

# Annual Review | 2022

PEPPERDINE INFORMATION TECHNOLOGY

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## Accessibility at Pepperdine

*A lack of accommodations, including digital captioning for educational content, make accessibility an ongoing challenge for many students and a missed opportunity for those who would benefit without having to request these services*



***[whirring wetness on a wave]***

# See about IT

## Class Action

**I**n this year's Information Technology (IT) Annual Review, we will highlight various successful projects and achievements in the IT department, including our partnering with University Administration to provide the community with the most accurate COVID reporting possible, elevating our first University Data Officer, and sharing the results from our annual survey of students, faculty, and staff. We also pay special attention to the issue of accessibility here at Pepperdine and what we need to do to serve our community members who are disabled.

My plan is for accessibility to truly become second nature for everyone. We have much to do at Pepperdine in terms of emphasizing the importance of accessibility across the University, and it doesn't just fall on faculty. Our Technology & Learning group guides faculty to make sure that they incorporate accessibility as they design their course content. And as new faculty come to the University, we invite them to workshops to develop the mindset that accessibility is part of the educational process here at Pepperdine.

The opportunity to increase accessibility awareness and provide accommodations for students with disabilities extends beyond the faculty to the entire community. Awareness and education is going to be key, and we encourage staff members to assist anyone with a disability when possible. In fact, let's worry less about whose job it is to assist people around us who must cope with any number of barriers, and focus more on the outreach. Let's worry less about doing it perfectly, and focus instead on the necessary accommodation. Or, As Pepperdine Assistant Professor of English and disability scholar Dr. Chad Iwertz-Duffy succinctly suggested, "Just do something."

Ultimately, IT's goal is to work with our schools to make a Pepperdine education accessible, but the opportunity to just do something is right there in front of us. Today, accessibility is still a highly reactive thing, but it doesn't have to be that way. If education is to be provided equally, accessibility has to be second nature. And yes, it starts with each and every one of us.

**Jonathan See**  
Chief Information Officer



# A Matter of Opinions

The 2022 IT Annual Survey put the year in perspective with the Pepperdine community sounding off about all things “Information Technology”

One of the least recognized but significantly influential factors in determining Pepperdine IT’s direction each year comes directly from the people we work so diligently to serve every day: our community. The University’s students, staff, and faculty have a strong voice in guiding the department’s strategic initiatives, programs, and projects every year. You speak up, and we listen.

How? The IT Annual Survey.

“Listening to user feedback and translating it to practical applications is an important step in IT’s annual strategic planning process, in addition to aligning our efforts with institutional goals,” said IT Chief Information Officer Jonathan See in introducing the survey release in his IT Blog post on February 8, 2022.

The 2022 survey gave recipients a window from March 14 through April 4 to respond.

We emailed more than 4,400 surveys to a random sample of our campus population using Qualtrics, a digital survey tool. That group received one of seven different surveys covering the topics shown at left.

We received more than 1,000 completed surveys including 4,800 quantitative responses and 2,300 qualitative answers, achieving an overall response rate of 24.2%.

IT earned a high quantitative satisfaction rate with all topics ranging from 72 to 97 percent. Security topped the list of categories with an impressive 97.2%, and Malibu’s notorious Cellular Coverage landed at the opposite end of the spectrum at 71.6%.

On the qualitative side, specific

observations about WaveNet usage contributed to IT taking direct action through collaboration with the community. A Pepperdine Graziadio Business School (PGBS) student noted, “Wavenet could use an update; it’s not very intuitive or client friendly — switching to a push based class suggestion system and a more intuitive and informative interface would do wonders.”

“We had students who recommended better use of WaveNet,” said See, referring to Pepperdine’s website used for numerous student tasks including applying for financial

aid, registering for classes, and checking grades. “We heard the students’ suggestions, and we reached out to the Student Computer Science Club to work alongside us. So, Senior Lead Business Analyst for Enterprise Information Systems (EIS) Michael Shiver is working with that group to review WaveNet in an effort to make it more functional for students.”

“This student committee has submitted some pretty good enhancements to the Student WaveNet Portal,” noted Shiver. “The student schedule seems to be the main pain point, and we will focus on that.” Moving from efficiency to proficiency, there were a number of student responses that also indicated a desire for a more technically savvy faculty, citing their challenges with hardware and software in the classroom.

