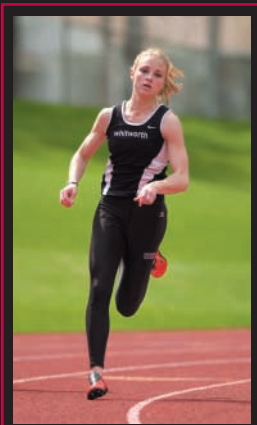




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- Kristen Shields, '04, was recently named the 2003-04 college division Academic All-American of the Year. She completed her degree in math and education with a perfect 4.0 grade point average and won the NCAA DIII national championship in the 100-meter dash. She is a math teacher and track coach at Liberty High School, outside Spokane.



- Caleb Hug, '04, received a research fellowship to study computer science at the Massachusetts Institute of Technology. Hug, who double-majored in physics and computer science, was awarded a 2003 Barry M. Goldwater Scholarship for outstanding undergraduate work in math, engineering and science.



- Jolene Piccolo, a student in the Master of International Management (MIM) Program, was one of only five graduate students in the U.S. selected for an internship in the 42nd Graduate Study Program at the United Nations, in Geneva, Switzerland.
- Mike Frederick, '04, was named the outstanding jazz guitarist at the 2004 Lionel Hampton Jazz Festival, where he helped Whitworth's Jazz Ensemble win first place in the college/university band division. Frederick was honored with the outstanding jazz guitarist award three times during his Whitworth career.



- Jena Lee, '04, is founding director of Blood:Water Mission, a ministry formed by the Grammy Award-winning band Jars of Clay to improve understanding of HIV transmission and to provide clean water in Africa.



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UNIVERSITY REPORT

By Ed Haag

A College With a Mission

In a national social climate that too often pits religious faith against intellectual curiosity, Spokane's Whitworth College offers an exception.

TUCKED away in a quiet North Spokane residential neighborhood, Whitworth College's 114-year-old campus appears deceptively removed from the challenges that confront 21st century civilization.

Yet if one looks beyond the tree-lined walkways and the classic turn-of-the-century brick buildings to the students, faculty and administration, a second view of the school soon emerges.

"It is our calling as a liberal arts school to stimulate an interest among our students in the issues that concern all of us," says Whitworth's long-time president, William Robinson. "We are looking at the integration of faith, intellectual curiosity and action."

As the head of the 2,000-student Presbyterian college, Robinson is careful to highlight his institution's commitment to religious principles. But, he notes, in a social climate that too often pits religious faith against intellectual curiosity, Whitworth College offers an exception. He maintains that faith and intellectual growth can not only coexist, but actually can nurture each other.

"We don't feel our convictions undermine our activity as scholars," he says. "What we are preparing our students to do is to see the complexities of the world and yet have confidence in their convictions."

Whitworth College students gather and talk on the Centennial Plaza Courtyard with the administration building in the background. The popular location was dedicated in 1990 and commemorates the college's centennial.

STRONG LEADERSHIP

If there is a single person who embodies Whitworth's commitment to providing the very best learning environment for its students, it is Robinson.

Since assuming his role as president nearly 12 years ago, he has presided over \$44 million in campus improvements,

boosted the freshman-sophomore retention rate to a record 87.3 percent in 2003, and increased the college's endowment to more than \$60 million.

"These are all exponents of the kind of leadership Bill Robinson has brought to Whitworth," says David Warren, president of the National Association of Independent Colleges and Universities. "In my view he has to be among a handful of the nation's most effective college presidents."

Robinson sees his school's mission as clear and straight forward.

"Above all, we are a student-oriented institution," he says. "We are committed to providing our students with the best education possible."

These high standards are reflected in the school's scholastic standing and the recognition it has received as both a nationally-rated liberal arts college and an exemplary Christian institution.

U.S. News and World Report ranked Whitworth

fifth in a field of 124 master's-level universities in the 15-state Western region. The periodical *Christianity Today* ranked Whitworth as the No.1 Best Christian workplace in the nation among colleges and seminaries with more than 300 employees.

The school's national standing is also evident in the graduate school placement of its seniors.

Harvard, Yale, University of Chicago, Stanford, Princeton Theological Seminary, Cambridge, Columbia, University of California - Berkeley, Cornell Law School, and the Massachusetts Institute of Technology are just some of the schools that have recently accepted Whitworth graduates.

LEARNING OF THE HIGHEST GRADE

Such honors do not happen by chance. Administration, faculty, curriculum, infrastructure and financial resources all play an important role in elevating a school to national stature.

But there is also the matter of tradition and calling—one that dates back to 1853, when George Whitworth, a minister and scholar from the Ohio Valley, joined a wagon train bound for the then-Northwest Territories with the express purpose



of establishing a college that offered what he referred to as learning of the “highest grade.”

