

FACULTY DATA FORM
Five-Year Evaluation of Tenured Faculty

<http://dt.pepperdine.edu/rtp18/rtp18.htm>

Date: **January 16, 2018**

PERSONAL DATA

1. Name: **Don Thompson**
Signature: _____
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. **39**

TEACHING

3. List courses taught in the last five years.

Mathematics:

Math 140, 151, 350, 450

Great Books:

Great Books I, II, III, IV, V

Humanities:

Hum 313

Special Topics:

NASC 592 - Regents Scholars Special Topics - 2014, 2015

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).

Introductory Remarks

I believe the breadth of course offerings I am able to teach is a significant accomplishment. It gives me a true liberal arts perspective, forcing me to be actively engaged in scientific, literary, aesthetic, cultural, and philosophical content and pedagogy. The two most challenging aspects I continuously encounter are teaching students how to a) write clearly and b) think critically.

I try to model the kind of student I want my own students to become: passionate about learning in all domains. I want them to view their lives as exemplars of courage and zeal in continuing to learn beyond their major, not allowing themselves to be labeled as specialists in this or that field, but as minds and spirits who are interested in ALL areas of knowledge. In the words of both Confucius and Plato, *you don't know what you don't know*. To be educated is to be led out, to continue the journey one's whole life, continually stretching outward.

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](#) on the science of learning summarizes Plato's theory.

Students learn the content areas of mathematics in the classroom by going to the board and working problems. Thus, in my classes, they practice the *atelier* method, peer learning, and active learning. A few words about the lower level mathematics courses I teach: Math 140 – Business Calculus and Math 151 - Calculus II. In each course, I minimize lecture and maximize group work, time at the board, and problem solving. 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.

The other courses in mathematics that I frequently teach are upper division courses for mathematics majors and other majors who are interested in increasing their mathematical maturity in preparation for graduate work: Math 350 - Mathematical Probability and Math 450 - Mathematical Statistics.

Because these are upper division courses, I spend ZERO time giving lectures and, instead, have them work entirely at the board or in small groups every day. As a result, I am able to see them think on their feet, proving theorems, solving statistical modeling problems with statistical software, learn how to ask mathematical questions, and find answers 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.

In all of my mathematics classes, I make myself available to my 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 Colloquium follows 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. I follow the pedagogy of the Great Books Foundation, 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, I might open class 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 students break the ice and make personal, and therefore deeper, connections to the works we are studying.

Once discussion gets warmed up, I try to pose 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 say to you about Dante's depiction of the wood of suicides?

Kierkegaard: What is Rembrandt saying about Abraham in this image?

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, Two, Three, Four. Here are more examples from our study of Kierkegaard: Individual vs. Universal, Teleological Suspension of the Ethical.

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 perceptual IQ and helps restore their sense of worship and inner balance.

When possible, I take a group of students to see a Greek tragedy performance at the Getty Villa. This last fall, as Director of the Great Books Program, I oversaw a field trip for approximately 120 Great Books I students to see *Iphigenia at Aulis*. There is great power and visceral understanding of theatre when we attend a performance carried out by a world class theatre company. I am organizing a repeat visit to the Getty Villa for Fall 2018 in order to see a performance of Euripides’ *Bacchae*.

For the last twenty-four years I have made it a weekly practice to conduct Christian meditation and yoga in each of my Great Books classes. I have used meditations by a number of spiritual writers and I have written several hundred of these 15 minute exercises myself. Students are deeply moved by these exercises and frequently send emails to me 10+ years after their graduation, expressing the deep impact these exercises have had on their lives. I want to continue in this work so that I can grow spiritually and help my students do the same. My Spring 2018 Sabbatical will focus on my work in writing and publishing a series of meditations for other teachers and spiritual mentors.

Student Writing Development

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 encourage them to submit electronic rough drafts up to 24 hours prior to any paper deadline and I then critique their paper, offering suggestions for improvement. Roughly half of the students take me up on this offer and, subsequently, produce better finished writing. 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 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 50 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. I dictate their entire paper into an mp3 recording 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 resentment, 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 classroom pedagogy endorsed by the Great Books Foundation known as *Shared Inquiry* to teach students how to ask good questions and participate more fully in class discussion of each text. 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/Milton: 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?

