**FACULTY DATA FORM**

# Five-Year Evaluation of Tenured Faculty

Date: **January 15, 2013**

PERSONAL DATA

1. Name: **Don Thompson**

Signature: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please note: This form and its embedded links are available at** [**http://dt.pepperdine.edu/rtp13/rtp13.htm**](http://dt.pepperdine.edu/rtp13/rtp13.htm) **for easier navigation.**

2. Pepperdine employment history:

a. Date of first employment with Pepperdine. **1979**

b. When did you receive tenure? **1985**

c. What and when was your last promotion/step increase? **Professor III**, **1998**

d. Total years of teaching experience at Pepperdine. **34**

TEACHING

3. List courses taught in the last five years.

**Mathematics:**

**Math 120, 140, 141, 150, 450, 316**

**Great Books:**

**Great Books I, II, III, IV, V**

4. Describe what you believe are your best course plans, your most creative course material, tests, etc. Describe what you have done in the last five years in your classes to improve your teaching effectiveness. Include any changes you have made in your teaching philosophy or pedagogical methods. Also incorporate any measures taken to improve your effectiveness (e.g., as attendance at teaching workshops at Pepperdine or elsewhere).

**Mathematics**

**My mathematics courses are examples of problem based learning mixed with the *atelier* method popular in schools of art and architecture. My goal is to minimize lecture and maximize student engagement, and, subsequently, student learning. Plato says: “There is no teaching, only recollection.” Thus, we do not teach students, we simply help them reinforce learning by asking them to recall and therefore deepen what they already know. An** [**interesting article**](http://dt.pepperdine.edu/rtp13/halpernhakel.pdf) **on the science of learning summarizes Plato’s theory.**

**In addition, in my experience, it is better to use primary sources than textbooks. Original works are more pure, immediate, compelling, and lack the sedimentation present in contemporary textbook material. Primary sources are therefore fresh and more exciting in the teaching and learning enterprise. Accordingly, by using them, we are more able to challenge students to think critically and deeply about the subject at hand. This helps achieve a number of learning goals, including the Seaver College goals of general education and the goals of the discipline of Mathematics. Thus, whenever possible, I try to include primary works as well as active learning experiences in my Mathematics classes. I will provide greater detail of my methods and sources for each of the classes I have been teaching over the last five years.**

**Math 120 – Liberal Arts Mathematics**

**The fact that this is a general education course for non-majors is no excuse for low rigor or trivial content. Thus, I choose to focus on three fundamental earning areas belong to the heart of mathematical inquiry. For each of these, I use primary sources.**

* **Deductive Reasoning – I have the students work through entirety of Book I of Euclid’s Elements. They read and prove every proposition present, culminating with Euclid’s proof of the Pythagorean Theorem.**
* **Stochastic Reasoning – Students read the letters of correspondence between Fermat and Pascal that gave birth to Probability Theory. By seeing how probability theory was born, they have a deeper understanding of its power and applicability.**
* **Logic – Perhaps the most radical work of 20th century mathematics belongs to the genius of Kurt Gödel, who demonstrated that all consistent mathematical systems are incomplete and therefore subject to expansion. Several students have commented that this is a difficult but widely applicable content area.**

**Students learn these content areas by going to the board and working problems. Thus, in my classes, they practice the *atelier* method, peer learning, and active learning.**

**140 – Business Calculus, 141 – Finite Mathematics for Business, and 150 – Calculus I.**

**In each course, I minimize lecture and maximize group work, time at the board, solving problems. I also avoid the use of technology by having students work problems that they should be able to do manually. Accordingly, they learn more deeply and hone their problem solving and critical thinking skills, thus preparing them for further work in their major and in general education.**

**450 – Mathematical Statistics & 316 – Business Statistics**

**Because these are upper division courses, I spend ZERO time giving lectures and, instead, have them work entirely at the board every day. As a result, I am able to see them think on their feet, proving theorems, solving statistical modeling problems with statistical software, and learning how to ask mathematical questions and gain their answers for themselves and within their group of peers. The process is painful at first, but eventually reaps great rewards in terms of their achievement of mathematical maturity.**

**Beyond the time we spend in class, I make myself available to students outside of class. In particular, I typically spend 1-3 hours each day tutoring in my office and holding problem sessions for my students. As a result, I am able to see firsthand improvement of student learning and address specific problem areas that are largely unique to each one. Moreover, because students come individually or in small groups, it is less threatening for them to get help with mathematical notation, language, and problem solving.**