For Whitworth, the trek was just one step in an intellectual and spiritual journey that carried him halfway around the globe. Born in England in 1816, he came to America and attended Hanover College in Ohio. After graduating in 1828 he taught school in Ohio and Indiana, where met and married Mary Elizabeth Thomson in 1838.

With a voracious appetite for knowledge, Whitworth’s early adult years were marked by an intellectual restlessness. Although he would return to education periodically throughout the rest of his life, Whitworth was soon studying law. Once he passed the bar, he went on to attend New Albany Theological Seminary, from which he graduated and was ordained a Presbyterian minister in 1847.

After arriving in the Northwest as a missionary for the Puget Sound region, Whitworth temporarily set aside his goal of establishing his own college and began organizing the Presbyterian churches throughout the region.

He is credited with establishing between 15 and 20 churches in Pacific Northwest. After that he returned to the field of education as the president of Washington University.

It wasn’t until 1883 that Whitworth’s dream of establishing his own faith-based college was realized when he

founded Sumner Academy in the Washington Territories. Its principles were outlined in its first catalogue and included “guarding well the moral and religious life of the students, ever directing them in the pursuit of that learning and culture of heart and mind that make the finished scholar.”

In 1899 the campus was moved to Tacoma. It relocated to its present location in Spokane in 1914 when a prominent city developer donated his 200-acre estate for that purpose.

Although his death preceded the college’s final move by seven years, the principles Whitworth had instilled in his original institution not only survived the impact of relocation but continued to inspire and guide the college to this day.

POWER OF RELATIONSHIPS

A longstanding tradition at Whitworth and one President Robinson says is a key factor in the school’s success is the fact that all students are given every opportunity to work and interact directly with the faculty and staff in both an in-class and out-of-class environment.

“Whitworth promotes a relation-based culture that encourages interaction between teacher and student,” Robinson explains. “We would like our students to take with them from our school an understanding of the power of relationships.”

Michael Le Roy knows that power first

hand. After graduating from high school on Bainbridge Island in 1985, he selected Whitworth over several larger universities.

“I was seeking a school that was smaller in size and had a strong emphasis on that student/faculty relationship,” recalls Le Roy. “I was also looking for role models in regards to faith — what it was like to be both an intellectual and Christian.”

Le Roy recalls his undergraduate years at Whitworth with fondness. “Very quickly, I made strong connections with a number of faculty who both encouraged and challenged me,” he says. “I know if I hadn’t had those close relationships I would have never chosen my career path.”

After graduating with a major in Political Science from Whitworth, Le Roy completed his Ph.D. at Vanderbilt University in Tennessee, received a Fulbright scholarship to Sweden and then went on to become a departmental chair at Wheaton College in Illinois.

Three years ago, when a position opened up at Whitworth, Le Roy returned to his alma mater.

“I really enjoyed the student/faculty connection as an undergraduate and I thought I’d like to try it as a faculty member,” he says, adding that another major drawing card was President Robinson. “Under his leadership, the relational approach to teaching at Whitworth has flowered,” Le Roy says.

UNIQUE STUDENT LEADERSHIP

As an institution devoted to the total education of its students, Whitworth is committed to nurturing the qualities of leadership in all of its undergraduates.

A key to achieving this goal is the required two-year commitment to dormitory residency.

“What we have done is create a host of leadership positions within the residence hall system that all play a part in building a community,” says Dick Mandeville, the school’s associate dean of students.

The positions range from the more conventional, such as “resident assistants,” to the more unique, such as “small group leaders” and “cultural diversity advocates.”

Some of these positions are administrative appointments, while others are elected. Often they are matched to a student’s interest or skill set. For example, the positions of “health coordinators” are



McMillan Hall is pictured here in 1918. The building housed Whitworth College when it first moved from Tacoma to its current Spokane location in 1914. Today, it serves as a men’s residence hall on campus.



The highly-acclaimed Whitworth Choir (above) tours throughout the year and has been recognized by the National Association of Music Educators. Associate Chaplain Andrea Sac-coccio (below) Serves communion to a group of students in Whitworth's Seeley G. Mudd Chapel.



often filled by those who are interested in pursuing careers in the health care field.

Students who assume leadership roles usually receive a stipend or a reduction in fees in exchange for services. They attend a class in leadership and, as they develop their leadership skills, they are promoted to positions with greater responsibilities.

In addition to nurturing leadership in its students, Whitworth's dormitory residency program also introduces freshmen to the democratic process and consensus-building.