“Some professors are still trying to figure out how to use Zoom including screen-sharing, chat features, polling, waiting rooms, etc. A mandatory tutorial/refresher video for the teaching staff would probably go a long way to improve the virtual learning experience for students,” read a Graduate School of Education and Psychology student’s comment.

“All professors teaching online should take a course regarding how to use Zoom functions,” said a PGBS student. “I noticed that new professors using Zoom are unaware of how to use the Zoom functions or the technology on campus.”

A Caruso School of Law student was more direct: “Almost everyday my professors have to call in IT to help them set up the technology.”

“Every year there is feedback from faculty and staff about the need for more technology training opportunities related to their role,” said Senior Manager - IT Training and Technology & Learning Jordan Lott. “They are asking for more training topics, more training modalities, and more training when someone starts their employment at Pepperdine, and our students agree.”

“We really try to listen to our community as a means of creating a blueprint for our work on the road ahead,” said See. “We want our community members to know that we do the survey because we want to hear from them, and we take their input as a guide to determine our priorities for the following year,” See noted. “We do not just pick and choose: we are actively listening.”

## Something to Talk About

- Timely Resolution
- Knowledgeable Staff
- Communications
- Self-Help Information
- Training
- Professors
- Online Tools
- Systems
- Collaboration Tech.
- Event Space Tech.
- Classroom Tech.
- Conf. Room Tech.
- Security
- Internet Reliability
- Internet Speed/Capacity
- Campus Wi-Fi
- Cellular Coverage

Above, Pepperdine University sophomore student Sharky Smalling.

# The Picture of Health

*When Pepperdine University wanted to provide the community with accurate COVID-19 data during the pandemic, the Administration turned to Information Technology's Enterprise Information Systems team to ensure accuracy in making vital daily decisions*



*Left, Pepperdine University Student Health Center Director Rebecca Roldan worked with IT's Enterprise Information Systems team members Michael Shiver and Amanda McLaughlin in painting a timely portrait of the community's medical data including vaccination status.*

**“And to have such willing partners who were so knowledgeable in their fields come together in the way we did, positioned Pepperdine so well.”**

**Nicolle Taylor**  
Vice President and  
Chief Business Officer

As the Pepperdine community heads into 2023 with inspiring changes on the horizon including The Mountain event complex in Malibu and a new campus in the Chateau d'Hauteville in Switzerland, the intensity of the COVID-19 pandemic is already fading from our daily memory. Part of the reason why we can successfully move forward from COVID-19 now has everything to do with the teams that helped the faculty, staff, and students handle its effects on our lives at Pepperdine at the height of the outbreak.

In the spring of 2020, the University's Student Health Center relied on Mediat, the nation's largest college health software company, to provide the necessary data for all the email updates, President's Briefings, and the Pepperdine COVID-19 Dashboard. But as COVID's spread quickly grew, so did the Health Center's workload.

“We tried to make sure that we were populating the right information and the right requirements into the appropriate population of students, and we couldn't do that without the proper feeds from IT,” said Student Health Center Director Rebecca Roldan. “So, we already had an established relationship with IT.”

“That relationship deepened during COVID as we were trying to identify who was vaccinated,” said Roldan. “We also

needed to know who was not vaccinated. Who should have been attending class? Who was in isolation? And who had tested in a given week and who had not? Those were the sorts of things that we had to develop, and that is where we really partnered closely with the Enterprise Information Systems (EIS) team in IT.”

“When we initially received the data from Mediat, we assumed everything was correct,” said Senior Lead Business Analyst for EIS Michael Shiver. “It took us a couple of months to discover that the reports were actually bad. So, we had to throw everything out and fix the data in Mediat. We spent many weekends auditing the reports, student by student, and line-by-line.”

“There was a considerable effort to coordinate the systems from the Student Health Center, which uses Mediat, with PeopleSoft so that we could reconcile the report with the records that had been inputted,” said Chief Business Officer Nicolle Taylor. “It was an extraordinary effort to coordinate the Mediat systems and PeopleSoft to give us accurate and timely updates. IT was also able to allow faculty to see vaccine testing and reporting in PeopleSoft for their class roster so they could verify if students had complied with the vaccine policy.”

“We had been feeding data to Mediat for years for general student immunizations,” noted Shiver. “When COVID came around, they asked for more granular information like housing and class schedules to track the students. That's where (PeopleSoft Campus Solutions Senior Business Analyst) Amanda McLaughlin stepped in and modified that external extract to accommodate their additional requests.”

