

INQUIRY

SERVICE

LEADERSHIP

CARE

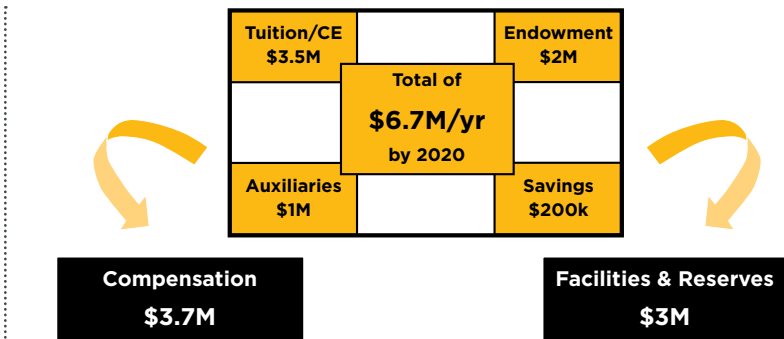
The French writer, poet and pioneering aviator Antoine de Saint-Exupéry once said, “As for the future, your task is not to foresee it, but to enable it.” The greatest service we provide is to help our students imagine and enable their futures, and that often requires going inward; a sort of “deep dive” into the psyche.



It strikes me that this is a very apt analogy for what the administration, faculty and staff members of PLU have

been hard at work doing in the past year. While accrediting commission reviews are inevitable and anticipated, self-imposed reviews of our processes and practices are entirely voluntary. In 2013-14 we volunteered to look inward.

- The Budget Working Group explored and recommended alternative university budget structures that already are yielding more transparent and performance-based budgeting practices.
- Across divisions and departments, we explored new ways to share ideas, curricula and academic resources in a cross-campus collaboration of teaching and scholarship. Within each unit, we are examining metrics to “right-size” budgets with enrollments.
- We reorganized our Enrollment Services division and are now taking a “deep dive” into improving our enrollment and financial aid strategies.
- We made major progress toward updating our campus master plan, and secured funding for renovation of Stuen and Ordal halls.
- We completed several Six Sigma projects and trained more than 60 Green Belts, a major step toward our goal of securing \$200,000 in annual savings across campus by 2020.
- We reorganized and made new investments in graduate and



continuing education, including the opening of our new Center for Graduate and Continuing Education at the corner of Garfield and Pacific.

- We created an International Student Enrollment Task Force with a goal of increasing our international population by 57 percent by 2020, and a Summer Academy Task Force with a goal of starting this new program by summer 2015 to prepare incoming students of all academic levels to succeed at PLU.
- Our Instructional Technologies group launched PLUTO—Pacific Lutheran University Teaching Online—with a series of training sessions for faculty. This fall we offered eight hybrid online courses across most academic divisions, and all the classes are fully enrolled. In summer 2015, we will pilot online-only courses in ways that are true to the PLU mission.
- We introduced PLU’s first doctorate program in the School of Nursing, and it is being launched under the guidance of new Dean Sheila Smith. The School of Business soon will start accepting applications for a new Master’s of Science in Marketing Research, making PLU the only university on the West Coast to offer this increasingly popular new program

dedicated to helping students link data analysis and strategy.

- We also have made great strides in strengthening the PLU brand and reputation.

Our deep dive also has sharpened our focus on “The Box” (see above), a structured view of the sources of additional annual positive cash flow required by 2020 to meet the May 4, 2013, Board of Regents resolution. That resolution calls on us to achieve compensation parity with peer institutions and improve the condition of the university’s physical resources by 2020, while maintaining access for students who lack the financial resources to attend PLU.

This past year has seen creativity percolating across our community as hundreds of faculty, staff and students developed new ideas that have us poised for progress. Buoyed by support from our alumni and donors, we press forward with optimism. Thank you for your support and encouragement as we, together, enable a future bright with promise.

Sincerely,

Thomas W. Krise, Ph.D.
President and Professor of English

PACIFIC LUTHERAN UNIVERSITY 2013-2014 PRESIDENT’S REPORT

INQUIRY

At Pacific Lutheran University, the Capstone project that all seniors must complete is more than just another essay, another research project, another box checked before graduation.

A Capstone is a synthesis of all of the passion, questions and answers a senior has experienced during his or her time at the university. Capstones give students a chance to merge their field and classroom learning into one singular effort that reflects what they've learned during their college experience.

And the unique faculty-student relationship that marks that experience at PLU kicks into high gear during the last nine months as students consider what they are passionate about, and how they plan to use that passion and scholarship to change the world.

For her Capstone, Sociology major Tanajah Mims '14 explored African-American students' identity, awareness and pride.

Sometimes, as in Mims' experience, a Capstone acts as a guidepost to where a student's vocation may lie. She wants to teach. Specifically, she said, "I want to teach students what pride means, and that it doesn't have to be a negative thing, but a state of being."

English major Nevis Granum '14 turned his passion for photography and saving endangered wildlife into his Capstone, a senior gallery exhibition of photographs taken during his J-Term trip to Tanzania. The experience of curating and exhibiting his work led Granum to apply for, and receive, a Kelmer Roe Fellowship to study in Africa with PLU Professor of English Charles Bergman.

"The experience of putting together this Capstone has been absolutely invaluable," Granum said.

Sometimes students choose questions that probe into disturbing topics, such as rape or genocide.

Religion major Jessica Dexter '13 chose "Where Was God? Theodicy and its

Application to the Rwandan Genocide of 1994" as her Capstone topic.