**Great Books I, II, III, IV, & V**

**Since the Great Books course is a seminar format, whereby the “teacher” is the author of the book under consideration, and not myself, I attempt to be innovative in the ways that I facilitate good discussion. This follows the standard pedagogy of the Great Books, known as “Shared Inquiry”. Here are some of the best classroom discussion techniques I use:**

**Question du jour – open the class with a question of a personal nature that gets the students warmed up for the day’s discussion topic. For example, in our study of Soren Kierkegaard’s Fear and Trembling this semester, I opened class one day with the question: “When were you first conscious as a child of the notion of sin?” I ask them to either respond orally or to take 3-4 minutes to write out their answer. This helps break the ice and helps students see connections to the work we are studying.**

**Once discussion gets warmed up, I try to pose discussion questions that will call us back to the text, generate a deep, prolonged discussion, and engage the participation of all the students. Here are examples of the kinds of questions I ask:**

**Dante: What does** [**this image**](http://dt.pepperdine.edu/rtp13/wood-of-suicides.jpg) **say to you about Dante's depiction of the wood of suicides?**

**Kierkegaard: What is Rembrandt saying about Abraham in** [**this image**](http://dt.pepperdine.edu/rtp13/abraham_isaac.jpg)**?**

**Finally, the ways that a class can best wrestle with a good question, one that can force the students to drink deeply from the text, need to be varied. If not, class becomes predictable and stale. Thus, I do not always simply have the entire class sit in a circle for discussion. Rather, I use a variety of discussion engendering techniques. Here are a few:**

**Groups – split the class into small groups, each is assigned a different question for discussion. Each subgroup appoints a scribe and a speaker, the former to take notes, the latter to report back their group findings to the larger class.**

**Diagrams & Pictures - the class is divided into small groups and each group is then asked to draw a picture of a difficult concept using poster size paper. We then reconvene and describe to one another the meaning of our pictures. Here are some sample pictures for the question last semester: What does Pure Evil look like in Milton's Paradise Lost:** [**One**](http://dt.pepperdine.edu/rtp13/PL%20001.jpg)**,** [**Two**](http://dt.pepperdine.edu/rtp13/PL%20002.jpg)**,** [**Three**](http://dt.pepperdine.edu/rtp13/PL%20003.jpg)**,** [**Four**](http://dt.pepperdine.edu/rtp13/PL%20004.jpg)**. Here are more examples from our study of Kierkegaard this semester:** [**Individual vs. Universal**](http://dt.pepperdine.edu/rtp13/DT-Posters%20003.jpg)**,** [**Teleological Suspension of the Ethical**](http://dt.pepperdine.edu/rtp13/DT-Posters%20005.jpg)**.**

**Yoga & Meditation – On a weekly basis, I teach the students some elementary yoga and meditation techniques designed to help them relax their minds and focus on their inner thoughts. I draw primarily from the writing of Anthony de Mello.**

**Field trips – When we read Ralph Waldo Emerson, I send the students outdoors for 45 minutes, with the assignment to observe the intricacies of nature and thereby gain a deeper understanding of Emerson’s writings. In addition, on the last day of Great Books III, having read eight of Emerson’s essays, we spend 90 minutes at Dan Blocker State Beach in order to more fully understand, firsthand, the harmony of nature as expressed in Emerson’s words: “I become a transparent eyeball; I am nothing; I see all: the currents of the Universal Being circulate through me; I am part or parcel of God” and “… nature is a symbol, in the whole, and in every part. Every line we can draw in the sand has express; and there is no body without its spirit or genius.” Students note that this experience is one of their college learning highlights, since it invites them to stop, observe and simply fall back in love with the world of grace, wonder, mystery and beauty that is all around us in God’s created universe. It raises their perceptional IQ and helps restore their sense of worship and inner balance.**

**Student Writing Process**

**Teaching students how to improve as writers is a difficult process. It takes time. It takes feedback. In order to nurture this process, I do the following on every writing assignment: I encouraged them to submit electronic rough drafts up to 24 hours prior to any paper deadline and I then critique their paper thus far, offering suggestions for improvement. Roughly half of the students take me up on this offer and, subsequently, produce better writing outcomes. Students perform well when they know what is expected. So, I am careful to tell them what I want from their writing and how I will evaluate their work.**