“A lot was changing on a day-by-day basis, and much of it was trial by fire,” said McLaughlin. “We had to determine what needed to be done in the moment, knowing that, in a week or two, the CDC [Centers for Disease Control], or the State, or even the University could change their policy or approach, and we would have to modify and adjust. We were sending out daily compliance reports, three times a day. We were also processing student tests on campus three times a day to make sure that the faculty rosters were up to date.”

“Nicolle would email us Friday at 3 PM to alert us of a problem, and we worked to fix it right away,” said Shiver. “We spent quite a few weekends working to verify the data. In the beginning, it was mostly wrong. For example, we had four different departments trying to get the same information, but the terminology was just different. We eventually got what we needed, but terminology was a big factor in this

whole process. It took us significant effort to develop the end product that ultimately is what it is today.”

“Being able to use PeopleSoft—a system that our community was familiar with—to communicate COVID data was really helpful, because people didn't have to learn a new system,” said Chief Operating Officer Phil Phillips. “We didn't have to be worried about whether it was compatible or whether it was accurate. IT gave us a way to provide foundational confidence.”

“I really just am grateful that they saw the urgency and were able to make it a priority so that we were able to put out good information,” added Roldan. “There was a lot of communication and a lot of different needs that would be identified, so we would have to go back to Michael's team and say, ‘Oh, you know what? This is not exactly what we need: we actually need this.’ Or, ‘We still need that, and we need something more.’”

“The Student Health Center was amazing, and they continue to be,” Taylor concluded. “I think it was just the greatest of partnerships with the COVID team, the Student Health Center, and IT. None of us knew what was coming with the pandemic; we were all learning. And to have such willing partners who were so knowledgeable in their fields come together in the way we did, positioned Pepperdine so well.”



# Strength in Numbers

## *Pepperdine Names Information Technology's Lisa Welch as its First University Data Officer*

If you were to introduce yourself as a student at Pepperdine University, most people would likely have a picture in their heads of what that meant and move forward based on some basic assumptions.

Not Lisa Welch.

Pepperdine's first University Data Officer would just be getting started in asking clarifying questions around the term, "What does 'student' mean?"

"It's necessary for people to understand that there might be many legitimate different versions of the answer," said Welch. "But, what are those versions? And which one do I need? Do I want only the students who were actively enrolled that year? Do I also want the ones who maybe withdrew after a certain point, or the students who were active in their program but they weren't actually enrolled? What about our different schools' definitions of 'student'? Full time? Part time? International?"

As Senior Director of the Business Intelligence (BI) team in Information Technology, Lisa has long been a staunch advocate for data as a "single source of truth" in making decisions at all levels of the University. Her promotion to University Data Officer in 2022 recognizes the importance of that work and Welch's dedication in building data that staff at all levels of the University can understand and agree upon.

"My position drives the strategy for data management, use, and reporting for the University," Welch noted. "I started in my role in BI in 2016, and the first thing Chief Information Officer Jonathan See tasked me with was to create a data governance program, and that's our data stewardship program."

"It has been very successful," Welch added. "And I take a lot of pride in that, because I talked to a lot of other institutions who are really struggling to get that off the ground and to keep people engaged. We started in 2017, and we still have very active, ever-growing engagement. So, that's a big success point for IT and our role at the University."

Outside of student data, BI also has been working with the business school who made an official request for a Diversity, Equity, and Inclusion (DEI) scorecard.

"They did not renew a contract with a third-party system, so that BI could take on this DEI scorecard project," Welch added. "That's a cost savings to the University as well, which is in line with our Strategic Plan."

"We're all about metrics," noted See, "And how can you make effective, sound decisions without data? Data integrity is vital, because your decisions are only as good as the quality of your information. You could report on any data, but if the data is wrong, your decisions will be too. So, Lisa is leading the effort to standardize the entry, use, and reporting of data that is so critical to institutional growth and effectiveness in its programming."



Above, Lisa Welch, Pepperdine's first University Data Officer.

**"I would say that one of Lisa's unique and exceptional qualities is her ability to be a consensus maker."**

**Sheryl Covey**  
Assistant Dean for Administration  
School of Public Policy

"The easy solution is to dump all the data in there and report it," Welch said. "But then nobody understands what they're looking at, and nobody's numbers match. It has to go through data governance and get agreement all the way up at the executive level; our Deans and our Vice Presidents look at how the University is defining this, and they give it their stamp of approval."

