of the SOL Global Justice Program. There, she spent eight weeks as part of the city's Anti Human Trafficking Unit.

The Anti Human Trafficking Unit (AHTU) recently moved 15 girls, ages 6-13, into a shelter. All of the girls are children of temple prostitutes, and their mothers gave them to the shelter in hopes of finding a better life. They are very behind academically and are enrolled in an English school, but their proficiency is well below where it needs to be, so we tutored them—trying to get them caught up to be able to succeed in their schooling.

I feel like God has blessed me with so much in life and truly provided for me. It makes me want to be a blessing to others and help them out of the difficult situations they face in life. Although I'm not sure exactly how I will use my law degree, I see it as a tool to help the oppressed and ensure they get the representation they need and that their voices are heard.



**Religious studies major Stanley Tyrone Talbert** earned a Summer 2011 ministry internship with the Normandie Church of Christ in Los Angeles, California, where he preached sermons, taught adult and youth classes, and served the church as a worship leader.

At an early age I began to pursue ministry because I wanted to be an ambassador of Christ. When I preached at Normandie Avenue, my task was to preach within the overall theme of the year: "God is." I had the opportunity to preach sermons under that focus: "God Is Our Shepherd," "God Is Our Father," and "God Is Jealous."

Seeing the exponential growth numerically and spiritually at the young adult class on Tuesday nights has impacted me as a young adult. I believe young adults have been placed in an ambiguous position in our society; this transitional phase is key to the discovery of ourselves. Finding ourselves in Christ in the process of being transformed as a person is a great blessing.

One of the most challenging aspects of ministry from my experience is receiving credibility and being trusted—this is especially true for young people like me. I believe it was important for Paul to tell Timothy to not let anyone despise his youth in his ministry. The way that I worked through this challenge was by being humble, serving others, and being a workman for the Lord.

# The Wilson Era

Marty Wilson has spent only months at the top of Pepperdine's basketball program, but he's not exactly the new kid on the block.

By Gareen Darakjian

A college athletics coach must possess the spirit of a cheerleader, the stamina of a drill sergeant, and the guile of a salesman. The winning combination of these has led Marty Wilson ('89) to the top as the new head coach of the Waves men's basketball team.

Over the last 25 years, Wilson has compiled an impressive record in Malibu as a student-athlete, assistant coach, and, for the past three seasons, associate head coach. Buoyed by his passion for Pepperdine, dedication to excellence, and commitment to cultivating a new crop of star athletes, Wilson stands behind his product: a solid, talented basketball team with a whole lot of heart and drive to succeed both on and off the court—and everyone is buying in.

*What first drew you to Pepperdine as a young student-athlete?*

I came to the team camp at Pepperdine the summers before my junior and senior years of high school. That was my first time on campus and I fell in love with it. As a basketball program, Pepperdine was at a very high level with very good players. I knew I was going to have to compete to play initially, but it made me better and tougher.

*How does it feel to be the head coach of a team you used to play on?*

It's been awkward, especially when I first came back as an assistant in 2007 because I didn't expect to ever return. But when the opportunity presented itself, and coach Asbury [who retired after the 2010-11 season] got the OK to have me succeed him, it was a no-brainer for me.

*What does the future of Waves basketball look like?*

We are in the process of changing the culture of our program. We can't just say we want to win, and then go out and win. There are 340 other teams that want the same thing. So we focus

on the process of whole development: on the floor, in the classroom, in the community; and trying to put 12 to 15 individual kids, mindsets, and goals aside and try to focus on one, which is the team. The main vision is just building something that everyone associated with Pepperdine can be proud of.

*You're often heard saying "Both Feet In." What does this phrase mean to you?*

It's a motto. Obviously, every guy wants to get in the NBA. They have to understand that they have to buy into everything we're teaching. They can't complain about being at an early morning practice. That's what we have to do to be successful. It's a conscious effort that says, "I'm in." Whatever we have to do, we have both feet in.

*Who is your coaching hero?*

Former Pepperdine coaches Harrick and Asbury, who gave me the opportunity to earn a degree. I was the first one in my family to go to college and the first one to graduate. Another is my high school coach, Bob Hawking. Also, all of the other guys I've worked for who have given me something that

has prepared me to be in the seat that I'm in now.

*During your time as a student-athlete, Pepperdine famously defeated Santa Clara—led by two-time NBA MVP Steve Nash—in 1995–96. What has been the highlight of your basketball career at Pepperdine?*

As a player, when we won the WCC championships (then WCAC) my freshman and sophomore years. We had the opportunity to beat Santa Clara twice on the road when they were sitting at the top of the conference. I remember telling the guys that we want to have their crowd leave the gym with their heads down. We had the pleasure of seeing that.

When I was coaching, the highlight has been winning back-to-back conference championships, then going back-to-back in NCAA tournaments.