Dexter said her research forced her to look at some hard questions of evil in this world and the human response to it. "I eventually reached the conclusion that humans, and not God, are responsible for the evil of things like genocide in the world, and that hope is the key element to learning how to live with God in the aftermath of atrocity. While not all my questions about God were answered, I began to understand how to live in a way that always allows me to ask questions and think critically."

Pushing boundaries is just what Capstones are designed to do, said Jan Lewis, Associate Provost for Curriculum.

"This is a time to synthesize new questions and formulate new responses," she said. "It's a time to put yourself to the test."

Capstones vary widely depending on the discipline, Lewis said. For Elementary Education majors, a Capstone involves a synopsis of the student-teaching experience, and how that impacted the classroom experience. Arts majors may craft a performance or musical number.

And through all these journeys, a faculty member— or several faculty members— guides the student or acts as a critical friend, Lewis said. So while students do the work in a community that is geared to push them, Capstones also help students achieve the ultimate goal of exploring a new question or concept.

"What did you really learn?" Lewis said. "It's very easy to get into checklist mode. But a Capstone forces you to ask, 'What have I learned, and how did it impact me, how did or will it impact the world?'"

ABOUT CAPSTONES AT PLU

Generally, a Capstone is defined as part of PLU's General Education curriculum as well as the student's academic major.

While all Capstone work and data presentations are systematically reviewed by faculty, the work itself can take many forms:

- a thesis or research paper
- design or demonstration projects
- case studies or selected readings related to the discipline
- internship or field-based practicum experiences.





CARE

Rachel Daniels '13 just didn't know what she was going to do with her pupil.

The girl, who came from a family that spoke only Spanish at home, came to class each day ready to claw and bite anyone who approached her. So at the end of one frustrating day, Daniels tried one last idea to get through to the girl.

"I wasn't sure where to start," Daniels recalled. "So I put some thought into this of what was the one thing she could learn that would really benefit her."

Daniels and her assistants decided that was teaching the girl how to sign the word "more." Her kicking and screaming stopped once she had a chance to control her environment on some level.

It's successes like this—even small successes—that keep Daniels, a special education teacher at Enterprise Elementary in Federal Way, Wash., looking

forward to the challenges and joys her class brings each day.

"These children know a lot more than we give them credit for," said Daniels, who double-majored in Elementary and Special Education at Pacific Lutheran University. "They need someone to advocate for them and help them toward some form of independence."

PLU Education Professor Kent Gerlach helped launch the special education program as a new major in 1982, along with professors Lenny Reisberg, Greg Williams and Paula Leitz. The team tried techniques that were revolutionary at the time, Gerlach recalled, such as teaching special-needs children within a regular classroom. The program quickly grew in numbers and stature. In the first year or

two, enrollment grew 400 percent. The program was recognized nationally and received a \$120,000 grant from the U.S. Office of Special Education Programs.

The program also established the Shereen Paff Special Education Scholarship to encourage students whose vocation is special education. It was endowed by LaVerne and Lloyd Paff in memory of their daughter, Shereen Paff, who earned a master's degree in Early Childhood Education in 1971 from San Francisco State University and spent 25 years working and teaching in the field of special education.

Gerlach said he's proud of the program's growth and stature, as well as graduates such as Daniels.

And now, 30 years later, graduates have jobs waiting for them even before they walk across the Commencement stage.

"We find this program prepares our graduates very well," said Frank Kline, Dean of Education and Kinesiology.

"The key process we teach and recognize is that disability is part of the human experience," said Vanessa Tucker, Assistant Professor of Education. "We need to educate children simply as children."

That, and an innate sense of when to celebrate small successes for each student.

"There might need to be a major celebration when a student makes eye contact for the first time," Kline said.

For Daniels, the breakthrough came with a single tentative touch. Daniels was shopping near her home one day when she spotted her pupil in a grocery-store aisle with her parents. The girl, who has autism, spotted Daniels, reached out for her and, instead of a bite—stroked her arm.

"The parents were just floored that she showed any affection at all," Daniels said. "It's times like that that make this all worth it. This was a confirmation I'd chosen the right vocation and the right career."



PLU HAS BEEN NAMED RECYCLER OF THE YEAR TWICE FOR RECYCLING 70% OF WASTE MATERIAL.



IN 2013, PLU WAS RANKED SECOND IN THE WEST FOR BEST COLLEGES FOR VETERANS.



LAST YEAR, 58% OF PLU STUDENTS VOLUNTEERED 64,710 HOURS, VALUED AT \$1,432,258.



LEADERSHIP

Assistant Professor of Education Jan Weiss is passionate about teaching, but her calling—which she discovered during doctorate work at Stanford University—is helping teachers teach.

“I wondered why so many burned out and left the profession after only five years,” Weiss said. “I realized a lot of it had to do with the support they received, or did not receive, during their early years in the profession.”

So when the opportunity arose this year to combine this calling with her love of the people and country of Namibia via a Fulbright, Weiss couldn’t resist.

“I applied to be a Fulbright Scholar in Namibia because I care about the country and believe education is a way to empower young people and make changes in a country that is trying to move itself beyond a legacy of oppression,” Weiss said.

Her work over the past 12 months has focused on building a mentor program in Namibia that will benefit all pre-service and novice teachers there.

This approach, she noted on a break between classes in Namibia this fall, fits perfectly with both the Fulbright concept of leadership and that of Pacific Lutheran University.

“In my work, leadership has been a key element,” said Weiss. “In order to work collaboratively with Namibian educators, I demonstrate a style of quiet, supportive and inclusive leadership. I don’t come

across as knowing all the answers.”