"I would say that one of Lisa's unique and exceptional qualities is her ability to be a consensus maker," said School of Public Policy Assistant Dean for Administration Sheryl Covey. "Lisa is able to bring together all the key stakeholders and distill from each of us those key commonalities that we may not otherwise see. Each school thinks we're more important than the other," Covey laughed. "And Lisa is able to listen and then gather the key commonalities between us. And then from there, she is able either to write a work process, develop some sort of definition—as we're doing now in data standards—or create some sort of design that the University can use to make decisions."

"It's like an inside joke in our field," said Senior Director of Institutional Research in the Office of Institutional Effectiveness Dr. Jazmine Zane. "Someone will ask us, 'How many faculty do you have?' and we will just look at them and ask, 'What do you


mean? Multi faculty? Teaching faculty? Instructional faculty?..." Zane laughed. "She's excellent at that. She understands all those different levels and all those different ways that have operationalized. She's really perfect for this role."

"Lisa is one of those rare people who is incredibly good at her job," Zane continued. "And a lot of people at Pepperdine are good at their job; she's also just a really good human and she really embodies our mission and really serves everybody. And I just find working with her to be so refreshing, because she cares so much. I know that if I email her, not only is she going to be responsive, she's really going to put in excellent effort into trying to help me. And if she can't, she's going to try to find somebody that can. I see more folks like that at Pepperdine than I do anywhere else, but Lisa just really stands out for me."

"Lisa is highly qualified because of the deep understanding she brings from her former role as the PeopleSoft student lead," See noted. "We're just as proud that the first Data Officer in the University's history—a crucial leadership role—is a woman," See said. "As Pepperdine grows, the University is extremely fortunate to have an exemplary candidate in such a vital position."



# Ramping Up Accessibility at Pepperdine

A woman with shoulder-length brown hair, wearing a red blazer over a white shirt and blue jeans, stands on a concrete ramp with a metal handrail. She is smiling and holding a white rectangular sign in front of her. The background shows a campus setting with trees and a building.

**[Providing a path  
for every student]**

*Above,  
Executive Director of the  
Office of Student Accessibility  
Sandy Harrison displays her  
accessible caption.*

**T**ake a moment and think about what comes to mind when you hear the phrase “disability accommodation” at Pepperdine University.

Does it conjure images of people with physical limitations using wheelchairs, ramps, canes, or elevators? If you’re at ‘Stepperdine’s’ Malibu campus, probably so. But what about the disabled population who walk fine, see fine, and get to class just fine? How do we accommodate their struggles with the common barriers to learning?

With that question in mind, and guided by the University’s strategic plan—Pepperdine 2030: Ascend Together—the Information Technology (IT) department was inspired by the plan’s Strategic Objective Four to take action. Titled ‘Strengthen and Deepen a Community of Belonging,’ it calls for, “affirming the intrinsic dignity of every person and celebrating diversity as a true and beautiful representation of God’s creative expression.”

Recognizing that multiple digital accessibility challenges exist for Pepperdine students on all campuses, Senior Director of IT Client Services Alan Regan worked with the department’s Technology & Learning (TechLearn) team to create more training opportunities for Pepperdine faculty to learn how to create accessible content for the hybrid classroom.

**“A**ccessibility is the first six letters,” said Regan. “It’s access. And so, when people think about ramps, it’s physical access to a building or a classroom. People also have challenges navigating software, using computers, using websites, and accessing media. So, the concept of digital accessibility is helping people use, navigate, or have the ability to comprehend or learn from online information and systems.”

Understanding accessibility is just the first step in a very long journey for a concept that many faculty, staff, and students still don’t fully comprehend.

“I think we need to expand education and awareness about accessibility across the board,” said Pepperdine’s Chief Information Officer Jonathan See. “It is important for IT to work closely with faculty, because they produce the educational content. Together, we need to ensure that we provide the ideal student experience, whether the disability is visible or not.”