**Because writers write and don’t simply talk about writing, I frequently ask students to stop the discussion and simply write in response to a prompt about the discussion thus far or in reflection on a particularly difficult quotation from the assigned reading. This allows the quieter ones to express themselves when discussion can often silence them.**

**I ask students to submit all of their writing (approximately 55 pages per student per term) anonymously. They do this by affixing their College Wide ID # to the last page of each paper. Thus, I grade all of their work without knowing their identity until I post the grade. This ensures objectivity and honesty in my evaluation of their work as I mark it and comment on it. This also helps prevent grade inflation.**

**During each course, I choose at least one paper to grade orally. This means that I read their entire paper aloud onto a digital audio device, providing feedback as I read. I then send the mp3 file to them as my evaluation. They must listen to the audio file to hear my critique of their writing and to find out their grade. Students attest to the fact that this process dramatically helps them improve their writing.**

**Here are two typical writing prompts:**

**Short Writing Assignment on Nietzsche:**

***What is the connection between ressentiment, bad conscience, and asceticism?***

**Extended Writing Assignment on Virgil and Euripides:**

***Compose a paper of at least eight pages, based on The Aeneid and The Bacchae in response to the following: Masculine vs. Feminine - How are the two voices present in these works? How do they conflict with each other? How do they conflict with themselves?  How are the conflicts resolved? What lessons are we to learn?***

**Student Questions as Evidence of Learning**

**I use the method Great Books Foundation’s suggested classroom pedagogy of *Shared Inquiry* to teach students to ask good questions in our discussion of these texts. Some of the questions that students have constructed include:**

**Euripides: Is Bacchus a god that we too should revere?**

**Homer: What will it take to end the Trojan war?**

**Kant: Do God and Satan belong to the “realm of ends”? Why/Why not?**

**Kierkegaard: Can abortion be viewed as an "act of faith", where the individual is "above" the ethical?**

**Milton: If God gave Adam and Eve each a conscience, how can HE also have expected them NOT to fall?**

**Shelley: Whose curse is worse: the one placed on Victor or on his creature?**

**Virgil: Is it possible to be a hero without suffering?**

**These provide partial evidence of the fact that students in my class are learning how to ask good questions.**

**Student Writing as Evidence of Learning**

**Here is a** **set of examples** **that my students submitted in my five Great Books courses:**

[**I**](http://dt.pepperdine.edu/rtp13/gbi%20paper.pdf)**,** [**II**](http://dt.pepperdine.edu/rtp13/gbii%20paper%20outline.pdf)**,** [**III**](http://dt.pepperdine.edu/rtp13/gbiii%20paper.pdf)**,** [**IV**](http://dt.pepperdine.edu/rtp13/gbiv%20paper.pdf)**, &** [**V**](http://dt.pepperdine.edu/rtp13/gbv%20paper.pdf)**. These provide partial evidence of the fact that students in my class are learning how to write.**

**Improving as a Teacher**

**My teaching philosophy continues to evolve as a function of my ongoing dialogue with colleagues as well as through a number of essays that I read from such sources as Change Magazine, Liberal Education Magazine, and the Carnegie Foundation for the Advancement of Teaching. In addition, I continue to draw great benefit in understanding my role as a teacher in the academy by my attendance at a number of conferences and workshops sponsored by the Western Association for Schools and Colleges, the Lilly Endowment, Educause, and the American Association of Colleges and Universities.**

**The best description I have recently seen that echoes my present understanding of the teaching-learning enterprise is found in an** [**article from Change Magazine**](http://dt.pepperdine.edu/rtp13/Accountability%20&%20Commodification.pdf) **(November/December 2007) by Christopher Nelson, pointing out that ours is a cooperative art, not a commodity exchange..**

**In order to improve my ability to teach, I attended a Circle of Trust Workshop in 2011 developed by Parker Palmer. See:** [**http://www.couragerenewal.org/about/foundations**](http://www.couragerenewal.org/about/foundations)

**It has helped me as a teacher in the classroom and in my office hour interactions with students.**

5. Describe your contributions to curriculum planning, programs for majors, and advising.

**I maintain an active advising schedule through my involvement in the First-Year Seminar Program, given that Great Books I functions as course in this program. I attend all meetings of the Great Books faculty, where we discuss curriculum, reading lists, and student learning.**

**I also continue to actively engage with the work of the Mathematics faculty in the Natural Science Division with respect to hiring and curricular issues. In particular, I am currently writing an SAC proposal to revise the unit values of several mathematics courses in order to match unit value with time in class. For example, since 1995, we have been teaching several 3-unit courses for the Business Division that each meet 4 hours per week. This incongruity is finally being addressed, as I take up the lead on reforming this age-old practice.**