Weiss is one of many PLU faculty members who have participated in the prestigious Fulbright program over the years. Others include Education Professor Greg Williams, who studied the ability of schools in Mexico to accommodate children and youth with disabilities, and Professor of Communication Joanne Lisosky, who has taught journalism through two Fulbrights—one in Uganda and one in Azerbaijan.

PLU has been listed consistently as one of the top producers of Fulbright Scholars among master’s universities in the U.S. This year, PLU reached a key milestone when five graduates were accepted as Fulbright Scholars, bringing PLU’s total to 100.

That 100th Fulbright, Brianna Walling ’14, will travel to Argentina in March 2015 to teach English. She graduated in May 2014 with a degree in Political Science and Global Studies.

After her Fulbright experience, Walling plans to go to graduate school, or perhaps law school, to focus on immigration policy or law.

Wherever they are in the world, PLU Fulbright Scholars are passionate about learning and changing themselves and the world.

NEARLY 50% OF PLU STUDENTS STUDY AWAY, COMPARED TO 3% NATIONALLY, AND PLU WAS THE FIRST AMERICAN UNIVERSITY TO HAVE STUDY AWAY CLASSES ON ALL SEVEN CONTINENTS AT THE SAME TIME.



SERVICE

From mentoring students at a nearby elementary school to focusing on the global food crisis, service and care for our community and the Earth are part of Pacific Lutheran University's DNA.

Not only is this the crucial third pillar of what it means to be a New American University; it's also part of our mission to engage the community and, in doing so, transform ourselves.

PLU has pioneered the New American University concept almost from the very beginning: always deeply committed and always a residential liberal arts college rooted in a sense of place—and not just any place, but this very place.

This purposeful integration is exemplified through the work and perspective of so many inspiring Lutes:

- Dr. Samuel Torvend, who holds the University Chair in Lutheran Studies, focuses his research on religious and humanitarian responses to local and global food insecurity. He takes PLU students to the Emergency Food Networks' Mother Earth Farm in the Puyallup Valley, where they have planted

and harvested crops that are brought directly to food pantries and meal sites throughout the county.

- Jennifer Smith, Professor of Women's and Gender Studies and Director of PLU's Women's Center, has led an effort to collect old cell phones that then are refurbished and distributed to victims of violence, enabling them to call for help.
- PLU's Center for Community Engagement and Service Director Joel Zylstra and staff have spearheaded the Parkland Education Initiative: Each year, more than 200 PLU students tutor and mentor students in five schools close to PLU.
- In March, Assistant Professor of Business Mark Mulder traveled with 10 students to a small village in Nicaragua as part of a new Nonprofit Leadership minor offered by the School of Business. The students partnered with the village and the nonprofit group Living Water International to build a well that will provide clean water for generations.

- PLU's Community Garden, tended and cared for by PLU students, provides fresh produce to local food banks.
- This spring, the Parkland Mural Project drew together the PLU community and the Parkland community to create a mural that celebrates our neighborhood's history.
- PLU's MacArthur Award-winning ROTC program, which stresses integrity, service and caring for the community, stood in solidarity with Take Back the Night participants, who each year shine a spotlight on sexual-assault awareness.
- And, in a first-time initiative that combined philanthropy, direct service and advocacy of Pierce County housing issues, PLU partnered with Thrivent Financial for Lutherans and Tacoma/Pierce County Habitat for Humanity to build a home in a sustainable-design community near campus for a local family that includes a PLU graduate student.



PLU IS AMONG THE TOP 20 NATIONALLY FOR PEACE CORPS VOLUNTEERS.



71% OF STUDENTS VOLUNTEER IN THE COMMUNITY DURING THEIR TIME AT PLU.

A Green Solution for PLU

A new stand-alone, energy-efficient greenhouse to advance learning and student-faculty research stands high on PLU's list of priorities for academic facilities, and represents the initial phase of converting our science center into a 21st-century science education complex.

Plant studies are a vital component of a top-flight biology education program. While plant biology will be the focus of the new greenhouse, its value will be felt across the biology department and beyond because plants are useful in modeling all kinds of general biological processes beyond the strictly botanical.

Following consultations with other institutions and with our architect, PLU plans to construct a 1,700-square-foot, stand-alone structure. The facility will use an innovative, closed-loop geothermal energy system, which means that no greenhouse gas-producing emissions will be used to heat and cool the building. A native species garden will be placed next to the greenhouse, and the structure will house our demonstration botanical collections in addition to plants grown for classroom labs.

With the generous support of Carol Sheffels Quigg and other individual donors, retired faculty members, the Murdock Charitable Trust and the Norcliffe Foundation, PLU is closing in on the final phase of fundraising for the new greenhouse and is preparing to break ground in 2015.

If you are interested in helping to fund the final \$50,000 needed to begin construction, please contact the Office of Advancement at 800-826-0035 or advancement@plu.edu.



20% OF STUDENTS AT PLU GRADUATE WITH A MAJOR IN ONE OR MORE OF THE NATURAL SCIENCES, AND

100%

OF UNDERGRADUATE STUDENTS ARE REQUIRED TO TAKE COURSES IN THE SCIENCES.

VISION

Every serious challenge facing our world today—from disease and energy security to climate change—requires a strong foundation in the natural sciences.

And much of today's groundbreaking research is happening collaboratively, at the intersection of a number of disciplines.

New pathways across the traditional dividing lines between liberal arts, sciences and the professional fields are needed. Today, students must integrate and apply their learning by addressing the "Big Questions" in science and society. Many health challenges, for instance, require not only the discovery of new medical treatments, but also an understanding of economics, cultural differences and ethical values.