In fact, many disabilities that require accommodations are more nuanced than the all-too-familiar icon of a figure in a wheelchair. According to the World Health Organization’s (WHO) International Classification of Functioning, Disability,



and Health, “Factors in a person’s environment that, through their absence or presence, limit functioning and create disability. These include aspects such as:

- A physical environment that is not accessible,
- Lack of relevant assistive technology (assistive, adaptive, and rehabilitative devices),
- Negative attitudes of people towards disability,
- Services, systems and policies that are either nonexistent or that hinder the involvement of all people with a health condition in all areas of life.”

Three out of the four categories listed by the WHO do not address wheelchairs, ramps, canes, or elevators. A lack of technology, negative attitudes, and nonexistent services, systems, and policies: these are the barriers that often challenge people with disabilities in a classroom setting, and increased awareness and application among faculty is vital.

“Accommodation is not a choice, it’s the law: The Americans with Disabilities Act (ADA),” See noted, citing the federal civil rights law passed in 1990 that prohibits discrimination against people with disabilities just as similar laws protect people, “...on the basis of race, color, sex, national origin, age, and religion,” according to ADA.gov.

“It’s why we partner with the Office of Student Accessibility (OSA) here at Pepperdine,” See continued. “But even with that partnership, we are limited to a degree. The schools have to take a leadership role to ensure that their faculty members produce highly accessible content for all, regardless of the disability.”

OSA Executive Director Sandra Harrison is no stranger to the laws created to serve the disabled and to compel institutions of higher learning to comply with the ADA.

“I work very closely with General Counsel on fine-tuning



responses and commitments, because we have to do everything within the guidance of the Americans with Disabilities Act and Section 504 of The Rehabilitation Act,” said Harrison.

“We are definitely committed to the letter of the law,” Harrison continued. “I think where we can grow is in our commitment to becoming accessible because it includes other people. It includes the people at our table who think differently than we do, and create differently, who access differently, and who ambulate differently. So, I think our commitment to accessibility has room to grow in doing it because it’s the right thing.”

IT and the TechLearn team worked diligently to fortify that commitment in 2022.

“This is something that has been important to Information Technology for a long time,” said Regan. “We’ve made resources available. We’ve sponsored workshops. We’ve had content available on our website, and we’ve integrated elements of accessibility and Universal Design for Learning (UDL). We’ve incorporated those kinds of materials and information into workshops and certificate programs for years. We just want to make sure that there’s a broader awareness of it, and ultimately, greater buy-in and adoption from the faculty. It’s not changing what you’re doing, and it’s not changing all of your content. It’s just creating it the right way. And frankly, it’s easier.”

Senior Manager of IT Training and TechLearn Jordan Lott echoed that perspective.

“Faculty want to help their students, but feel overwhelmed,” said Lott. “They say, ‘I have 10 years of content! How in the world am I supposed to go and correct all that?’ That reaction is fully understandable, but the good news is that you’re going to keep making new content. And do you remember that it takes just moments to add alternate text to an image? Well let’s just start with the new things and make those accessible. So, now you’re not burdened with 10 years of content, and anytime going forward that you might revise old content, then go ahead and update that.”

“I think if you asked faculty, ‘Do you want all of your students to be able to learn?’ I’m sure their answer would be a resounding, ‘Yes! I want all my students to have the opportunity to learn!’” Regan

**“I think where we can grow is in our commitment to becoming accessible because it includes other people. It includes the people at our table who think differently than we do, and create differently, who access differently, and who ambulate differently.”**

**Sandra Harrison**  
Executive Director  
Office of Accessibility

added. “So, their heart is in the process, but they might not know that how they are presenting information, creating information, or sharing information may be creating barriers to learning.”

Seaver College Assistant Professor of English and Social Action and Justice Program Director Dr. Chad Iwertz Duffy believes that ample opportunity exists for incremental progress.

“I think the first hurdle is just to have a culture of access at Pepperdine where events don’t happen if video or keynote sessions aren’t going to be captioned,” said Dr. Duffy. “I think there’s also something beyond that legal standard that can be a part of our developing culture of access at Pepperdine that accepts disability as a gain to our community rather than framing disability as a drain on limited resources.”

OSA works to accommodate students with documented disabilities, but the challenges extend well beyond those cases. Full compliance with the ADA in providing accessible content would include students whose disabilities go unreported for any number of reasons, including the fear of being singled out as different for the very accommodation that they require to be able to complete their coursework.