"During the first couple of weeks of school in each residence hall, students attend a series of meetings where they decide what rules they are going to live by," says Mandeville, adding that the experience empowers students and gives them a greater sense of ownership.

FOSTERING THE TOTAL EXPERIENCE

In much the same way that Whitworth's Residence Life Program helps promote leadership, the school's core curriculum plays a similar role in developing a stu-

dent's critical thinking skills.

"Because everyone is required to take these three core classes, they form a common base of understanding and discourse," says Kathy Storm, dean of students and core program instructor.

The core offers a comprehensive overview of historic and contemporary Western thought and encompasses a wide range of disciplines from religion and philosophy to public policy.

"It serves as an intellectual cedar chest for all of us," she says. "It is the vessel for our rich intellectual heritage."

Storm is quick to point out that the whole program is designed to promote critical thinking in that it requires the student to step back from every segment of the course and reflect on what are that segment's most basic intellectual assumptions.

Whitworth's commitment to the total education of its students extends beyond its campus to helping address inequities present in nearby communities.

President Robinson explains that as a faith-based school, Whitworth must respond to the needs of others.

"The area we are focused on is the alleviation of local poverty," says Robinson, who has made his own commitment to the community. He was 2000-2001 board chair for the Spokane Regional Chamber of Commerce and co-chair of former Mayor John Power's One Spokane anti-poverty initiative.

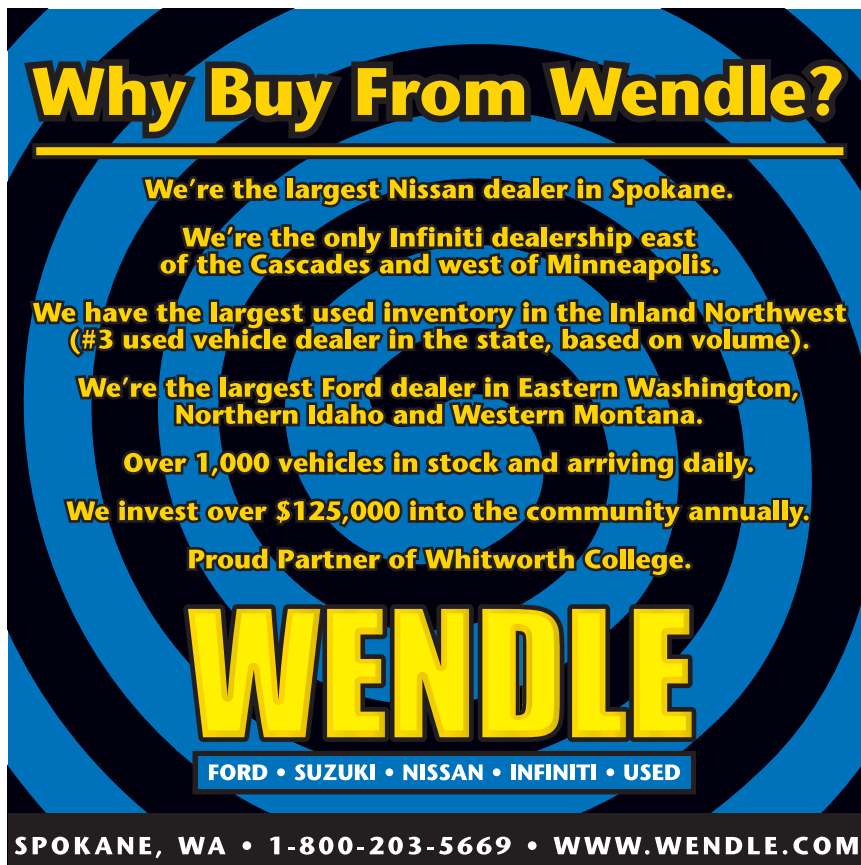
"As a school we have programs and grants targeted to make a difference in some of the poorest neighborhoods in Spokane," he explains.

LEARNING BEYOND CAMPUS

The school's Center for Service Learning functions as a clearinghouse for many of these on-going programs. It is charged with the responsibility of matching volunteer projects with service-learning courses.

For example, communications students might be matched to the task of writing press releases for a non-profit organization. Depending on the complexity of projects and the credits, the length of a student's commitment to a project can range from a few weeks to two years.

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learning experiences beyond Eastern Washington, Whitworth offers a variety of cross-cultural, service-based educational opportunities.

In the recent past, those opportunities have included assisting in orphanage schools in Romania, Korea and Brazil; working in public and private schools in several settings in Mexico; and interning in inner-city schools in San Francisco, Seattle, Los Angeles, New Orleans and Jamaica.

CONTROLLING DEMAND

Robinson admits that he is proud of his school's recent achievements and the high level of service that he and his team have been able to bring to Whitworth's students.

