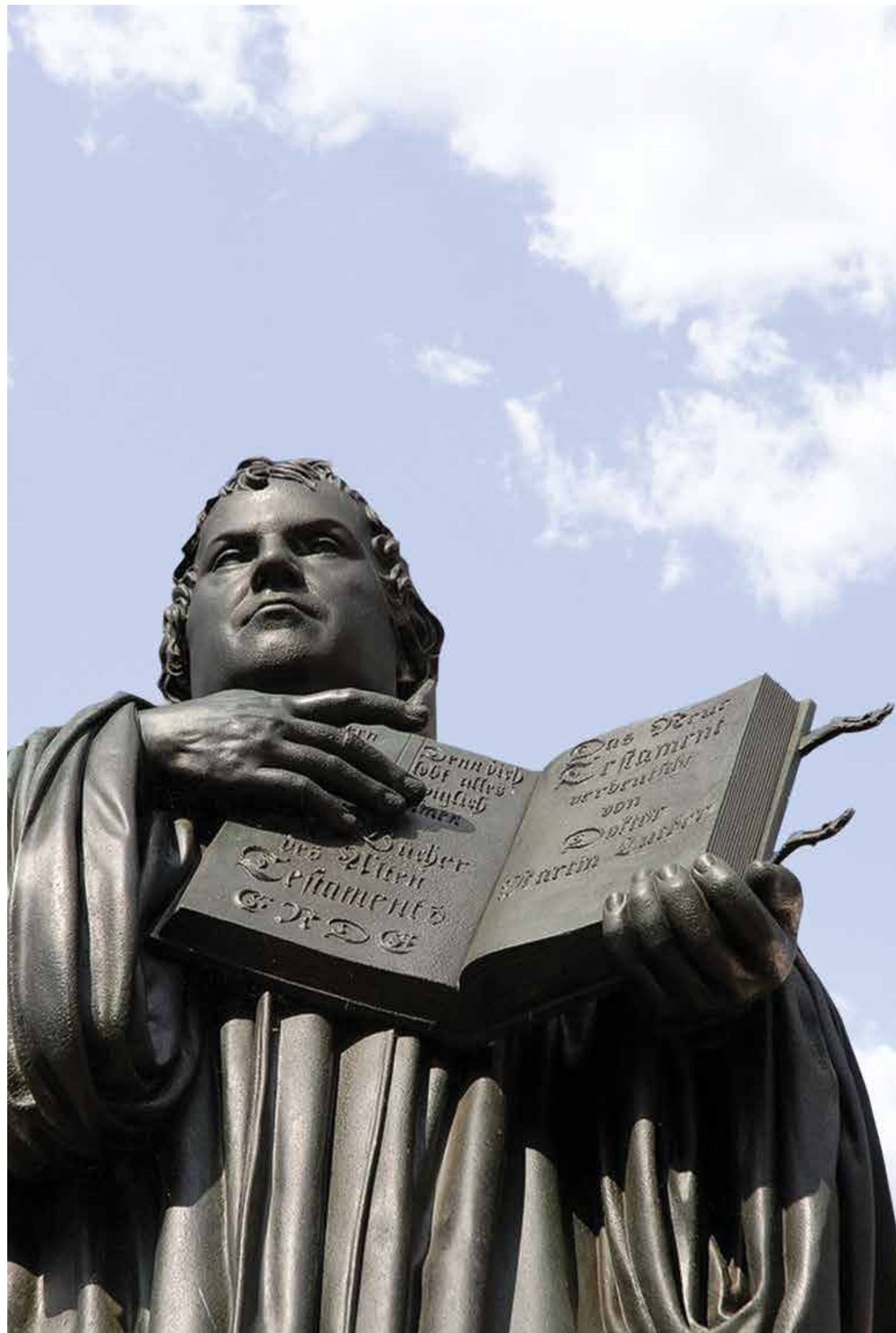


PIU
2015-16

PRESIDENT'S
ANNUAL REPORT



The 500th anniversary of the beginning of the Reformation will be marked in 2017, and as an institution with direct ties to Martin Luther's legacy, PLU is thinking carefully and deeply about its Lutheran heritage. As we seek to engage the modern world in all of its complexity and multiplicity, we are reminded

that the Reformation reshaped not only education but also global cultures. We are also reminded of the continual need to reform in light of new knowledge, unexpected crises and human need.

As you read through the stories that follow, which illuminate PLU's mission to educate students for *lives of thoughtful inquiry, service, leadership and care – for other people, for their communities and for the Earth*, I invite you to think about how the Lutheran reform of education promoted what is cherished at PLU: a community of scholars and students in which the advancement of knowledge, for the good of all, takes place through critical questioning, experimentation, performance and community engagement.

Martin Luther held that there was no spiritual distinction between the laity and clergy; all were part of "*the priesthood of believers*." By promoting spiritual equality, Luther laid the foundation for a society marked by equal access to education: now all young people, regardless of gender, economic class or social status, could be educated. Indeed, Lutheran schools in 16th century Germany were the first to welcome thousands upon thousands of first generation students. Also for the first time during the Reformation, cities in Germany began supporting schools through taxes. What we take for granted as public education is a Luther invention.

Luther also asked for reform of universities, insisting that all students learn both ancient and modern languages and literature: the ancient languages enabling students to read the works of classical antiquity (particularly the Bible in its original languages, Hebrew and Greek), and the modern languages to advance trade with other nations and to secure greater knowledge of the world. The Lutheran reformers insisted, too, on the study of history. How else, they asked, are we to learn from human folly and

gain inspiration from achievements that benefited humans in the past? In a similar vein, PLU Associate Professor of Religion Erik Hammerstrom Ph.D. (page 3) promotes interfaith dialogue and cultural understanding as a mandatory skill in today's highly connected world.