PLU needs to produce a new breed of scientist who understands the wide range and connected nature of interdisciplinary approaches—scientists who are better able to ask creative questions and are trained to answer those questions with a wide range of tools, including state-of-the-art instrumentation and digital technology. The 21st-century scientist must have both quantitative and computational skills for mathematical modeling, data collection and analysis. Today's scientist also must be able to critically evaluate information, work productively in a team environment, and effectively communicate with peers and the nonscientific community. Most important, scientists must be flexible in thinking and adaptable as new knowledge surfaces and then apply that understanding for the benefit of humanity.

When the Rieke Science Center opened its doors in 1985, it was a very different time. PLU had 29 full-time faculty members compared to 40 today, and in those days it was common practice for professors to place lectures and textbooks at the center of the educational process. But in the nearly 30 years since Rieke

opened, massive strides have been made in both science and science education. New best practices in undergraduate science education call for putting laboratory activities at the center of the educational process. Today, lectures and readings become support for hands-on investigation. As well, learning is enhanced through socially supported interactions. In order to better simulate the real-world environments these future scientists will inhabit, they must be given opportunities to discuss their ideas with their peers and to compare and contrast results.

The renewal and addition to the Rieke Science Center are, therefore, top priority. To bring the center up to date, the university has begun implementing a plan to transform the building, as well as add new interdisciplinary space and a stand-alone greenhouse. Learning spaces, both formal and informal, will be designed to encourage the kind of intellectual collisions that spur creative thought. A state-of-the-art science facility with well-designed, well-equipped and flexible spaces for teaching and research will send a powerful statement about PLU's commitment to excellence and our intent to be known as a "university of the first rank."

PLU needs your support to make this campaign a success. Your gifts are an investment in our students; our faculty; and ultimately in the impact our graduates will have on the Puget Sound area, on the nation and on the world.

To get involved and to help achieve this bold vision, please contact the Office of Advancement at 800-826-0035 or advancement@plu.edu.



DRIVE

PLU athletic teams are used to winning, serving and spreading the legacy of legendary coach Frosty Westering—but in 2013-14, our inspiring athletic community raised the bar even higher, on and off the field.

Take a look at this 2013-14 scorecard, which represents only a sampling of remarkable athletic achievements. It's a great time to be a Lute!

- 114 Lutes earned Northwest Conference Scholar-Athlete recognition. PLU has the second-most NWC Scholar-Athletes in the conference.
- For the second straight year, PLU took second in the Northwest Conference McIlroy-Lewis All-Sports Trophy race.
- PLU tied for the most team Northwest Conference titles as three Lute squads—the volleyball team, the women's swimming team and the men's golf

team—won their respective conference crowns. (Coaches Kevin Aoki, Matt Sellman and Kris Swanson, respectively, were named NWC Coach of the Year.)

- The football team advanced to the NCAA postseason for the second consecutive year after finishing second in the conference.
- Multi-sport star Samantha Potter '14, a Financial Math major, became the fourth consecutive PLU student-athlete named Northwest Conference Woman of the Year.
- 2013 Mathematics graduate Kaaren Hatlen was one of nine finalists for the 2013 NCAA Woman of the Year Award in October—the first PLU student-athlete to reach the top-nine finalist status for the award.
- Starting pitcher and Computer Science major Trevor Lubking became the first NCAA Div. III player selected in the 2014 Major League Baseball Amateur Draft when the Tampa Bay Rays selected him in the 14th round of the June draft.

- Relief pitcher AJ Konopaski, a Business major, became the baseball program's first-ever First-Team All-American when he was named to the d3baseball.com first team. He led all of NCAA Div. III and set a new PLU single-season record with 13 saves.
- Starting pitcher and Business major Chris Bishop pitched the first nine-inning no-hitter in program history on March 1, leading the Lutes to a 10-0 win over Willamette.
- The volleyball team claimed its first-ever win over a top-10 ranked team in September when the Lutes swept No. 3 Wittenberg in a tournament in St. Louis.
- The men's soccer team posted its best-ever start to the season and climbed as high as No. 5 in the national rankings (its first-ever top-10 ranking) while posting its first undefeated nonconference schedule.
- The Student-Athlete Advisory Committee (SAAC) received notable

recognition for projects and initiatives on inclusion, including the first-ever NCAA Division III Diversity Spotlight Initiative award.

- PLU student-athletes and coaches dedicated more than 2,000 volunteer hours during the 2013-14 academic year, working closely with PLU's Habitat For Humanity home build and local Special Olympics athletes.
- Cross-country senior Alan DenAdel, a Mathematics major, became the fourth PLU student-athlete in the past three years—and the ninth overall—to receive an NCAA Postgraduate Scholarship.
- As part of the National Collegiate Association's Division III Week, PLU hosted more than 60 student-athletes, coaches, faculty members and administrators for a Celebrating Our Division III Student-Athletes breakfast on April 10.



PLU HAS 19 NCAA DIVISION III VARSITY SPORTS TEAMS AND THREE CLUB SPORTS.



PLU HAS WON THE NORTHWEST CONFERENCE ALL-SPORTS TROPHY 15 TIMES IN THE AWARD'S 28-YEAR HISTORY.

PERFORMANCE

The arts—and, specifically, PLU's School of Arts and Communication—play a huge role in the culture of our campus, and our community. Over the 2013-14 season, SOAC presented more than 420 events featuring 7,000+ students and faculty (many in multiple events) to more than 23,000 audience members.