6. Evaluate your role in supervising internships, student research projects, and the like.

**This year I have four AYURI students doing research with me: Gina Fitzgerald, Jeannie Purcar, Wendy Jiang, and Gabby Smith. All of their work is resulting in publications at student research conferences. See my** [**resume**](http://dt.pepperdine.edu/resume.htm)**.**

SCHOLARLY, ARTISTIC OR PROFESSIONAL ACHIEVEMENT

7. List and describe your scholarly, artistic, and professional achievements since your last RTP evaluation. Include published written work, unpublished manuscripts, papers read at meetings of learned societies, lectures to knowledgeable public groups, participation in colloquia or panel discussions at your own or other insti­tutions, creative work (whether exhibited or performed outside or within the University), or appropriate clinical or consulting practice. For the sake of clarity, published works must be listed distinctly and separately from unpublished works or other achievements (such as research in progress, lectures, presentations, etc).

**Presentations**

**Baird, D., Miller-Perrin, C.L., Mullins, M., & Thompson, D. "**[**The Program Review as Research"**](http://dt.pepperdine.edu/projects/wasc/Program_Planning_and_Review_Process_with_Presentation%5B1%5D.pdf)**. Presented at the AACU-ACAD Annual Meeting, Washington, D.C., January 24, 2008.**

**Thompson, D.** [**"How are we doing and how do we know? Best Practices for transformative learning: Alumni speak up."**](http://dt.pepperdine.edu/projects/faculty%20conference%20fall%202008/Appendix%20E.2.pdf)**, Presented at the Annual Faculty Conference of Pepperdine University, October 4, 2008.**

**Miller-Perrin, C.L. & Thompson, D. "**[**What will I become? Exploring vocation and calling**](http://dt.pepperdine.edu/projects/lilly/HeritageSeriesFINALOct28-2008.ppt)**." Presented at the Christian Heritage Series, Pepperdine University, October 29, 2008.**

**Thompson, D.&  Miller-Perrin, C.L."Gender differences in the understanding and pursuit of life  purpose among university faculty." Presented at the Annual Meeting of the Association for the Study of Higher Education, Jacksonville, FL, November 8, 2008.**

**Thompson, D., Miller-Perrin, C.L., Jones, T., & Tippens, D. “**[**Vocational Development of  Students and Faculty: High Impact Programs at Pepperdine University**](http://dt.pepperdine.edu/projects/lilly/NETVUE%20Presentation%20DRAFT%20-%203.7.09.ppt)**”. Presented at the Council of Independent Colleges, NetVUE Conference. Indianapolis,  March 14, 2009.**

**Thompson, D. & Miller-Perrin, C.L. “Personal Stories of Faith and Vocation.”  Workshop presented to faculty and staff of North Park University, Chicago, IL, August 17, 2009.**

**Miller-Perrin, C.L. & Thompson, D. "**[**What will I become? Exploring vocation and calling".**](http://dt.pepperdine.edu/projects/lilly/Heritage%20Series%202009%20-%20FINAL.ppt) **Presented at the Christian Heritage Series, Pepperdine University, September 15, 2009.**

**Miller-Perrin, C.L. & Thompson, D. "The development of life purpose in college students: A preliminary study on the effects of an international living and learning experience." Presented at the Annual Meeting of the Association for the Study of Higher Education, Vancouver, B.C., November 7, 2009.**

**Thompson, D. "Making the transition from Secondary to Higher Education". Guest Panelist at the Oak Park High School Faculty/Staff Session on WASC Accreditation. Oak Park, CA. November, 23, 2009.**

**Miller-Perrin, C.L & Thompson, D. "The Impact of Study Abroad on College Student Spiritual Development". Presented at the Institute on College Student Values, Florida State University, February 4, 2010.**[**<Presentation Slides>**](http://dt.pepperdine.edu/projects/lilly/fsu%20final%20feb%205%202010.ppt)

**Thompson, D. & Miller-Perrin, C.L. "The Role of Gender and Age in Vocational Calling Among University Professors". Presented at the Division 36 Mid-Year Conference of Psychology and Religion, March 27, 2010.** [**<Presentation Slides>**](http://dt.pepperdine.edu/projects/lilly/div36final3.27.10.ppt)