In his study of the New Testament letters of Paul, Luther encountered an insight he came to believe was overlooked by the medieval church. While Luther in the 16th century grew up in a spiritual system that instructed people to work zealously to become "right" with God, to "justify" themselves before God, Paul, in the first century, offered a much different viewpoint: He wrote that it is God who brings people into a right relationship with God out of sheer love for them — by grace alone — and thus frees them from needless worry about their eternal destiny and the commonly held view that one must work diligently to gain divine favor. Luther came to realize that the time he spent confessing his sins and worrying about his own salvation should be dedicated to the needs of the world, in particular, the most vulnerable persons in one's society. Drawing inspiration from early Lutheran commitments to service in the world, PLU students undertake service projects that contribute to international peacebuilding (page 5).

While we are far removed from Luther's context, his diagnosis of the human condition still offers deep insight, even for a society no longer dominated as it once was by religion. Like Luther, we, too, are faced with anxiety in the face of seemingly unattainable expectations. Standards of beauty, of identity, and economic success prey on our self-esteem. If we are liberated from our self-centered concerns and open ourselves up to listening — *really* listening — to people who have different perspectives and life experiences, we give ourselves the opportunity to open our eyes to a world that needs us, perhaps now more than ever (page 8).

We are the heirs of an unfinished Reformation, a reform that is imperfect, ongoing and one that must welcome many voices. We at PLU are inspired by this challenge, and we will continue asking questions that lead to lives of meaning and purpose.

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



RELIGION PROFESSOR ELEVATES PLU'S COMMITMENT TO INTERFAITH DIALOGUE

Erik Hammerstrom, Ph.D., makes interfaith education a priority at Pacific Lutheran University. He says Lutheran higher education is intellectually inclusive, and therefore his calling to promote interfaith dialogue is a perfect fit.

"Free inquiry includes asking about other religious traditions," said Hammerstrom, associate professor of East Asian and comparative religions. He said PLU doesn't see interfaith studies as a threat to Lutheran values. Lutheran higher education encourages people to intentionally learn about what's different. "It's not only OK," he said of that approach, "it's encouraged."

Hammerstrom already teaches classes that immerse students in Buddhist communities here and abroad. During the summer, he took that commitment to the next level, participating in a seminar on teaching interfaith understanding with 26 faculty members selected from a nationwide pool of applicants.



They dealt with case studies that each participant brought to the table, springing from everyday experiences and challenges related to religion. "The goal is for us to be able to agree to disagree, while protecting the right to our views," Hammerstrom said.

Hammerstrom's recent professional development is yet another extension of PLU's mission of embracing a diversity of faith traditions. Other examples include the David and Marilyn Knutson Lutheran Heritage Lecture and the Paul O. Ingram Lecture, both endowed lectures that encourage religious inquiry from a Christian and non-Christian perspective, respectively.

Hammerstrom says knowing how to respond to religious difference is a mandatory skill in today's world. He said the seminar strengthened his belief that religious literacy for everyone is essential, even for those who don't identify with a faith tradition.

"I have always worked to teach my students to engage constructively with religious diversity, regardless of their own commitments," Hammerstrom said. "At the workshop I have learned some new ways of teaching these skills."

INQUIRY

SERVICE

LUTES COMPLETE HUMANITARIAN WORK ABROAD WITH HELP OF PEACEBUILDING AWARD



Taylor Bozich '17

During summer 2016, Taylor Bozich '17 affirmed what she long assumed to be true about humanitarian work — it isn't easy. She also reaffirmed that's exactly the kind of work she wants to do after graduating from Pacific Lutheran University.

Bozich gained the first-hand experience needed to draw that conclusion thanks to the Whiteneck and Smith Global Peacebuilding Award, which funded her internship with World Vision in Washington, D.C. She was one of two recipients of the award during the 2015-16 academic year.

"I learned that development and humanitarian aid is really, really messy and highly political, regardless of how you're involved with the system," Bozich said. "I also learned that people's intentions are generally really good." Her counterpart, Nathaniel Hansen '16, worked in an orphanage in Ghana until the end of November, helping with the nonprofit's economics and outreach.

The Global Peacebuilding Award was founded six years ago. It's funded by an endowment from Generations for Peace, a nonprofit dedicated to peacebuilding at the grassroots level. Students who pursue majors or minors in a social science discipline or global studies — or those who are International honors students — are eligible.

The program provides funding for overseas internships or service projects, as well as domestic programs with an international focus. The work must directly contribute to international peacebuilding. Opportunities range from humanitarian aid to the development of dialogue, economy or democracy abroad. "We want people to be passionate and want to make the world better," said Priscilla St. Clair, award director and global studies chair.

A primary goal of the program is to foster a generation of people who will serve as proponents of peacebuilding. Bozich said her experiences underscored her goal for a future in public health. "This internship definitely re-instilled the passion in me to work with women's health and children's health," Bozich said. "It was a really powerful experience."

Bozich acknowledges she wouldn't have had this opportunity without the financial help from the peacebuilding award. She is among many Lutes — about half of the students enrolled at PLU — who have the opportunity to experience global education through study away programs thanks to similar financial aid.