Here's a look at just some of the highlights:

- In October 2013, PLU opened the new Karen Hille Phillips Center for the Performing Arts, one of the region's preeminent performing arts centers. The sold-out, black-tie, opening-night gala welcomed regional and statewide arts, education and civic leaders; Regents; alumni; and current PLU leadership. Featuring two beautiful, top-of-the line performing spaces, the center provides an exemplary environment for learning and creativity.
- SOAC programs are thriving, with students winning numerous awards and honors in 2013-14: in MediaLab, student media, forensics, art & design and more.
- PLU's Forensics team grew more than 80 percent in 2013-14 and made it to eliminations at every single tournament it attended. With an emphasis on community and service, students of the T.O.H. Karl Forensics Forum met weekly with the children of the Boys and Girls Club to teach techniques that could be used to further their education and lead to success.
- Distinguished SOAC alumni are producing and performing all over the world: in Broadway plays; anchoring local sports news (and winning Emmys); singing on national television and the Metropolitan Opera stage; and attending such renowned institutions as Juilliard, New England Conservatory and Yale.
- SOAC's engaged, passionate faculty continues to excel as well, performing nationally and internationally, exhibiting art in the region's most important galleries, serving as Fulbright Scholars, speaking as high-demand guest lecturers around the world and publishing in the most respected journals in their fields.



MORE THAN 600 STUDENTS PARTICIPATE IN 20 DIFFERENT VOCAL AND INSTRUMENTAL ENSEMBLES.

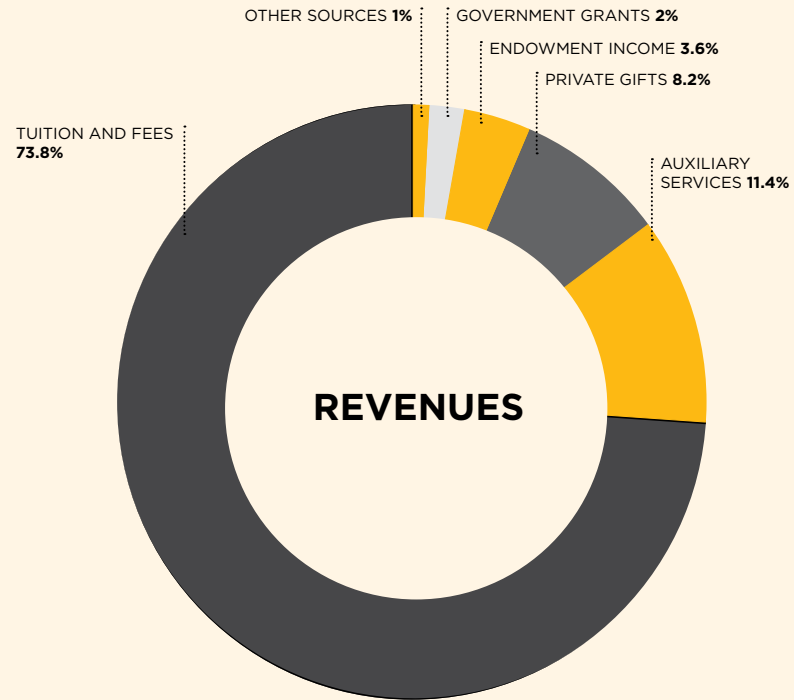


100% OF MUSIC EDUCATION MAJORS FIND JOBS WITHIN SIX MONTHS OF GRADUATION.

KAREN HILLE PHILLIPS CENTER

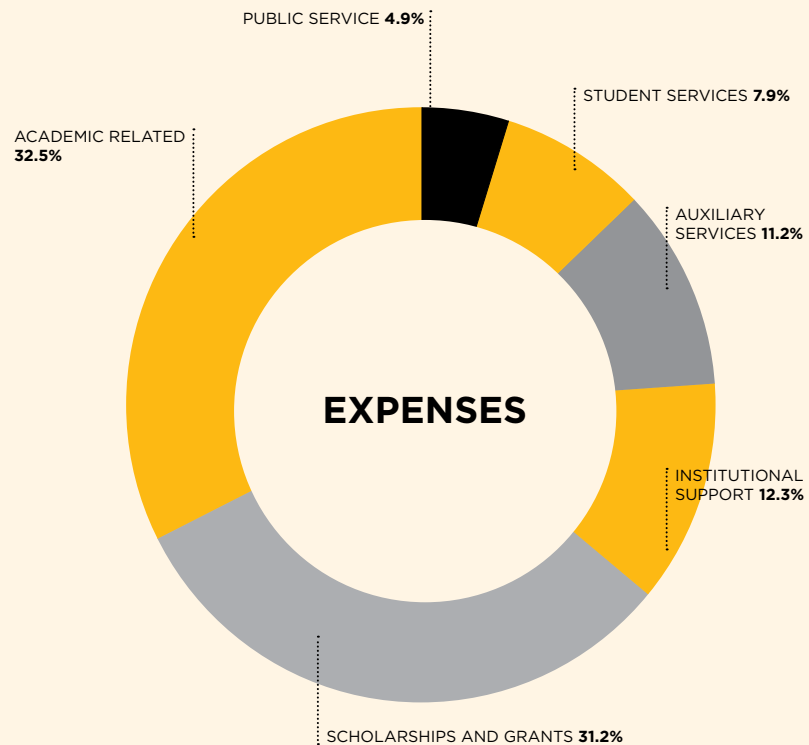
REVENUES 2013-14

Tuition and fees	73.8%	\$112,878,069
Auxiliary services	11.4%	\$17,339,375
Private gifts	8.2%	\$12,565,522
Endowment income	3.6%	\$5,487,614
Government grants	2.0%	\$3,057,376
Other sources	1.0%	\$1,545,216
TOTAL		\$152,873,172