Student Writing as Evidence of Learning

Here is a set of examples that my students submitted in my five Great Books courses: I, II, III, IV, & V. 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.

Humanities 313

Despite the fact that I have been teaching the entirety of our five great books courses since 1994, the summer of 2016 (when my wife and I served as the visiting faculty family for the Florence program) was the first time I taught Humanities 313. I framed the course as a Great Books experience. No powerpoint, just great texts, discussion and writing. Here is the syllabus I developed. I chose works that were centered on the themes of revolution and identity as written by Italians and other Europeans. We watched two videos to help supplement their understanding - *The Man Who Would Be King* & *Six Characters in Search of an Author*.

Regents Scholars Special Topics Course

I developed and taught a tutorial course (Regents Scholars Collegium) for the Regent Scholars, offering this experience in two separate semesters. Regents 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 course is to reconnect and revitalize the Regents 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. Here are the course websites from 2014 & 2015.

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

As Director of the Great Books program, it is my duty to ensure that all eight of us who teach in the program are covering the same works each semester. Accordingly, we meet to discuss the canon, the Great Ideas we are trying to cover, and ways to help students improve their writing. Like all Great Books instructors, 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. In order to promote the Great Books and clarify its structure, I rewrote the Great Books brochure, a pamphlet that is distributed widely among students and their families. Here is a copy of the brochure.

I also continue to actively engage on a biweekly basis with the work of the Mathematics faculty in the Natural Science Division with respect to hiring and curricular issues.

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

Each year I have several protégés whom I mentor as part of the AYURI program, the spiritual mentoring program and as part of undergraduate research that supports the Christian Spirituality Research Institute (CSRI). The CSRI conducts many research projects, but two stand out: The *Alumni Project*, sponsored by President Benton and the *Graduate and Professional School Project*, sponsored by Provost Marrs. For more information on these two projects, see our Annual Research Summary.

Here are the students I have mentored over the last five years

- 1. Alumni Project: Lexi Howerton, Danielle Shilling, Mackenzie Jordan, Yunni Zhai, Daisy Jaurequi.**
- 2. Graduate and Professional School Project: Kate White, Meg Johnson, Talia Cao.**
- 3. AYURI Projects: Jared Taylor, Gabby Smith, Mark Wasson, Gina Fitzgerald, Jeannie Purcar, Wendy Jiang, Nathan Boettcher, Genevieve David, & Johante Webb.**

To see what works they produced, please refer to my Papers and Presentation summary in section 7 of this document.

Two of my protégés deserve a more detailed synopsis;

Seaver 2017 graduates Lexi Howerton & Meg Johnson are finishing manuscripts on their research findings that we plan to submit for publication this month or next. Both articles are in their final stages of refinement and represent 2-3 years of work.

Lexi's paper summarizes our findings on conducting eight focus groups with alumni over the last three years. It contains both qualitative and quantitative analysis of some 120 alumni with whom we met in eight different cities around the country.

Meg's paper is a statistical summary of what we have learned about how School of Law students change their views on ethics, service, life purpose, and mentoring over their three years of study. Particular attention is paid to the differences between male and female students. The results are novel and largely absent in legal education literature.

We plan to submit the first paper to the Journal of Positive Psychology, the second to an appropriate Law Journal. Both students have graduated, but continue to work toward this goal. Lexi is attending law school at USC; Meg is working in Santa Monica for a business analytics firm.

During each of the past five years I served as a spiritual mentor to 3-4 students each year. During the 2016-17 academic year I mentored these five students:

1. Mark Wasson, Senior Creative Writing/Economics double major, reading and discussion of religious literature: John Steinbeck's *East of Eden*, Flannery O'Connor's *Wise Blood*, Cormac McCarthy's *Child of God*, Bram Stoker's *Dracula*, and Stephen King's *Revival*.
2. Ryan Murphy, Junior Vocal Performance major, reading and discussion of Ayn Rand's *Atlas Shrugged* and submitting a paper on Objectivism to the Ayn Rand Institute.
3. Joshua Haug, Senior Computer Science major: reading *The Brothers Karamazov*.
4. Micaela Cervantes: reading Nietzsche, Dostoevsky, and Kant.
5. Phillip Moran: reading Seamus Heaney.