**Miller-Perrin, C.L. & Thompson, D.** [**"What will I become? Exploring my life purpose".**](http://dt.pepperdine.edu/projects/lilly/Heritage%20Series%209.14.10.ppt) **Presented at the Christian Heritage Series, Pepperdine University, September 14, 2010.**

**EER Visit - Member WASC Visiting Team - Golden Gate University. October 2010.**

**Thompson, D., Miller-Perrin, C.L., Tippens, D., Selby, G., & Krumrei, E. "**[**Mentoring Sophomore Students in Vocational Discernment: The Role of Faculty**](http://dt.pepperdine.edu/projects/lilly/FINAL%20NetVUE%203.11.11.ppt)**". Presented at the Council of Independent Colleges, NetVUE Conference. Indianapolis,  March 11, 2011.**[**Circle of Trust Workshop Participant.**](file://localhost/projects/lilly/jfsr%2525202011/Gender%252520Does%252520Matter%252520JFSR%252520-%252520Fall%2525202011.pdf) **Center for Courage & Renewal. Portland, OR. January 12-14, 2011.**

**Thompson, D. & Miller-Perrin. C.L.** [**Spiritual Development in Seaver College Students.**](http://www.couhttp://www.couragerenewal.org/about/foundationsragerenewal.org/about/foundations) **Spiritual Life Forum. March 18, 2011. Pepperdine University.**

**Thompson, D., Miller-Perrin, C.L., Tippens, D., Selby, G., & Krumrei, E.** [**"Mentoring Sophomore Students in Vocational Discernment: The Role of Faculty".**](projects:Spiritual%2520Life%2520Forum%25202011:spiritual%2520life%2520forum%25203.18.11.pptx) **Presented at the Council of Independent Colleges, NetVUE Conference. Indianapolis, March 11, 2011.**

**Thompson, D. & Miller-Perrin, C.L.** [**Lilly Network Exchange.**](http://www.sacredheart.edu/academics/corecurriculum/lillyfellowsnetworkexchangeforthehumanjourney/) **Sacred Heart University. April 15-18, 2012.**

**Thompson, D. & Miller-Perrin, C.L. "Spiritual Development at Seaver College". Presented to the Religious Standards Committee of the Pepperdine University Board of Regents. December 4, 2012.**

**Fitzgerald, G. Smith, G. & Thompson, D. "College Student Health in US and Argentina. Poster Presentation, Student Research Conference, Claremont Graduate University. January 25, 2013.**

**Purcar, E., Miller-Perrin, C.L., & Thompson, D. "College Student Identity and Emotional Intelligence". 27th National Conference on Undergraduate Research. April 11-13, 2013.**

**Fitzgerald, G., Smith, G., & Thompson, D. "Heart Disease Risk Among College Students". 27th National Conference on Undergraduate Research. April 11-13, 2013.**

**Thompson, D. & Miller-Perrin, C.L. "The Effects of Study Abroad on Student Identity, Faith, Global Citizenship, and Emotional Awareness". NetVUE. March 14, 2013.**

**Publications**

**Thompson, D. & Miller-Perrin, C.L. "**[**Vocational discernment and action: an exploratory study of male and female university professors**](http://dt.pepperdine.edu/projects/lilly/RRR%20paper%20-%20Thompson%20%20Miller-Perrin%20-%20December%202008.pdf)**". Review of Religious Research, Volume 48, December 2008.**

**Miller-Perrin, C.L. & Thompson, D.** [**"The Development of Vocational Calling, Identity and Faith in College Students: A Preliminary Study of the Impact of Study Abroad”.**](http://dt.pepperdine.edu/projects/ipfrontiers/IP%20Paper%201109.pdf) **Frontiers: Interdisciplinary Journal of Study Abroad. Volume XIX. Fall 2010.**

**Thompson, D. & Miller-Perrin, C.L.**[**"Gender Does Matter: Barriers for Women Living Out Their Vocational Calling in the Academy"**](http://dt.pepperdine.edu/projects/lilly/jfsr%202011/Gender%20Does%20Matter%20JFSR%20-%20Fall%202011.pdf)**. Under Revision.**

**Fitzgerald, G. , Smith, G., Kats, L.B., Thompson, D., & Herrera Paz, J.** [**"Cardiovascular Health of Young Adults: A Comparative Study"**](http://dt.pepperdine.edu/projects/CVD_CGU_poster_1.25.13%20.pptx)**. Poster Presentation, SCCUR. November 17, 2012.**