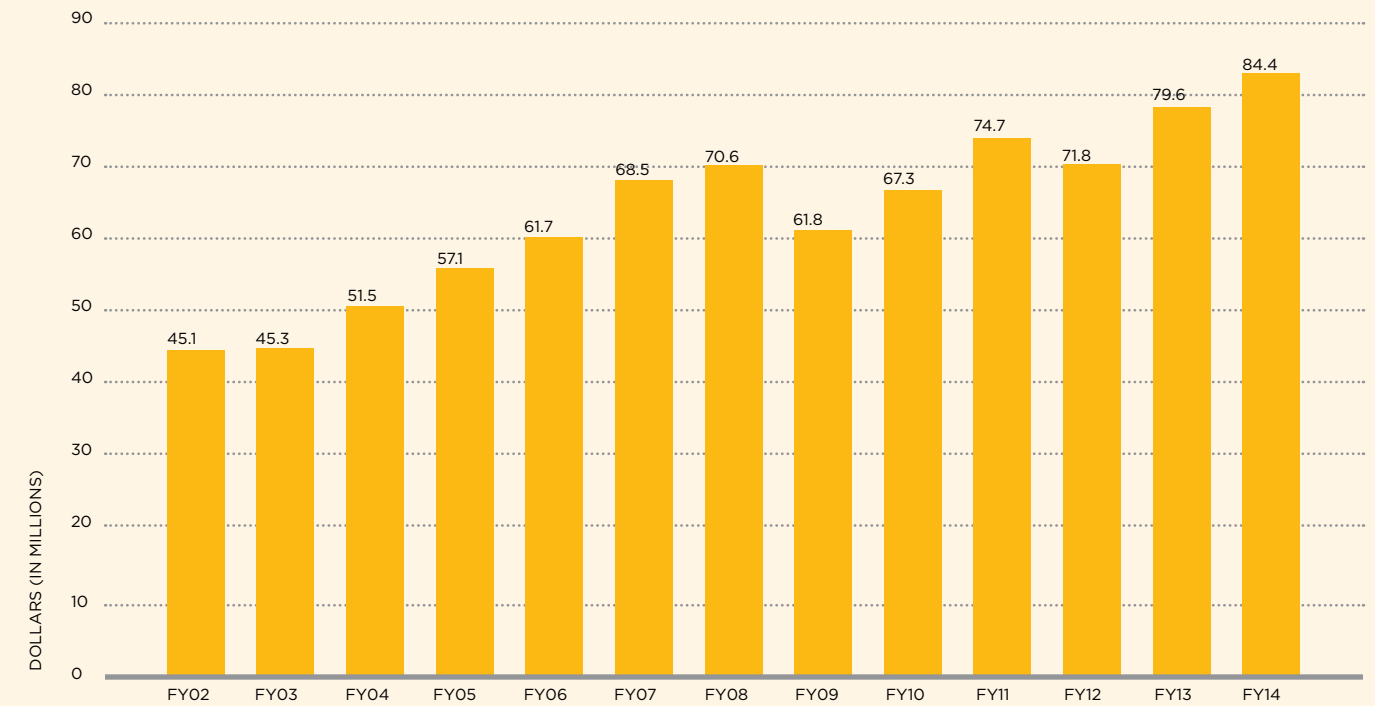


EXPENSES 2013-14

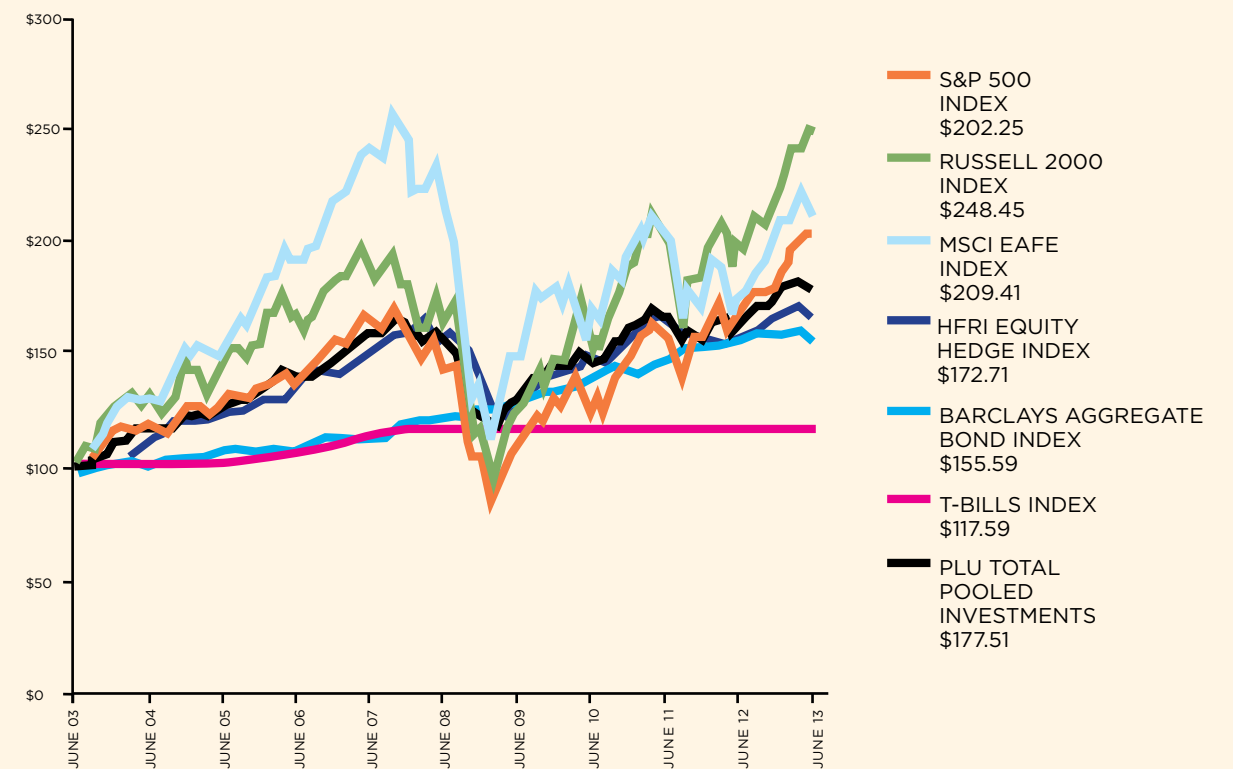
Academic related	32.5%	\$48,993,947
Scholarships and grants	31.2%	\$47,097,692
Institutional support	12.3%	\$18,519,977
Auxiliary services	11.2%	\$16,849,390
Student services	7.9%	\$11,977,605
Public service	4.9%	\$7,320,927
TOTAL		\$150,759,538