Nathaniel Hansen '16

LEADERSHIP

PROVOST PLANS TO IMPROVE FACULTY DIVERSITY, VISIBILITY OF CAMPUS RESEARCH



Rae Linda Brown, Ph.D., says Pacific Lutheran University already exhibits academic excellence in a variety of ways. But Brown has big plans to boost PLU's excellence to new levels in her role as provost and senior vice president of academic affairs. And that starts with mirroring the changing face of the student body.

“We cannot expect to be an institution of excellence if voices are absent from the community.”

“A diverse campus community is inextricably linked to academic excellence,” Brown said. “It provides a richer intellectual environment, better preparing all our students to live, work and serve others in an increasingly global and multicultural society.”

Currently, Brown says, PLU is making major strides in improving the diversity of its student body. The fall 2016 first-year class is comprised of 42 percent who are the first in their family to attend college and 35 percent who identify as students of color.

Now, Brown wants PLU's leadership to make similar progress to improve a sense of belonging for all students in our ever-changing community. She said the university must “dramatically increase” the diversity within the ranks of faculty and staff on campus.

“We cannot expect to recruit and retain students of color if the academic climate is not welcoming to them,” she said. “We cannot expect to be an institution of excellence if voices are absent from the community.”

Brown said a university-wide committee is studying how to approach the issue, considering questions such as: Are jobs posted in the right places? How does PLU identify candidates from marginalized communities early in the process? When candidates come to campus, are they meeting with folks who look like them and can relate to them?

In addition to creating a community of diverse faculty, Brown also plans to prioritize student-faculty research programs. She says PLU already does that well, but the next step is showcasing and expanding research opportunities. She hopes to launch a research symposium in spring 2017 that showcases the close, collaborative work being done by Lutes. “It’s a big goal, but it’s doable,” Brown said, “because so much of the work is happening already.”

CARE

PLU LAUNCHES LISTEN CAMPAIGN TO FOSTER AUTHENTIC SENSE OF BELONGING FOR ALL

Amid divisive rhetoric that has poisoned public discourse, PLU launched an institution-wide educational campaign to promote active listening in academic spaces and beyond. The Listen campaign is an ongoing, introspective effort to move PLU's campus from a place that simply welcomes diversity to a place of true belonging for students of all backgrounds.

The university strives to be a place where people of color, people of all sexual and gender identities, people of all faiths and no faith feel a sense of belonging. The difference between welcoming and belonging is distinct. It's the difference between being invited into someone's home and feeling comfortable enough to walk into the kitchen and pour a glass of water, in the words of Rose McKenney, PLU's chair of geosciences and a Listen participant.

Conscious listening often means being uncomfortable. It means struggling to set aside biases and being open to the opportunity to learn something. Listening is active, says Tolu Taiwo, outreach and prevention coordinator for PLU's Center for Gender Equity and another Listen participant.

"Listening isn't just a one-and-done process," Taiwo said. "There's something really powerful about being able to tell your story. It makes you more human. Often times, we don't allow people to do that."

Many people from diverse backgrounds at PLU recognize the systemic challenges that minority groups face in society and on the university's campus, as well as the need for change. Confronting microaggressions remains a primary challenge. Microaggressions are subtle, often unintentional, comments or actions directed at a minority or marginalized group that may cause offense or reinforce harmful stereotypes.

Angie Hambrick — PLU's assistant vice president for diversity, justice and sustainability — describes microaggressions as "death by 1,000 papercuts." She said microaggressions exist in all spaces on PLU's campus, just as they do in all spaces off campus.

The silver lining at PLU is the university's commitment to caring for others, Hambrick said. The Listen campaign is the university's next step in making real progress toward modeling the type of inclusion it describes in its mission, Hambrick said.

For the campaign to be effective, people from all backgrounds must work in collaboration to dismantle institutional inequities, she said. "All I care about is that the effort is there," she said. "The learning will come. This work is hard and it's messy."

"There's something really powerful about being able to tell your story. It makes you more human."

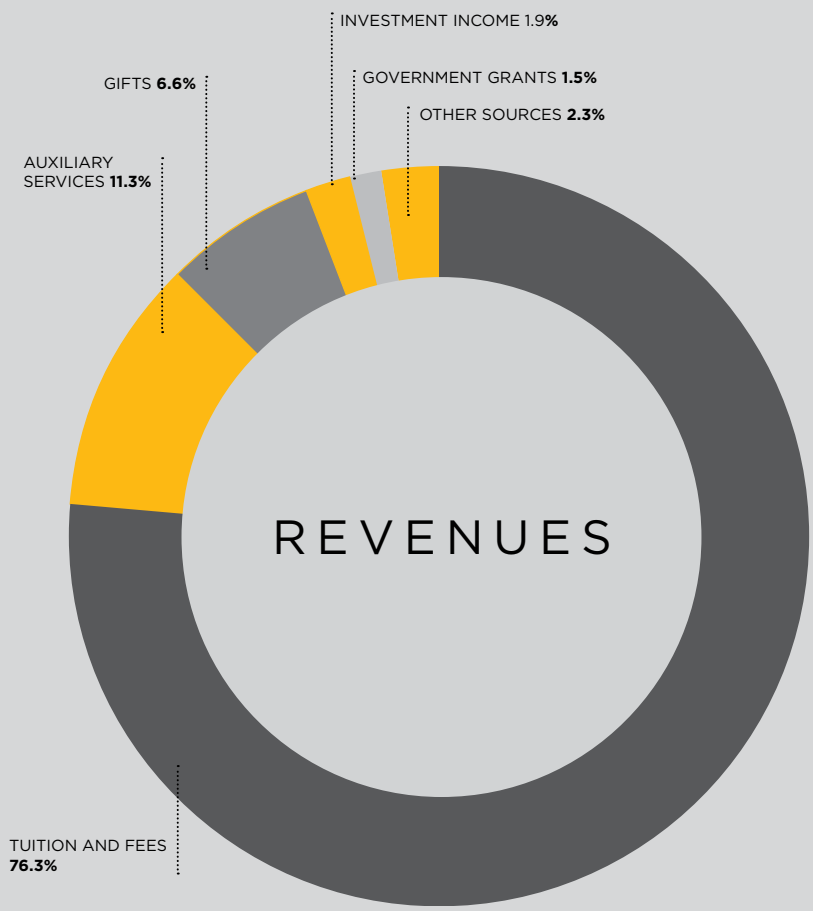
[PLU.EDU/LISTEN](https://plu.edu/listen)