*Left, Pepperdine University Assistant Professor of English and noted disability scholar Dr. Chad Iwertz Duffy reflects a potential “culture of access” at Pepperdine with his caption.*





“There is this kind of tension between access and accommodation: wanting to provide opportunities where we don’t force students to disclose disabilities,” noted Dr. Duffy. “So, there’s this idea of disability being a hidden thing in the classroom versus a vibrant, thriving community of disabled people who embrace and take so much pride in their disability and their ways of life.”

Lott shared his personal journey in moving from uncertainty to understanding about the need for accessible content without a request, accommodation, or disclosure of need.

“I came from the marketing side of things: How do I sell this to people?” Lott explained. “How do I get people on board with something that they’re not able to see the importance of? It’s not that they won’t see it or can’t see it—it’s that they haven’t gotten there yet. And I found an impactful approach is to explain that when you make the changes to make content accessible, it assists every student.

“So, the changes you make—whether it’s a transcript for a video or making a PDF document more accessible—don’t just help the person who needs the documented accommodation,” Lott continued. “It also helps every student, and not because they have a different ability. It’s that every student learns differently. By providing these different avenues, these different ways to consume the content and to interact with the course, it is helping every single student based on the ways that they learn.

“For instructors who feel that this is so much effort for one or two students they might have during the course of the year, their thought is, ‘Well, OSA will contact me and they have resources, so why should I change all my content?’” Lott continued. “I understand that feeling because that was my gut reaction when I first started digging into accessibility requirements many years ago. But as I’ve been learning more and picking up more, it’s the realization that,



**“There is this kind of tension between access and accommodation: wanting to provide opportunities where we don’t force students to disclose disabilities.”**

**Chad Iwertz Duffy, Ph. D.**  
Assistant Professor of English  
Social Action and Justice Program Director,  
Seaver College

table so that they can partake of the materials in the same way that other students do.

“When an event planner at Pepperdine is creating an event,” Harrison continued, “the invitation should include the question, ‘Do you have any accessibility needs?’ So that if you were going to be in a wheelchair at that event, there would be a place for you to sit. In the same way when they are planning with the media team to have a live stream, captioning should be automatic. And if they are relying on YouTube captions as the accessibility measure, then we have a real opportunity for those teams to improve the University’s accessibility measures because the artificial intelligence that YouTube uses is insufficient. It’s a word salad: that’s the only way to say it.”

“Accessibility should be in the air that we breathe,” said Regan. “The University’s mission is about preparing people for lives of purpose, service, and leadership. It’s also about trying to help them become moral and ethical people who care about others. The best way to do that is to make sure that everyone has a chance to learn.”



yes, it’s the legal thing to do, but it’s also just the right thing to do for every student.

“And that’s where I’ve been able to find my passion for it,” Lott added. “I also recognize that we have to get people on board who haven’t quite gotten it yet. And since that was my avenue into accessible content, I imagine that other people may begin to understand that reason for taking these extra steps as well.”

“I think we have to look at George Pepperdine’s statement,” Harrison noted. “He said, ‘The student is at the heart of the educational enterprise.’ And if that’s true, and if that’s what we’re building our University on, then that means that we value each individual and we want them not just to feel welcome, but also to have access to be welcomed. So, digital accessibility is that: it welcomes each person in our community to the educational

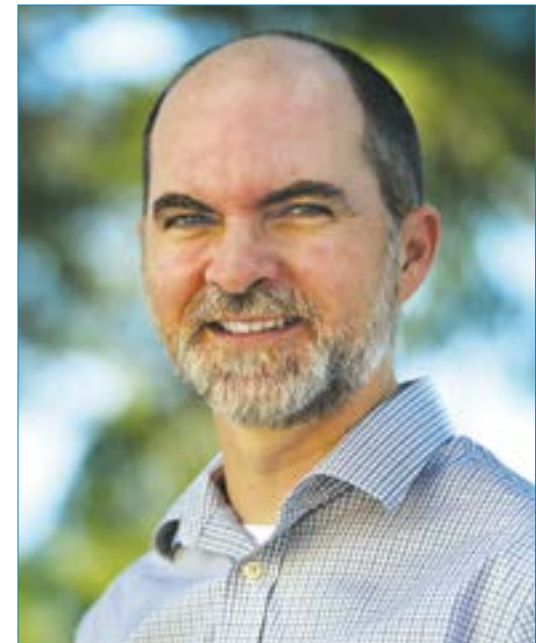
# Honor Roles

*Information Technology staff who have brought distinction to Pepperdine University*

## Regan Named Apereo Fellow

The Apereo Foundation named Pepperdine University Senior Director, Client Services in Information Technology Alan Regan (right) as an Apereo Fellow. The organization—a worldwide network of educational institutions that supports open-source software—released this statement: “The Apereo Board was particularly impressed with Alan’s commitment to Apereo and Sakai over the past 10 years, from his work advocating for teachers and learners through user-driven development initiatives to his broader foundation-wide contributions supporting the annual Open Apereo Conference. Thank you, Alan, for your commitment to Apereo, Sakai, open source software, and higher education.”