GROWTH OF ENDOWMENT 2002-2014



10-YEAR GROWTH OF \$100 (6/2003-6/2013)



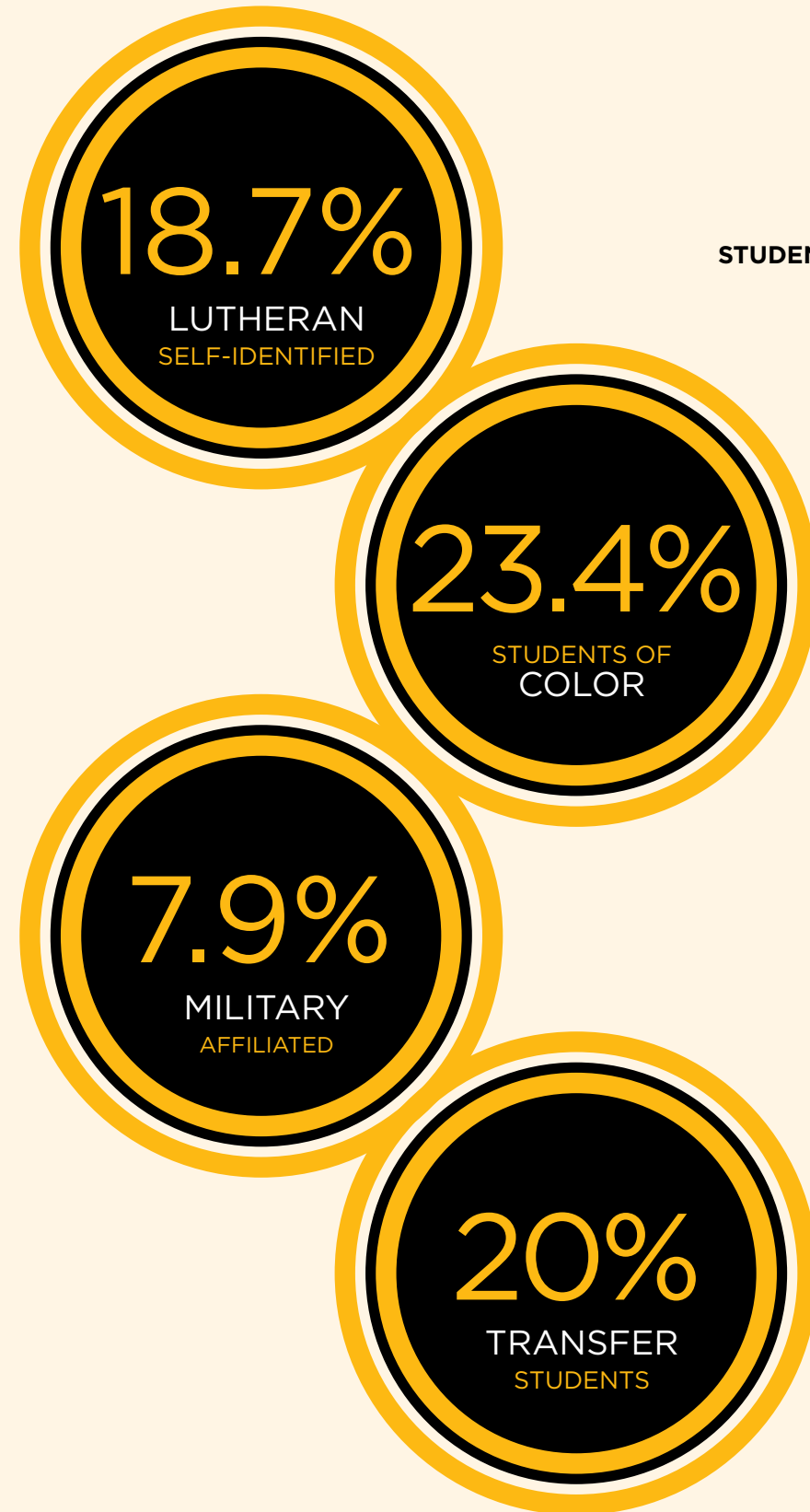
RETENTION AND GRADUATION DATA*

PEER GROUP IS MADE UP OF REGIONAL PEERS AND SELECT LUTHERAN UNIVERSITIES

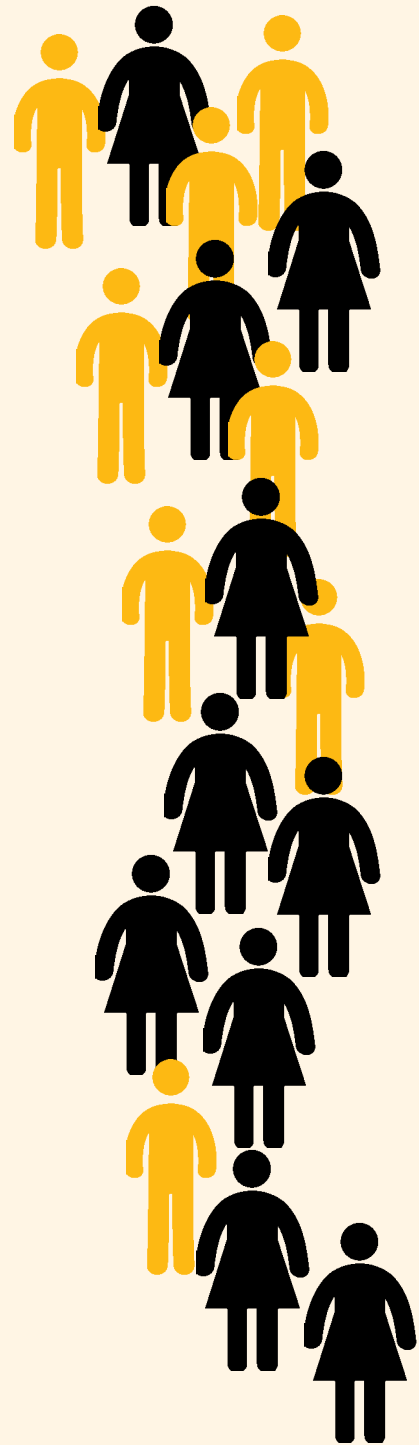
	FIRST-YEAR RETENTION % 2012-13	RANK POSITION	4-YR GRAD RATE % (2007 COHORT)	RANK POSITION	6-YR GRAD RATE % (2007 COHORT)	RANK POSITION
California Lutheran University	82	11	52	11	60	12
Concordia College at Moorhead	80	12	63	7	68	10
Gonzaga University	94	1	70	3	81	3
Gustavus Adolphus College	90	3	81	2	83	2
Linfield College-McMinnville Campus	88	5	60	9	67	11
Luther College	88	5	68	5	77	5
Pacific Lutheran University	83	10	60	9	70	9