FINANCIAL INFORMATION

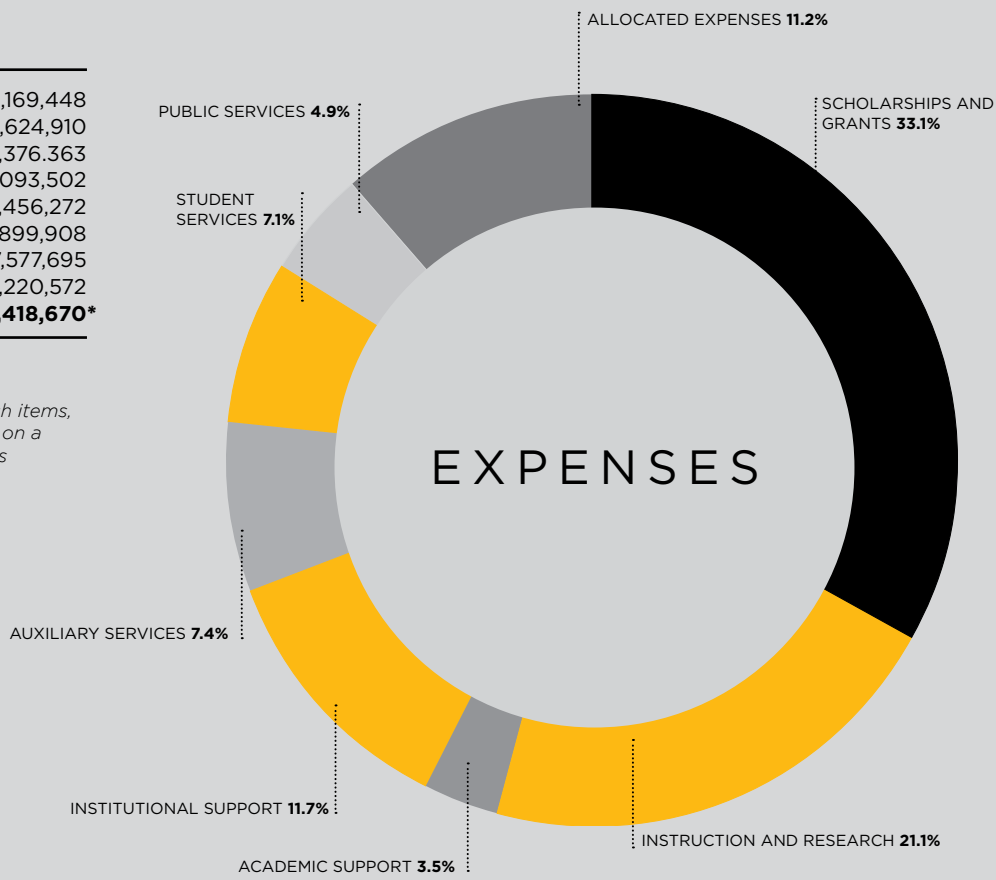
REVENUES 2015-16

Tuition and fees	76.3%	\$114,173,245
Auxiliary services	11.3%	\$16,865,377
Gifts	6.6%	\$9,844,580
Investment income	1.9%	\$2,899,735
Government grants	1.5%	\$2,246,102
Other sources	2.3%	\$3,513,371
TOTAL		\$149,542,410