**Grant Proposals & Awards**

**I was able to take a sabbatical during the 2010-2011 school-year, allowing me to catch up on a number of research projects and scholarly reading.**

**I have been awarded release time for both spring 2012 and spring 2013 in order to devote more time to research.**

**Dr. Miller-Perrin and I prepared a proposal for the Center for Faith & Learning’s Spiritual Development initiative:** [**Christian Spirituality Research Institute Proposal.**](rtp13:The%2520Human%2520Journey%2520Core.docx) **July 2012.**

**Over the last several years, Dr. Miller-Perrin and I have been awarded five grants for research from Vice Provost Kats and Dean Marrs. The total of these awards exceeds $10,000, helping us sustain our work on Life Purpose Development and Study Abroad Impact.**

**I have authored two grants to the Templeton Foundation on Gratitude (2012) and Humility (2011), both of which were unfunded.**

**I am working with former student Dr. Philip Molebash of LMU on an NSF Grant for STEM research that should be ready for submission in the summer of 2013.**

**Consulting & Journal Reviews**

**Since January, 1995, I have been serving as a visiting scientist at HRL, LLC. (formerly known as Hughes Research Laboratory), Malibu, California. I work with the Advanced Signal Processing and Neural Network research group of the Information Science Laboratory. My current research focuses on rule extraction techniques for Artificial Neural Networks, Bayesian Network modeling, Data Mining, and Predictive Analytics.**

**In the spring of 2010, I developed the eight mathematics great books courses for** [**C.S. Lewis College**](http://www.cslewiscollege.org/index.html)**, scheduled to open their doors in 2014. I am serving as a curriculum and faculty development consultant in mathematics and science for the next five years as they launch their new school.**

**Team member for the WASC re-accreditation of Golden Gate University, San Francisco, 2009-2011.**

**Professional Reviewer for Elsevier Publishing: *Knowledge Based Systems*, 2010-Present.**

**Professional Reviewer for *Christian Higher Education: A Journal of Research, Theory, and Practice.***

**I serve as a software engineering consultant for Borett Automation of Westlake Village. My current work involves deployment of a GPS satellite tracking tool used in aviation.**

8. Evaluate the work listed above. Which do you believe to be the most impor­tant contributions to your field and why?

**As one of the principal authors and administrators of the Pepperdine Voyage Projects funded by the Lilly Endowment, I work with Dr. Cindy Miller-Perrin in crafting assignments and assessment activities involving the vocational development of our students and faculty. We have made many presentations of our work and are continuing to write up and submit our work for publication. We have gathered longitudinal data from students since 2001 about their understanding and discernment of vocation. Furthermore, we are working with the Center for Faith and Learning to encourage new faculty to write their own vocational autobiographies. The Lilly project is an exciting curricular and spiritual initiative for the university.**

**This is my most satisfying scholarly work because it impacts the lives of students and faculty on an individual level and it helps institutions like our own understand the role of faith in living out one's life purpose.**

9. Describe and evaluate your current research; artistic, professional, or course development activities.

**I have had an ongoing research relationship with HRL, adjacent to campus. My colleague, Dr. K. Wojtek Przytula and I are currently collaborating on a project to develop academic analytics and data mining techniques to predict student success and retention.**

**Dr. Miller-Perrin and I are working with the following individuals on research projects that relate to their programs within the mission of the institution:**

**Gary Selby – Center for Faith & Learning**

**We continue to gather and analyze spiritual autobiographies of new faculty and measure the changes new faculty experience in the sense of life purpose during their first year.**

**Charles Hall – International Programs**

**We are using several surveys to measure the impact of study abroad.**

**Tabatha Jones – Office of the Dean of Student Affairs:**

**We are assisting Tabatha in measuring the impact of the programs within the *Year 2 Malibu* Program under her direction.**

**Dr. Miller-Perrin and I continue to work on measuring identity, faith, and life purpose development in college students. This includes work that we have conducted since 2001 and new work that we are doing this semester for students of other world religions: Hindu, Buddhist, and Muslim.**

**I am collaborating with Dr. Mikhail Klin of Ben-Gurion University of the Negev on Algebraic Coding and Graph Theory. This work grew out of my doctoral dissertation and early publication record.**

10. Describe ways in which you have kept current in your field, for example, courses, seminars, meetings, and special study programs attended in the past five years. List journals read on a regular basis and significant books, monographs, or professional materials read in the past two years.