Saint Martin's University	74	13	41	12	54	13
St. Olaf College	93	2	83	1	86	1
Seattle Pacific University	84	9	56	10	72	8
Seattle University	87	6	62	8	78	4
University of Portland	89	4	68	5	74	7
University of Puget Sound	86	7	69	4	77	5
University of Washington-Seattle Campus	93	2	56	10	81	3
University of Washington-Tacoma Campus	73	14	21	15	43	14
Washington State University	82	11	39	13	67	11
Western Washington University	85	8	35	14	67	11
Whitworth University	85	8	65	6	76	6

* SOURCE: NCES COLLEGE NAVIGATOR 2013-14

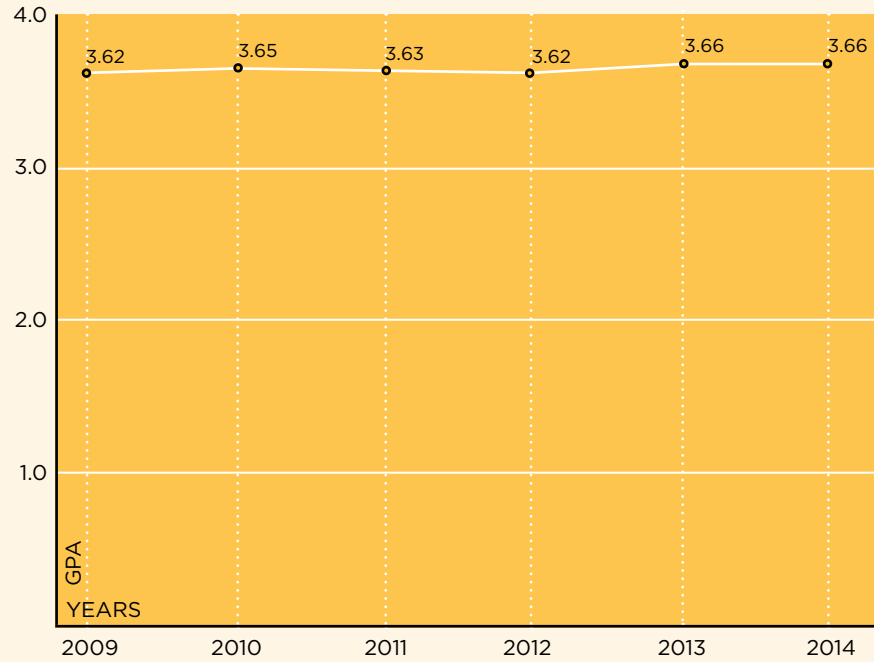
STUDENT BODY COMPOSITION



ENROLLMENT AND RETENTION



ENTERING FIRST-YEAR GPA



ENTERING TRANSFER STUDENT GPA