*What are some of the challenges of being a head coach?*

Hiring a staff. No matter how great you think you are as a head coach, you're not good without a great staff. Another challenge is that I have to make decisions now instead of suggestions as an assistant. I have to make those decisions that I believe are best for the players. My goal is to paint the big picture for them.

*What is the Marty Wilson Basketball Camp?*

We have two different camps: one for little kids, where we teach them life through the fundamentals of basketball, and one for high school-aged kids, which is a one-day, high-intensity camp to teach them some of the things we're doing at this level. We can impact the kids in a positive way. They step on campus with us, see the University, and learn more about it to hopefully give them motivation.

*Is there a possibility of professional coaching in your future?*

I would never say never, but after hearing some of the horror stories about it, that lifestyle doesn't fit me. I would have a tough time being around some of the things some of those guys are doing and not saying something about it. College basketball, for me, is the perfect level. ■

We focus on the process of whole development: on the floor, in the classroom, in the community; and trying to put 12 to 15 individual kids, mindsets, and goals aside and try to focus on one, which is the team.





# The Illuminated Exhibit

The historic Saint John's Bible finds a home at Pepperdine.

By Sarah Fisher



**AS THE FIRST HANDWRITTEN, ILLUMINATED BIBLE** to be commissioned by a Benedictine Abbey in 500 years, the Saint John's Bible is a throwback to a tradition that has largely disappeared in the West: art created primarily as religious worship. It was a tradition responsible for colorfully designed stained glass windows, Michelangelo's celebrated paintings in the Sistine Chapel, and intricately illuminated manuscripts of scripture.

"The term 'illuminated' refers not only to the luminous effects of gold, silver, and other vibrant colors and materials used to illustrate and decorate these manuscripts, but also to the divine light of the Word of God," explains associate professor of art history Cynthia Colburn. "For many Christians, the light of God's Word became a physical reality in these works."

Handwritten, illuminated Bibles were mostly discontinued from this tradition after the invention of the printing press in the mid-1400s, due to the length and cost of creating such works. So as soon as Mark Roosa, dean of Pepperdine Libraries, learned that the restorative Saint John's Bible project included 360 handwritten "Heritage Edition" copies of the new, original manuscript, he immediately set about trying to secure one for Pepperdine's collection.

"We see Bibles from time to time and we see art books from time to time, but we don't often see them joined as one as this book is," Roosa notes. "It continues a time-honored practice of careful, painstaking writing down of the word of God in a way that is attractive to contemporary audiences. It's seldom that we have an opportunity to acquire a work as precious as this one."

The Heritage Edition is divided into seven volumes containing 160 intricate, unique illuminations of everything from Old Testament stories to the life of Christ—with a twist. "It's quite unique in the sense that the illuminations are artistic in interpretation of scripture. Even in the earliest of the illuminated Bibles, the illuminations were quite literal," Roosa explains, adding that the interpretive style, providing a modern touch, is just one of the features that audiences will appreciate.