“As former Executive Director of the Apereo Foundation, I worked with community members and leaders on five continents,” said retired Apereo Executive Director Ian Dolphin. “Alan’s contributions were outstanding, and are eminently worthy of celebration by the community. Alan is deeply engaged in the community around Sakai, contributing his own expertise, and helping to communicate with and engage others, inside and outside Pepperdine, in sustaining and developing the software. There’s a visible aspect to this engagement, such as Alan’s role as Apereo Conference Chair for several years – an effort I regard as nothing less than heroic.”



## Projecting Success



“Senior Manager, Client Services Jared Mukai (above) led Pepperdine’s effort to convert 166 classrooms into hybrid AVT spaces during the COVID-19 pandemic,” said Associate Chief Information Officer Gerard Flynn. The work Mukai achieved with IT’s Audio Visual Technologies team was featured in:

- 2022 NW/MET Conference
- Higher Ed AV podcast
- System Contractor News
- Panasonic Press Release

“Jared impresses me with his ability to scope very large projects, and recruit and train key staff members and stakeholders to implement those projects,” Flynn added. “He conducts professional project management controls while executing the projects and always coming in on time and under budget.”

## A CASE for Excellence

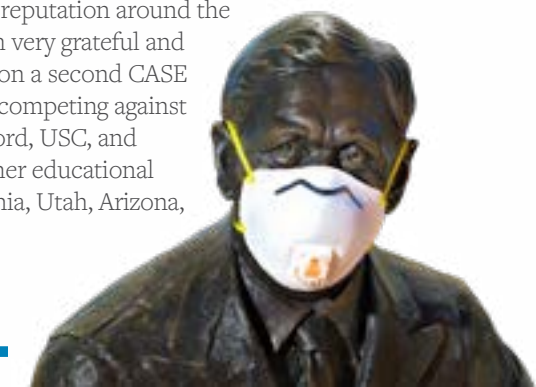
Pepperdine University’s “2020 Information Technology (IT) Annual Review” detailing the institution’s efforts



*Jerry Harris*

during the pandemic, earned a Circle of Excellence Award from the Council for Advancement and Support of Education (CASE) in 2022. Designed as an annual report, IT Communications Manager Jerry Harris is the book’s author, photographer, graphic artist, and designer.

“In order to win the global case award, there are more than 4,500 entries from 636 institutions in almost 30 countries,” said Associate Chief Information Officer Gerard Flynn. “And so, the fact that Jerry won a CASE award indicates a world-class creative eye and ability that elevates Pepperdine’s reputation around the world, and for that I’m very grateful and very proud. He also won a second CASE Award in District VII, competing against institutions like Stanford, USC, and other preeminent higher educational institutions in California, Utah, Arizona, Nevada, and Hawaii!”





## Accessible Learning Tools

**zoom**

Minutes:  
55,934,641

Participants:  
965,467

Webinars &  
Meetings  
188,474



**LinkedIn Learning**

Video Views:  
144,666

Course Views:  
17,351

Minutes  
Viewed  
325,440

**P | Courses**

Logins:  
2,554,090

Tests & Quizzes Attempts:  
119,811

### Money Matters

# 1,512,149

*Our FIS team recorded that more than 1.5 million journal entries were created in WaveNet, providing the backbone of the University's financial processing.*



### Legitimate Messages

# 133,400,012

*The Information Security Office (ISO) reports that the Pepperdine community received more than 133 million messages, and ISO protocols blocked 9.2 million spammer connections that could have delivered exponentially more spam.*



### Hot Tickets

# 11,498

*Tech Central technicians closed 11,498 support tickets from Pepperdine's faculty, staff, and student body.*



### eSign Documents

# 13,750

*The Innovative Development team reported that 13,750 electronic documents were signed using eSign.*