Finally, two articles about the work of the CSRI appeared recently, demonstrating the value of our work for the University:

Alamdar, S. A Question for the Ages, Pepperdine Magazine, Summer 2016.

Students find both career and calling at Pepperdine - Kaiyu Wong, March 2017

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

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

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

Fitzgerald, G. Smith, G. & Thompson D. (2013). Cardiovascular Health of Young Adults: A Comparative Study Undergraduate Research Conference, Pepperdine University, April.

Jiang, W. & Thompson, D. (2013). The Impact of International Programs on Student Mental Development. Undergraduate Research Conference, Pepperdine University, April.

Purcar, E. & Thompson, D. (2013). College Student Identity and Emotional Intelligence. Undergraduate Research Conference, Pepperdine University, April.

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

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

Fitzgerald, G., Smith, G. & Thompson, D. (2014). "Cardiovascular Health Among US and Argentine Students". Undergraduate Research Conference, Pepperdine University, March 31, 2014.

Stone, S., Miller-Perrin, C.L., & Thompson, D. (2014). Identity Development as a Mediator of General Life Purpose and Perceived Well-Being Among University Students, 94th Annual Convention of the Western Psychological Association, Portland, OR, April 24-27.

Gutierrez, N., Miller-Perrin, C.L., & Thompson D. (2014). Spiritual Struggles and Life Purpose Barriers as Mediators of General Life Purpose and Well-being Among College Students. 94th Annual Convention of the Western Psychological Association, Portland, OR, April 24-27.

Webb, J., David, G., Miller-Perrin, C.L., & Thompson, D. (2014). Life Purpose Development Among University Faculty, 94th Annual Convention of the Western Psychological Association, Portland, OR, April 24-27.

Barton, S., Brewster, J., Miller-Perrin, C.L., Selby, G., & Thompson, D. (2015). Vocational Discernment and Action: Building Mentoring Communities for Students, Faculty, and Staff through International Retreats and Faith Conversation. NetVUE Conference, St. Louis, March 27.

Boettcher, N. & Thompson, D. (2015) Economic Analysis of Flight Delay, Pepperdine University Undergraduate Research Conference, April 3.

Barton, S., Miller-Perrin, C.L., & Thompson, D. (2015). Vocational Discernment and Action: Building Mentoring Communities for Students, Faculty, and Staff through International Retreats and Faith Conversation. Religious Standards Committee, Board of Regents, September 22.

Miller-Perrin, C.L. & Thompson, D. (2015). Spiritual Development in Seaver College Students. Academic Affairs Committee, Board of Regents, September 22.

Miller-Perrin, C.L. & Thompson, D. (2016). Seaver Undergraduate Survey on Faith and Vocation 2011-2014. University Spiritual Life Committee. March 7.

Taylor, J. & Thompson, D. (2016) Continuing the Conversation - Expanding the Great Books Program. University Undergraduate Research Conference, April 1.

Miller-Perrin, C.L. & Thompson, D. (2017). The Graduate & Professional School Life Purpose Project. Presentation to Deans' Council. September 13.

Publications

Miller-Perrin, C.L. & Thompson, D. (2014). *Outcomes of Global Education: External and Internal Change Associated with Study Abroad*. In Ann Highum (Ed.) *Undergraduate Global Education: Issues for Faculty, Staff, and Students: New Directions for Student Services*, Number 146, Jossey-Bass: San Francisco.

Fitzgerald, G., Smith, G., & Thompson, D. (2014). "Cardiovascular Health Among US and Argentine University Students - A Comparative Study of Behaviors and Risk Factors". *International Journal of Public Health Science*, Vol. 3, #2, June.