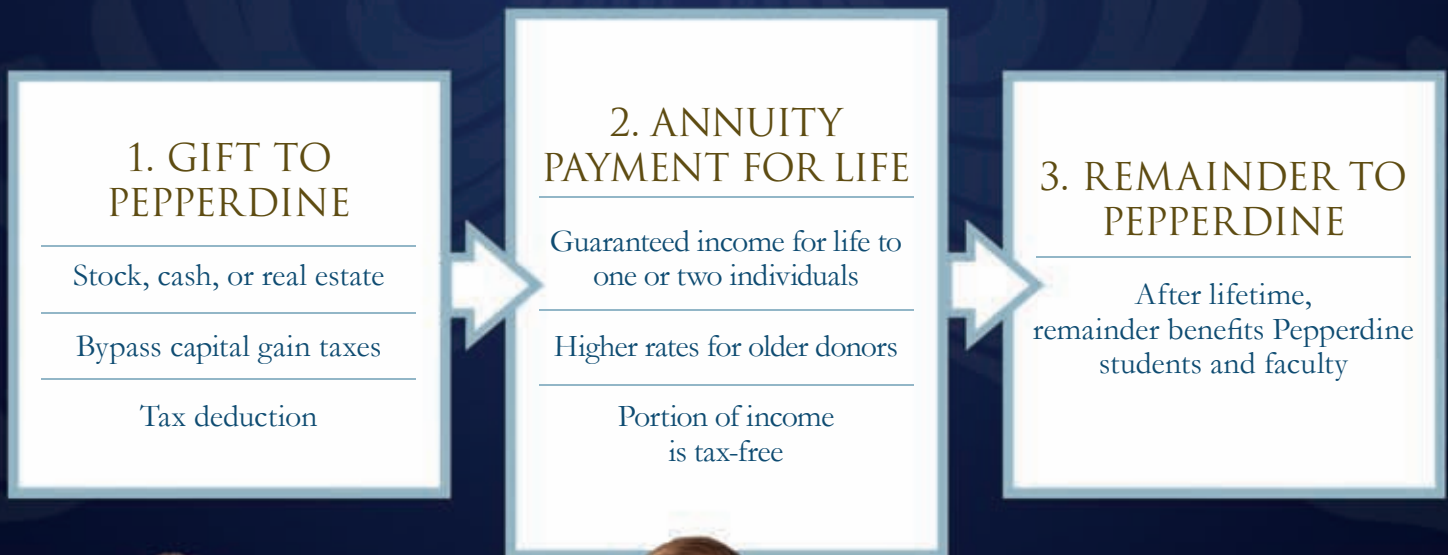


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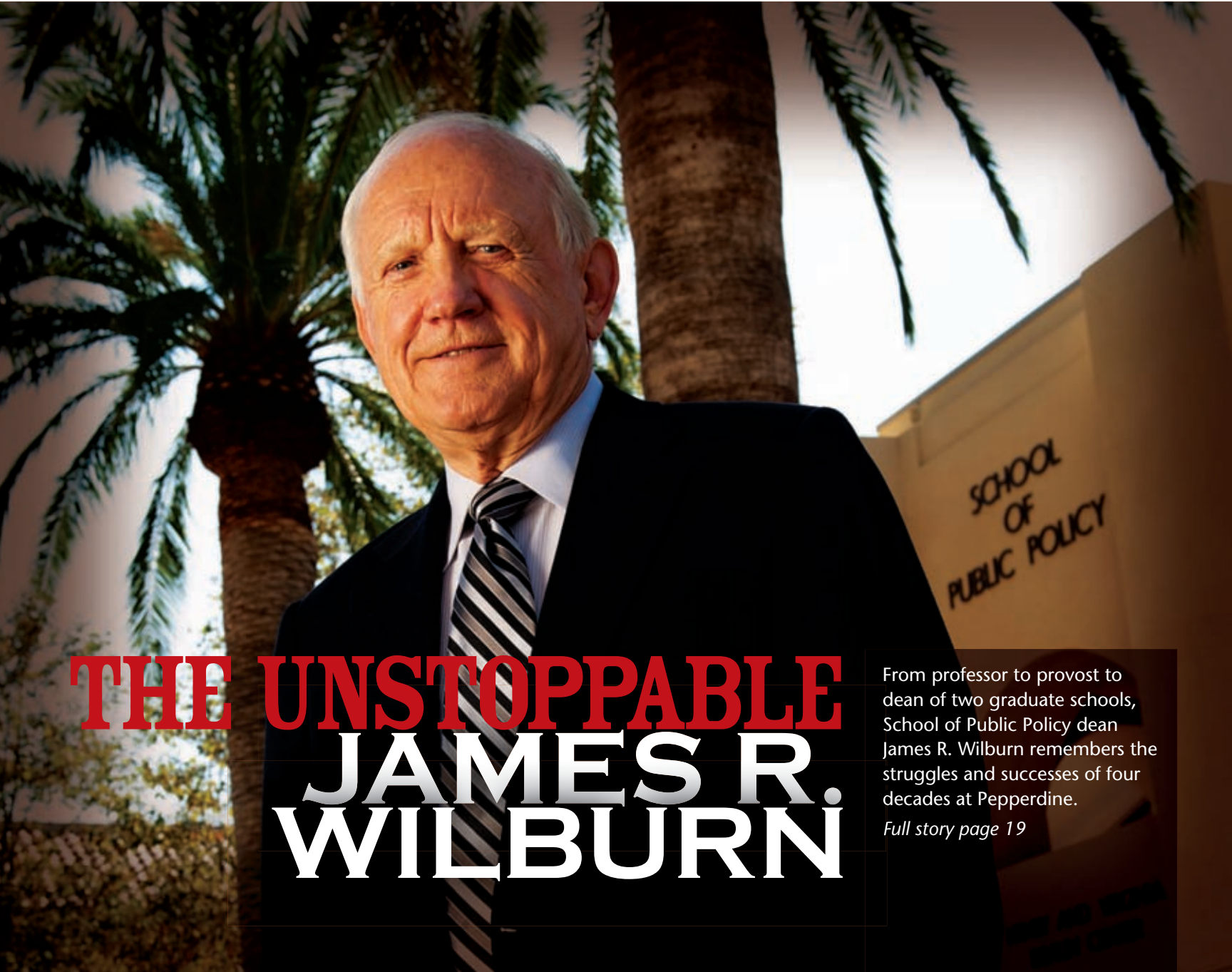
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# THE UNSTOPPABLE JAMES R. WILBURN

From professor to provost to dean of two graduate schools, School of Public Policy dean James R. Wilburn remembers the struggles and successes of four decades at Pepperdine.

*Full story page 19*