**I remain most active in the Great Books field by reading constantly. Here are the journals and books I am currently reading: Journals -- The American Scholar, Hedgehog Review, Harper's, Atlantic Monthly, Liberal Learning, Change, Peer Review; Books -- The Englightened Eye - Elliot Eisner, The Educational Imagination - Elliot Eisner, Wabi-Sabi for Artists, Designers, Poets & Philosophers - Leonard Koren, What It Means to Be a Teacher: The Reality and Gift of Teaching - Earl Pullias, What the Best College Teachers Do - Ken Bain, The Unschooled Mind - Howard Gardner, Preface to the Phenomenology of Spirit - Hegel, Is Oedipus Online? - Jerry Flieger, Max Weber and Postmodern Theory - Nicholas Gane, Of Myth, Life, and War in Plato's Republic - Claudia Baracchi.**

**I remain active in work relating to the Lilly grant by reading the latest articles and books on faith development, identity development, and emotional intelligence. I am reading a number of works on these areas at present, including: Journals -- Chronicle of Higher Education, APA Monitor, American Psychologist, Review of Religious Research, Review of Higher Education; Books -- Varieties of Religious Experience - William James, Emotional Intelligence: An International Handbook - Ralf Schulze & Richard Roberts, Appreciative Intelligence - Tojo Thatchenkery & Carol Metzker, Emotion and Meaning in Music - Leonard Mayer, Emotion Machine - Marvin Minsky, Psychology as Religion - Paul Vitz, Constructive Thinking - Seymour Epstein.**

PROFESSIONAL SERVICE AND COMMUNITY SERVICE

11. List, describe, and date relevant membership, activities, and offices held in pro­fessional associations and societies. Evaluate your membership in these associations. What have you contributed to the association and your pro­fession through your membership? Have your professional contributions improved your teaching and advising effectiveness?

**I served on the Doctoral Committee for Karen Boden, Ph.D. Candidate at Azusa Pacific University from 2010-2012. Her doctorate evaluated the effectiveness of innovation in college teaching.**

**In October 2008, at WASC's invitation, I will serve as a member of the accreditation team that visits and evaluates Golden Gate University in its current quest to be reaccredited.**

**On two occasions, I have made presentations on faith development and academic achievement to the student body of Oaks Christian High School in Westlake Village. The most recent of these events was on February 4, 2008.**

**I served as a team member for the full WASC accreditation cycle of Golden Gate University from 2008-2010.**

**I hold active membership in the following organizations, all of which are vital to my research and teaching: Association for Psychological Science, American Psychological Association, Association for the Study of Higher Education, Society for the Review of Religious Research, Educause, American Association of Colleges and Universities, AACU, IEEE, & ACTC.**

**Dr. Miller-Perrin and I have conducted workshops on life purpose for both North Park University (2009) and our own Student Affairs staff (2008).**

**I served as the Associate Vice President for Institutional and Education Research from 2003-2009, during which I oversaw all assessment and accreditation activities as the university liaison to WASC. As a result, I wrote the Institutional Proposal (see** [**http://dt.pepperdine.edu/rtp13/rtp13.htm**](http://dt.pepperdine.edu/rtp13/rtp13.htm)**) that became the backbone of our most recent WASC cycle, culminating in a favorable visit from the WASC accreditation team in Fall 2012.**

COMMUNITY SERVICE

12. List and describe all community service activities, especially those associated with civic or service organizations, including offices held, since your last RTP evaluation.

**I do not presently belong to any civic organizations, but instead, choose to pour my community work into my involvement as a member and volunteer at Living Oaks Community Church.**

**My wife Nancy and I make regular visits to those in our church and neighborhood community and neighborhood who are hospitalized or bedridden.**

13. Which of the activities listed in response to item 12 do you consider to be your most

important contributions to your community and why?

**I consider my ongoing work in a local body of Christ to be a significant way to impact my local community, largely because our church is so active in local and remote missions as well as neighborhood events.**

DIVISION, COLLEGE, AND UNIVERSITY SERVICE

14. List the important university committees you have served on and divisional responsibilities you have fulfilled since your last evaluation by the Rank, Tenure, and Promotion Committee. Include work with the Faculty Association, divisional, college, and university committees, sponsorship of student organizations, and participation in con­vocation. Where do you think you have made your most valuable contributions and why?