Boettcher, N. & Thompson, D. (2015) *An Econometric Study of Flight Delay Causes at O'Hare International Airport*, *Undergraduate Research Journal for the Human Sciences*, (14), 2015: <http://www.kon.org/urc/v14/boettcher.html>

Unpublished Manuscripts

Thompson, D. (2014). Tat Tvam Asi: Asceticism in the Ramayana and Purgatorio. Association for Core Texts and Courses (ACTC), Twentieth Annual Conference, Los Angeles, April 10-13.

My Vocational Autobiography - 6.30.17

Schrodinger's Cat Learns to Swim - 1.1.18

Alumni Project Life Purpose Paper Draft

School of Law Life Purpose Paper Draft

Grant Proposals & Awards

I have applied for and received a one course release during each of the following years: 2014, 2015, 2016, & 2017 list all , allowing me to carry out the many tasks associated with the CSRI, overseeing student research, continuing to work on several publications, and overseeing the Great Books Colloquium.

In the summer of 2017, I wrote a proposal for a grant from the Templeton Foundation. Here is the narrative and the accompanying budget. Sheila King assisted with the process and we submitted the proposal in August 2017. Unfortunately, the Foundation did not ask us to submit a full proposal.

Dr. Miller-Perrin and I developed the CSRI - Christian Spirituality Research Institute - in order to formalize our many research projects for the university and support the work of the Center for Faith and Learning. Here is our original proposal for the CSRI. We receive annual funding for the CSRI from the Offices of the Provost, President, and Center for Faith and Learning. As such, we submit an annual summary of our work, the latest iteration being our 2017 Research Summary.

In 2015 I served as a CO-PI for a project with former student Dr. Philip Molebash of LMU. We submitted a grant major proposal to the Department of Education to conduct STEM research with middle school students. Here is the proposal narrative. The DOE declined to fund the project.

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 periodically continue to work with their Advanced Signal Processing and Neural Network research group in the Information Science Laboratory. My current research focuses on rule extraction

techniques for Artificial Neural Networks, Bayesian Network modeling, Data Mining, and Predictive Analytics.

I am a Professional Reviewer for

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

***Christian Higher Education: A Journal of Research, Theory, and Practice*, 2013 - present.**

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.

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:

John Barton – 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.

President Benton - Alumni Project

Since 2014, we have been conducting a nationwide research project on life purpose with approximately 120 Seaver College alumni.

Provost Marrs - Graduate and Professional School Project

Since 2015, we have been conducting research on the life purpose journey of graduate and professional school students.

In the fall of 2016 I applied for a spring 2018 sabbatical. My proposal was granted and I am now away from my teaching duties for the spring 2018 semester. Here is the proposal that received approval.

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 and with the work of our CSRI by reading constantly. Here is a partial list of the journals and books I am currently reading:

Journals -- The American Scholar, Hedgehog Review, Harper's Magazine, Atlantic Monthly, New Yorker, Liberal Learning, Change, Peer Review, Chronicle of Higher Education, APA Monitor, American Psychologist, Review of Religious Research, Review of Higher Education, New York Review of Books

Books -- Berkeley - Principles of Human Knowledge, Zamyatin - We, Hesse - Steppenwolf, Seneca - Complete Writings, Bloom - Against Empathy, Lanier - You are Not a Gadget, Euripides V - Iphigenia, Bacchae, Cyclops, Rhesus, Coetzee - The Master of Petersburg - Disgrace, Thoreau - Civil Disobedience, Templeton - The Humble Approach, Didion - The Year of Magical Thinking, Dante - De Monarchia - Convivio, Cohen - The Sun & The Moon & The Rolling Stones, Shetterly - Hidden Figures, Merleau-Ponty - Phenomenology of Perception, Dostoevsky - Poor Folk, Didion - Play It As It Lays, Yun, The Heavenly Man, Schull - Addiction by Design, Kierkegaard - Either/Or, Shapiro, Shapiro - Embodied Cognition, Tolstoy - The Kingdom of God is Within You, Gibson - The Ecological Approach to Visual Perception, Solzhenitsyn - Soul in Exile, Schopenhauer - The World as Will and Idea, Wolff - To the Lighthouse, Steinbeck - Of Mice and Men, Vogel - Why the Wheel is Round, Hardy - Mayor of Casterbridge - Return of the Native, Muller - Now: The Physics of Time, Moore - The Last Days of Night, Nussbaum - Anger and Forgiveness, Chomsky - Syntactic Structures, Vasari - Lives of the Artists, Milgram - Obedience to Authority, and Manzotti - Situated Aesthetics: Art Beyond the Skin.