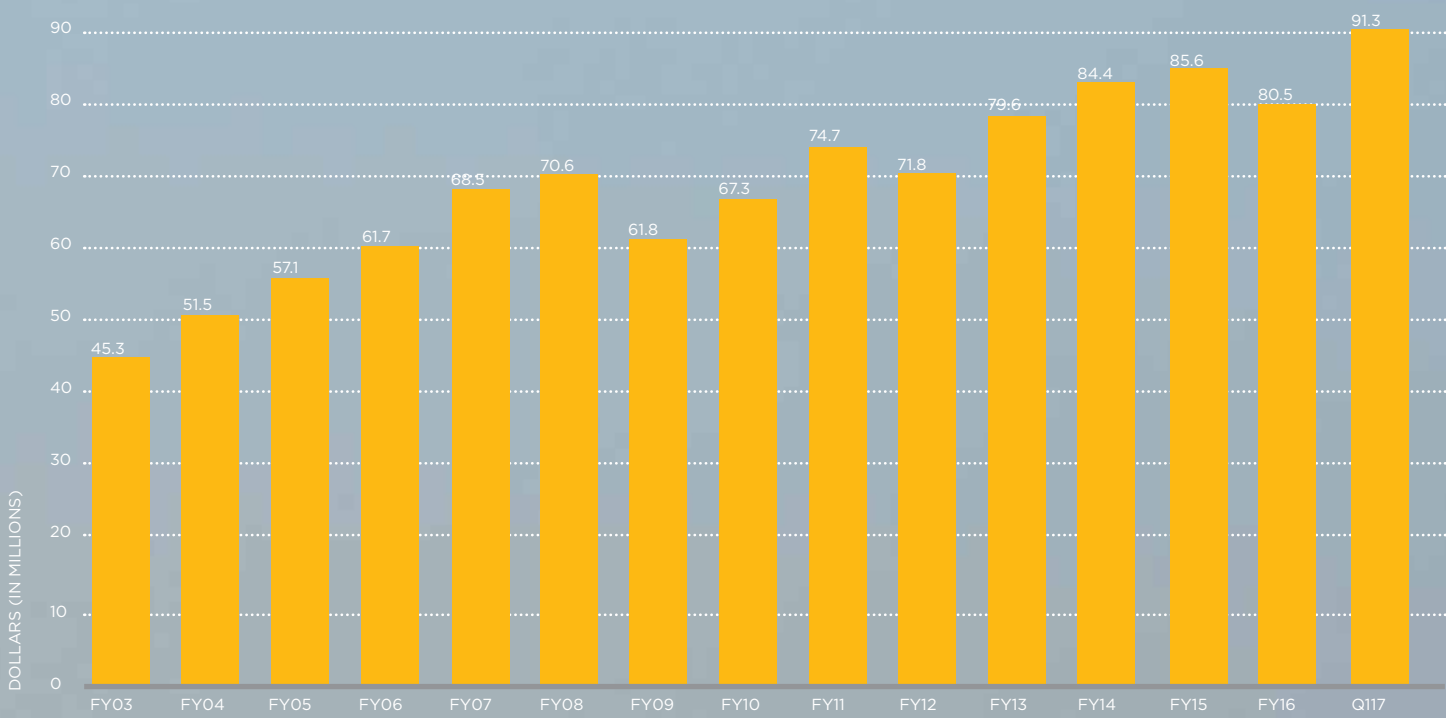
EXPENSES 2015-16

Scholarships and grants	33.1%	\$51,169,448
Instruction and research	21.1%	\$32,624,910
Academic support	3.5%	\$5,376.363
Institutional Support	11.7%	\$18,093,502
Auxiliary services	7.4%	\$11,456,272
Student services	7.1%	\$10,899,908
Public services	4.9%	\$7,577,695
Allocated expenses	11.2%	\$17,220,572
TOTAL		\$154,418,670*

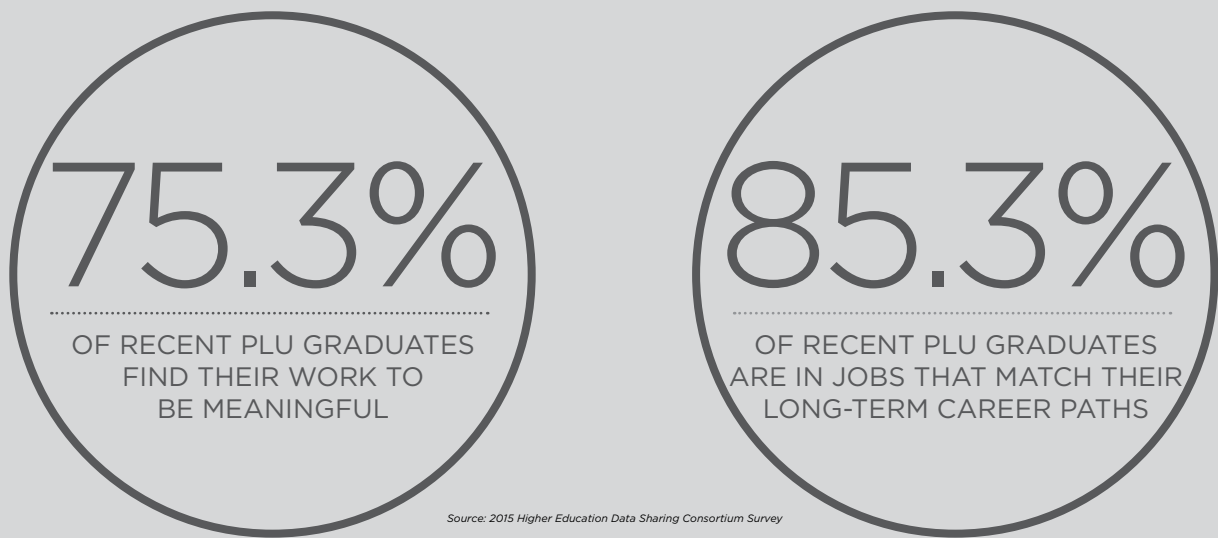


* Change in net assets resulting from non-cash items, including depreciation and an unrealized loss on a donated property. A surplus of \$600,000 was produced on a cash operating basis.

