

February 2022 Newsletter Faculty Affairs Department

"Doing the best at this moment puts you in the best place for the next moment."

— Oprah Winfrey



Faculty Monthly Calendar

FEB **ABS/OTM Dept Meeting - Zoom**
1 10:30 AM-11:50 AM

FEB **Online Programs - Course Lead Meeting - Zoom**
1 11:30 AM-12:00 PM

FEB **President's Briefing - Zoom**
2 8:45 AM-9:45 AM

[CLICK HERE FOR FULL CALENDAR](#)

Spring 2022 REMINDERS!

- **February 2, 2022: FINAL REMINDER** - [2022 Faculty Retreat Registration](#)
- **February 24, 2022:** Grade [Deadline](#) Spring 2022 | Session A

Staying in Compliance with Faculty COVID Testing Requirements

Be sure to check out our new [website page](#) that outlines the University's testing protocols for faculty, who to contact if you test positive for COVID, and PGBS's reimbursement policy.



Qualtrics
CoreXM™

Exciting news! All Pepperdine faculty, staff, and current students have access to Qualtrics, an online survey tool that allows you to build/distribute surveys and analyze data.

Faculty, staff, and students can access their account by [signing in](#) with their Pepperdine network ID and password. For more information, visit the [IT Qualtrics support page](#).

2022 Updated Expense Reimbursement Form

Happy New Year & happy new mileage reimbursement rate! The IRS has set the current mileage rate at 58.5 cents per mile. This rate applies to mileage from January 1 - December 31, 2022. The mileage chart with rates for 2022 can be found [here](#).

The updated reimbursement form can be found [here](#).

Interim Department Chair for Accounting & Finance



Robert Lee has accepted the position as the Interim Department Chair for the Accounting & Finance Department. Dr. Lee held the position prior to Clemens Kownatzki, and as Clemens moves into his role as the Associate Dean of Full Time Programs, has graciously agreed to be the Interim Chair until the end of the academic year. Please thank Robert for his willingness to serve our school and give him a warm welcome.

Faculty Highlight



Teaching with IMPACT



By Charles Kerns

Professor of Applied Behavioral Science

As teachers, we play a unique and influential role in the development of our students' knowledge and perspectives. I encourage all teachers to look and plan for opportunities of high impact in relevant, meaningful and useful ways. As we consider our impact, I offer a mnemonic device which provides a framework to help us focus on some key elements to boost impact. The letters in my version of "IMPACT" stand for Innovate, Manage, Prepare, Act, Connect and Transcend. These elements of "IMPACT" are briefly reviewed below.¹

INNOVATE by continuously bringing new perspectives, frameworks and tools to the classroom. Ensure that these materials are conceptually sound, evidence-based and offer relevant application value to learners. Embrace a growth mindset while strengthening your identity as a life-long learner. Become a positive role-model for continuous learning, growth and development. Keep in mind that learning invigorates and helps fuel impactful innovation.

MANAGE the learning space, time and energy. Ensure that the learning arena is conducive to learning and free from distractions. I like to also divide my classes (whether online or in-person) into equally timed learning segments and regularly remind learners throughout the class "where we are" in our journey. This time management tactic is a key part of managing the energy level of the class and keeping learners actively engaged. They always know "where we are", "where we have been" and "where we are going" throughout each class session. Be mindful of the positive energy level in the classroom across all of the time periods. Strive to be a positively energizing leader as you facilitate the learning experience. This can help create a positive emotional contagion, which fosters learning, growth and development.

PREPARE the contents and processes that you intend to offer learners across each of the learning periods in each class. Prepare and distribute an agenda at the beginning of each class and again remind the learners, "where we are", throughout the learning experience. Experiential learning activities are key processes to include in planning and preparing for each class. When introducing content and process innovations, practice or at least anticipate or imagine how you will introduce and facilitate these innovations. Prior preparation promotes positive performance!

ACT as a wise, warmly assertive, caring teacher. Taking on this action role shows that you have value added contributions to make (wisdom) while having the capacity to communicate in a warm yet assertive style as a teacher. Over time learners will come to see you as a value creating, confident, caring teacher. This wise warmly assertive action role will help build trust and foster engagement among learners. It helps build a strong and effective learning space/culture.²

CONNECT your teaching to the real world of business to help facilitate learners in seeing the relevance and application value in the topics covered. This can be advanced when you consult, contact or otherwise interact with people who are practicing what you are teaching. Also, connect with learners by using words that they can relate to and that capture their attention. Work to become a translator of conceptual and empirical findings for learners. Be a relevant value-added impactful facilitator of learning. Connect to real world business experience.

TRANSCEND learners beyond their self-interests and personal considerations. Help them understand the value and uplift in having some transcendent motivations in their hearts and minds for what they do. Give them the opportunity to consider and reflect on what they do and how their actions at work can positively impact individuals, groups and communities in transcendent ways. Help them seek a balance between their self-interest, career considerations and transcendent reasons for doing what they do. Remind them that one of the key facets to well-being is believing you are doing something meaningful that transcends the functional/transactional aspects of work.

Teaching is a noble profession that aligns with lifelong learning. As a teacher, consider how you define "IMPACT" for yourself. Having the good fortune to help facilitate the learning of others is an uplifting and transcendent experience for me. I hope that you find these ideas and framework to be useful in your teaching when striving to enhance your impact.

ENDNOTES

1 The "IMPACT" mnemonic device is a framework I use as part of the Corperformance system of managerial leadership which strives to provide practitioners, applied researchers and teachers with an integrated holistic approach to viewing and understanding leadership.

2 "WWACT" (Wise Warmly Assertive Caring Teacher) is a mnemonic device to denote a leadership action role that I also developed and authored as part of the Corperformance system of managerial leadership. Effective leaders are often effective teachers. (To learn more about applying "WWACT" as an action role in repositioning leadership see, Kerns, C.D. (2021). Bad leaders: Some realities, reasons and remedies. In A. Ortenblad (Ed.). Debating bad leadership: Reasons and remedies (pp. 219-237). Cham, Switzerland: Palgrave Macmillan-Palgrave Debates in Business and Management Series.)

Questions? Stories or Updates to Share? Feel free to contact us at: PGBSAA@pepperdine.edu or explore our [website](#).

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