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 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.

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 belong to Gideons International, serving as the vice-president of the Thousand Oaks chapter. In addition, I serve as a member at Christian Church of Thousand Oaks where I participate in the music ministry.

Choir Member in the Messiah Sing-Along - Calvary Community, December 2016, 2017

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?

I developed the research methodology, organized all of the data collection and analysis, and wrote the report for the 2014-15 mathematics major annual review, as required by Dr. Fulmer's office, culminating in this Review of the Mathematics program. In that regard, I continue to participate in the biweekly meetings of our Mathematics faculty.

In the spring of 2015 I helped Dr. Rodeheffer evaluate the writing performance of students in Great Books by reading and evaluating writing proficiency of 75 students and writing up the statistical findings that compared writing achievement and competency by students of all of the Great Books Faculty members.

In the fall of 2015, I assumed the position of Director of the Great Books Colloquium. My tasks include - staffing, scheduling, special events, reaching consensus on the canon of works we teach, and recruiting students to the program. During the last year, I rewrote the Great Books Brochure.

The Great Books program began in 2015, so I organized our 30th Anniversary event, which was held in the Weisman Gallery in March of 2017. Over 100 students and faculty attended the event, sharing dinner and hearing a plenary address by Dr. Heather James of USC, a noted scholar of Ovid and Milton.

I am currently planning another event for the Great Books students and faculty, scheduled for March 21, 2018 in the Raitt Recital Hall. Our speaker will be Dr. William G. Thalmann, a noted scholar of Virgil and Homer, from USC.

This year I am serving on University Athletics Committee, the General Education and Curriculum Associate Dean Search Committee and the University Spiritual Life Committee.

Much of the research work that Dr. Miller-Perrin and I do is in service to the College and University – assisting several offices with means to evaluate their program effectiveness. We recently made to research presentations to both the Religious Standards Committee and the Academic Affairs Committee of the Board of Regents. See Presentations in Section 7.

Member - Pepperdine University Chorus: 2000-Present

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 research work that I do with Dr. Miller-Perrin is the most gratifying and important for the University and the College.

Singing in the University Chorus is both a personal gift, an opportunity to interact with students as equals, and a chance to serve. It allows me to grow as a musician and join in a meaningful activity as an equal with our students.

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 a facilitator of ideas and critical thought, and as 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.

My Gideons membership is an outpouring of my lifelong journey as a follower of Jesus.

I am an active member of the Christian Church of Thousand Oaks, serving 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.

International Programs Service

My wife and I have served as the International Programs visiting faculty family four times: Florence 1992-93, Summer 1997, Summer 2016; Buenos Aires Summer 2011.

On our last IP assignment (summer 2016), I wrote two presentations that I gave to the students at the beginning of their IP experience (Alyosha's Speech) and after they concluded the experience and arrived back home (Keep your Gold). Students were very appreciative of these words, so I include them here

Alyosha's Speech

Keep Your Gold

In July 2017, we participated in a 25th anniversary celebration with approximately one third of the 50 students who were with us in Florence in 1992-93. The event was held at the Luxe Hotel and the Getty Center and was organized by two of our Florence alumni. We are already planning the 30th anniversary event, hoping to converge in Tuscany. Here is a photograph of our July group: [firenze-25th-anniversary celebration, july 2017.jpg](#)

In addition, we participated in the New Faculty Retreat to Buenos Aires in June 2017. Here is the spiritual autobiography I wrote as a group participant: [ouroboros-buenosaires-june2017- final.docx.pdf](#)