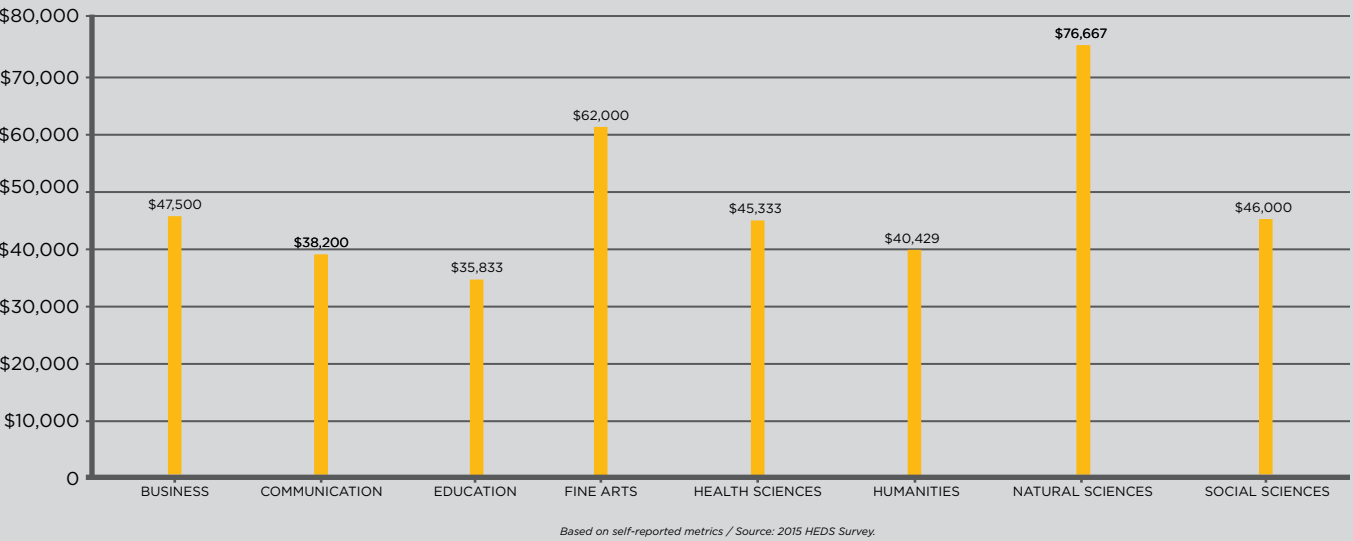
GROWTH OF ENDOWMENT



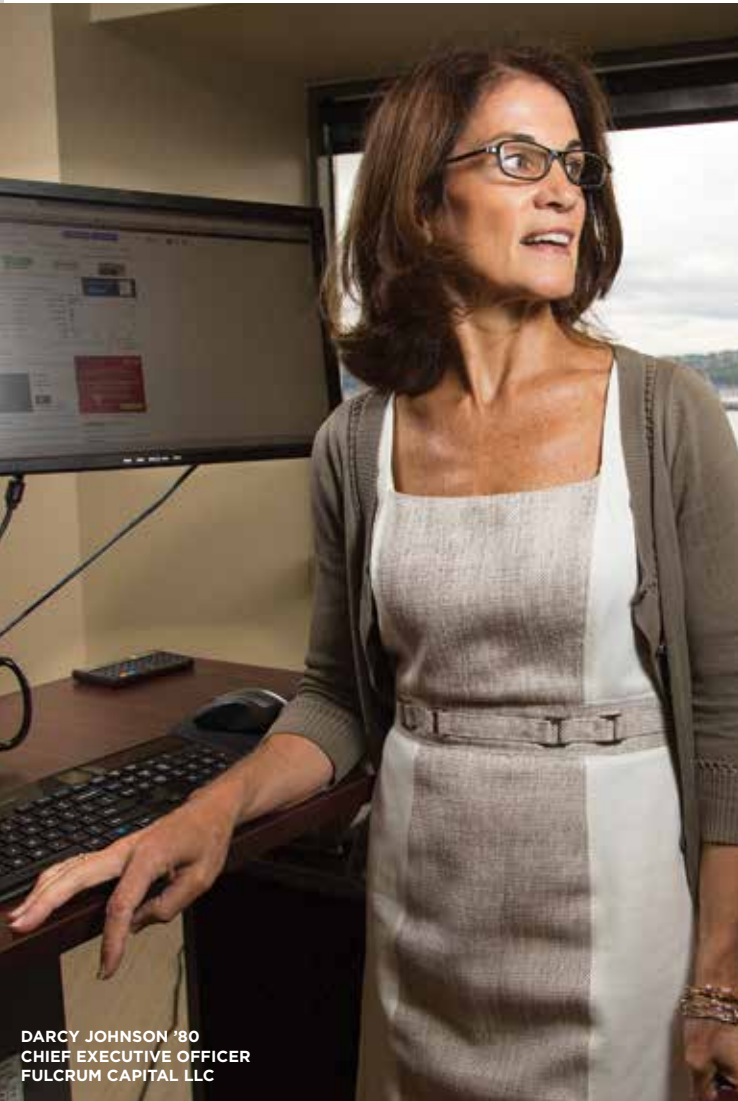
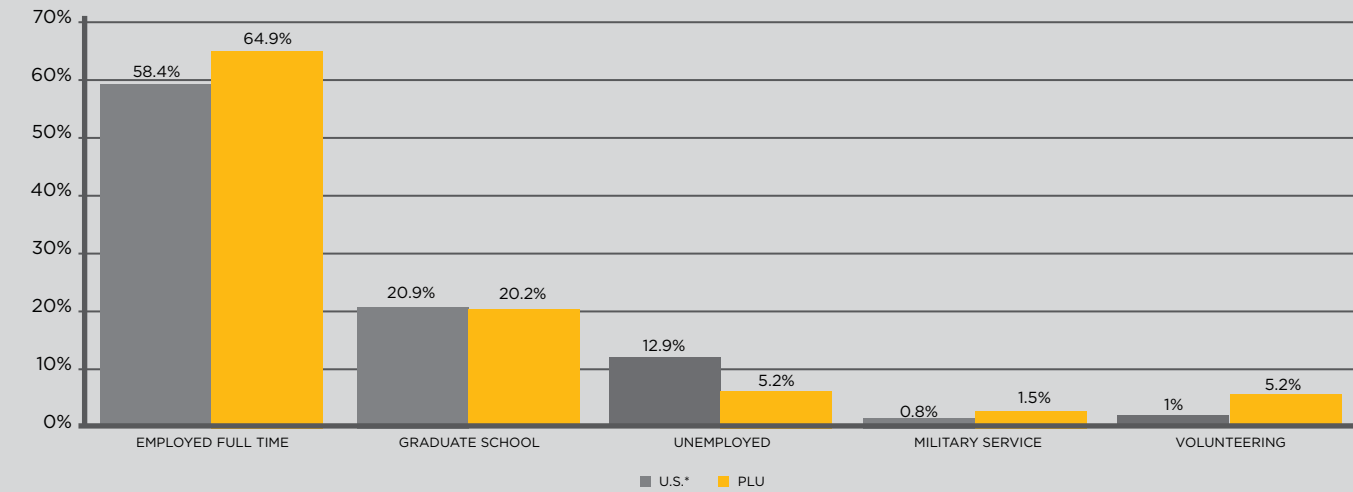
CAREER SATISFACTION