**As a part of the assessment work for the Mathcmatics department, I am working with Dr. Kendra Killpatrick to revise our Alumni Survey via SurveyMonkey. In addition, I am administering the ETS Math Field Exam to our seniors in early February 2013.**

**Much of the research work that Dr. Miller-Perrin and I do is essentially service to the College – assisting several offices with means to evaluate their program effectiveness. One example of this is the presentation that Dr. Miller-Perrin and I recently made to the Religious Standards Committee of the Board of Regents. See my** [**resume**](http://dt.pepperdine.edu/resume.htm) **for details.**

**I am developing a tutorial course (Regent Scholars Collegium) for the Regent Scholars, hoping to launch the course in the coming academic year. Regent Scholars are some of the brightest students at Seaver College and represent a group in which the Board of Regents invests significant capital. These students gain a sense of group identity during year one when they share general education classes and live together in residence halls. However, as they enter their sophomore year, when many leave for study abroad, their group cohesiveness begins to fray, largely because there is no unifying academic, social, or spiritual element that keeps them together as a community. Subsequently, as juniors and seniors, they lack their once rich sense of group identity and purpose. The objective of this program is to reconnect and revitalize the Regent Scholars participants in years three and four by creating a 1 unit collegium course which they can join during both years in order to bring their group identity back into focus and provide them with a rich academic, social, and spiritual center. The collegium course will run two sections each semester, beginning in the fall of 2013, one designed for juniors course and the other for seniors. Each course will have three components: Reading and Discussion of Selected 20th Century Great Books, Service Projects with local non-profits, and Guest Speakers from Education, Medicine, Law, and Industry.**

**Member - Pepperdine University Chorus: 2000-Present**

**I served in the Buenos Aires program in the summer of 2011 and have applied to go to Lausanne in the summer of 2014.**

**Every semester I serve as the spiritual mentor to one or two students. This semester I am meeting with Dany Fu and Rebecca Ingle.**

15. Which of the activities listed in response to item 14 do you consider to be your most important contributions to the university, the college, or your division and why?

**The Regent Scholars are some of our best students. Thus, I believe this work is most important.**

**Singing in the University Chorus is both a personal gift, an opportunity to interact with students as equals, and a chance to serve.**

SUPPORT FOR MISSION STATEMENT

16. Describe your consistent pattern of support for generally accepted Christian values and the mission of Pepperdine University as these are described in the Mission Statement of 1999, and describe your active participation in a community of faith. If possible, discuss your integration of faith and learning in the classroom.

**My life verse is Galatians 2:20**

***I have been crucified with Christ and no longer live. The life I live in the body I live by faith in the Son of God who loved me and gave himself for me.***

**For me this verse holds the following meaning – When Christ sacrificed his life for my sin and subsequent salvation, he took my life into his own. His spirit replaced mine. All that I do is because of him. All that I think, say, act upon and become is because of Christ.**

**I try to live this verse every day. I try to allow God to love me and love others through him. My work as a faculty member and administrator at Pepperdine University over the last five years and since my joining this community in 1979 is an attempt to live in Christ’s body. I believe that speaks to the heart of our mission.**

**I integrate faith and learning through the works we study in Great Books. The connection is immediate and accessible. With each and every work we study, I try to get student to think deeply about the following important ideas from Christianity: the cardinal virtues (wisdom, temperance, justice, and courage), the Christian virtues (faith, hope, and love), as well as the most significant topics from the Great Books Syntopicon: Desire, Duty, Good and Evil, God, Immortality, Mind, Nature, Pain, Punishment, Science, Soul, Theology, and Will. These topics are found in nearly every work we study. Accordingly, I am easily able to draw nearly constant attention to the centrality of virtue and the life of faith as we wrestle with the great ideas in the great writings of western thought. I ask students to wrestle with these ideas in both discussion and in their writing. Finally, each semester I ask students which work that we have read has done the most to help them in their faith journey. Their answers include Plato, Dante, Milton, and Dostoevsky. To study the Great Books and NOT be engaged with a faith journey is nearly impossible.**

**I view myself as both a facilitator of ideas, critical thought, and a spiritual guide/mentor to my students. My calling is to model Christian faith and living for them as well as to serve as a guide for their faith journey.**

**I also integrate faith and learning through the significant research that Dr. Miller-Perrin and I conduct on faith, vocation, and identity under the auspices of the Lilly grant initiatives.**

**I am an active member of the Living Oaks Community Church in Newbury Park. I am active in their music ministry program as a vocalist and choir member.**

ADDITIONAL FACTORS

17. State other factors, if any, which you wish the Committee to consider.