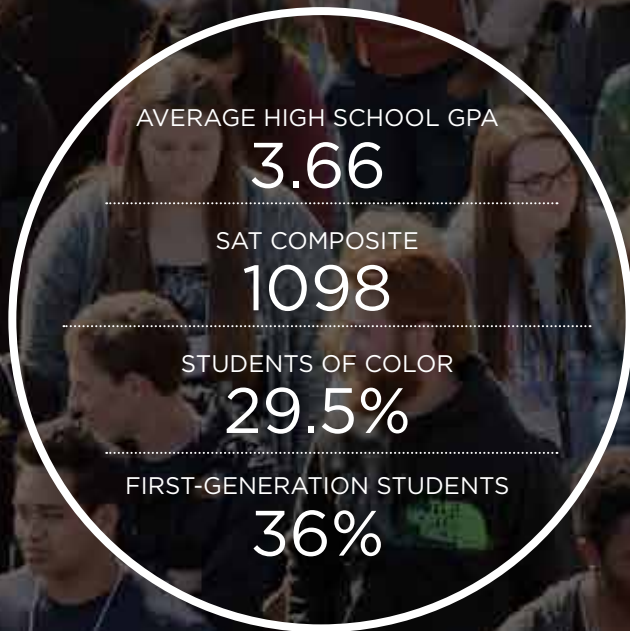
FIRST-YEAR SALARY BY DISCIPLINE



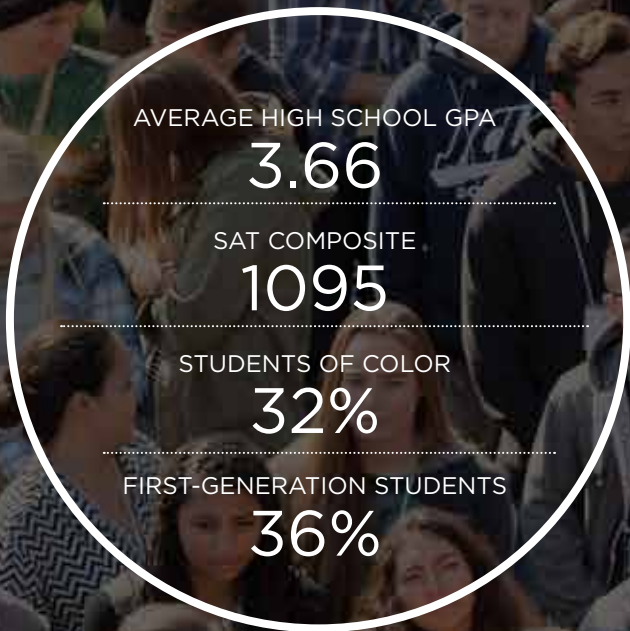
POST-GRADUATION OUTCOMES



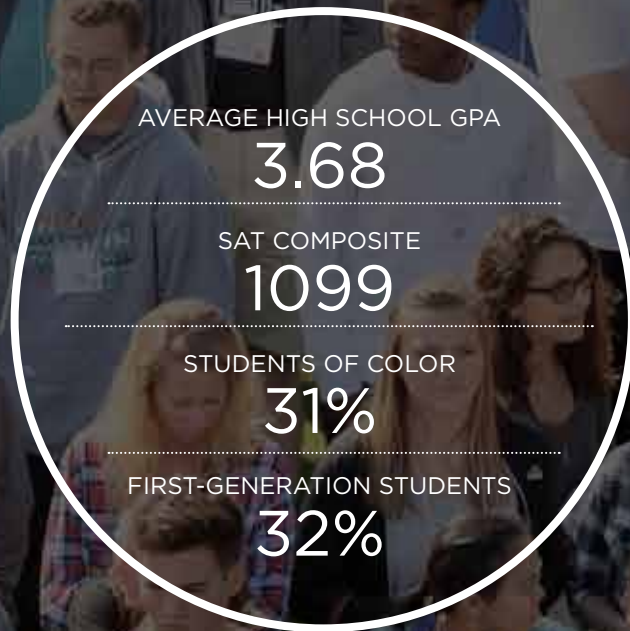
STUDENT PROFILES



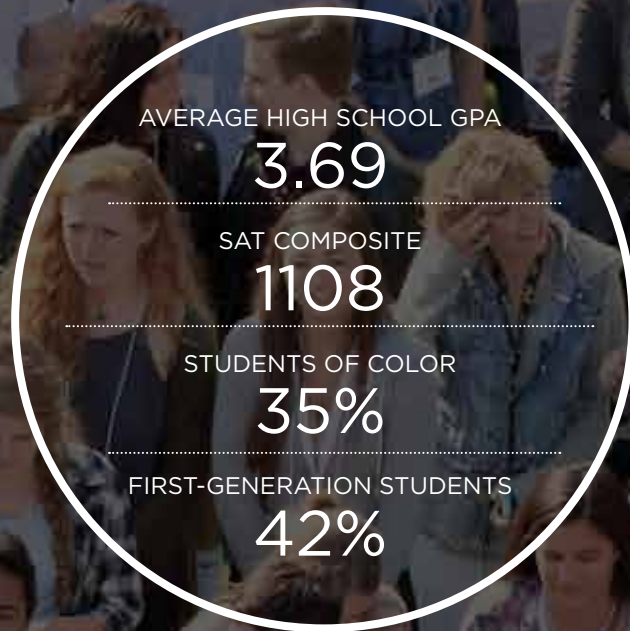
FALL 2013



FALL 2014



FALL 2015



FALL 2016

GIVING IN ACTION

Your generosity manifests itself every day in the lives of our students as they learn on campus and abroad, plan for their future, and make their mark on the world. In 2015, your gifts inspired an impactful year for the PLU campus and community.

2015



JULY 31, 2015
**THE FACULTY
RECOGNITION
DIGITAL WALL**

The Faculty Recognition Wall was unveiled in the Anderson University Center. This dynamic space recognizes the accomplishments, honors, awards and meritorious service of distinguished PLU faculty and staff. The Faculty Recognition Wall was the generous gift of Professor of Philosophy Erin McKenna, Ph.D.



OCT. 14, 2015
**BJUG HARSTAD
DAY OF GIVING**

The second annual Bjug Harstad Day of Giving was a festive celebration in honor of Bjug Harstad, founder of PLU. Sporting Bjug beards and bursting with PLU pride, 602 donors and alumni made generous gifts that will positively impact students for years to come.

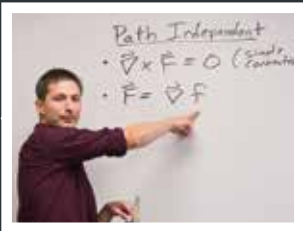
\$236,507 dollars raised
1950-2015 PLU donor
class range
197 locations of donors
\$6,000: largest gift
2008: class year with most
donors



OCT. 19, 2015
**THE CAROL
SHEFFELS QUIGG
GREENHOUSE**

The Carol Sheffels Quigg Greenhouse was officially dedicated following thoughtful planning from the School of Natural Sciences. This 1,700-square-foot greenhouse uses an innovative, closed-loop geothermal energy system, meaning no greenhouse-gas-producing emissions are used to heat and cool the building. The project was made possible by Carol Sheffels Quigg, retired faculty members, individual donors, the Murdock Trust and the Norcliffe Foundation.

2016



MAY 6, 2016
**PROVOST FUND
FOR EXCELLENCE**

Recognizing that faculty are one of PLU's greatest assets, several generous donors established the Provost Fund for Faculty Excellence to support faculty scholarship and leadership development.



MAY 31, 2016
**NEW ENDOWMENTS
CREATED**

15 new endowments were created by donors, establishing permanent investments in educating students, strengthening the work of faculty members and securing the future of PLU.

DONOR PROFILE

**WHY I GIVE
TO PLU**

**Tamara Lynn Schaps '04 and
Andrew Sternard '04**

If you ask Tamara Lynn Schaps and Andrew Sternard about their PLU experience, you will hear stories of long nights creating art in Ingram Hall, involvement in ASPLU and the debate team, various student jobs on campus, and even how the now-married couple met days before graduation. Perhaps Tamara will share adventures from her post-graduate role as a PLU admission counselor, and Andrew might detail recent Homecoming memories. From their stories you'll learn how their PLU experiences have inspired them to make higher education a possibility for so many others.

While the couple has an affinity for the arts, theatre and all things SOAC, scholarships loom especially close to Tamara's heart. "I feel a great responsibility to pay it forward because it was through the generosity of others that I was able to attend PLU. Now we want to give students that same amazing opportunity to pursue their passions and serve their communities - regardless of their financial situation."

Tamara and Andrew give with a purpose: to help anyone who dreams of attending PLU to enroll, thrive and graduate without unmanageable debt. It's that very idea that continually drives our donors to provide scholarships to thousands of students. The couple eloquently sums up the unbridled potential of our Lutes:

"We believe very deeply in the possibility that each PLU student can change the world."

PLU FUND



This scholarship allows me to continue to grow both as an aspiring musician and as a person. In my time at PLU, I have learned a lot about myself, what I value and have experienced many new things, the memories of which I deeply cherish.



KATHERINE NAKASONE '18

At PLU, my goal is to manifest my love for the social sciences and apply what I've learned to the real world. This includes contributing to the diverse world we live in. I really appreciate this scholarship because it helps out financially and allows me to pursue my endeavors here at PLU. I plan to be involved in the Diversity Center, and to partake in the music program PLU offers.



ADRIAN MILANIO '18



PACIFIC
LUTHERAN
UNIVERSITY