But he is also acutely aware of the risks associated with success. As Whitworth's stature within the academic community has grown, so has the demand for admission. Freshman applications have increased 77 percent during the last decade. There are now five applicants for every freshman opening.

The president of Whitworth notes that



Today, Whitworth enrolls about 1,800 fulltime undergraduate students, as well as several hundred adult undergraduate and graduate students. Administrators are seeing a major increase in the number of freshman applications. Currently there are five applicants for every freshman opening.

with so many top students wanting to attend his school, it is a temptation to increase the student body population. But with a larger student body comes the risk of diluting the very programs that have brought success. It is clear that Robinson and his team have resisted the

call of increased enrollment and have followed a more moderate path.

For Tom Johnson, vice president of business affairs, that has meant creating a college development plan that does not include the lucrative revenue stream



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generated by increased enrollment and an optimized return on existing infrastructure.

"Our strategy has been to take a very measured approach to enrollment growth," he says, adding that such a policy requires careful long-term planning and fiscally conservative borrowing practices.

As an example, he cites Whitworth's practice of securing all its funding for new buildings prior to breaking ground rather than borrowing the money, beginning construction and then appealing to supporters.



Political and International Studies Professor Michael Le Roy is a 1989 alum of Whitworth. He returned in 2002, where he found a unique relationship between the students and faculty.

"In the end, when you have the building up with no debt servicing on it, you have done all your future students a favor because there is no debt service to be covered in your annual offering," says Johnson.

Robinson believes that that is precisely what is needed to maintain the high academic standards that he and his team have achieved during his tenure as president.

"What we are trying to do is live well at this size and understand how to manage very small growth," he says.

"That is what is best for our students and that is what is best for us."

Ed Haag is Spokane bureau chief for Washington CEO.

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Leading by Example

Whitworth President William Robinson is known for his leadership qualities and ability to connect with students, faculty and the Spokane community.

IT is said that good leadership is getting others to do what you want, while great leadership is getting others to do what is right.

For some, the latter might present a challenge. But for William “Bill” Robinson, it is nothing more than the daily act of leading by example.

“Bill is setting the bar for us all,” says Kyle Usrey, dean of Whitworth College’s School of Global Commerce and Management. “He is totally engaged in his faith, his school and his community.”

Usrey’s views are shared by many, both on the Whitworth campus and in the community beyond. Since his appointment as president in 1993, Robinson has been at the center of an energetic transformation of his school. Words used to describe his approach include “open,” “collaborative” and “inclusive.”

ATTRACTING QUALITY

This environment has proved to be an academic magnet for attracting quality faculty from around the country.

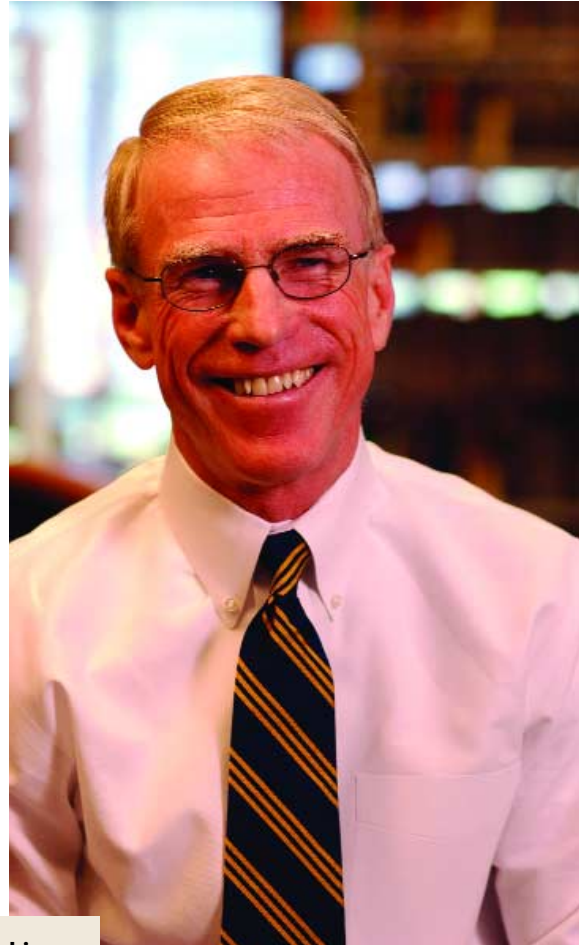
“There is a climate of trust between faculty, administrators and students that is often missing at other schools,” says Michael Le Roy, Professor of Politics and International Studies at Whitworth.

Le Roy, a 1989 graduate of Whitworth who gave up a chairmanship at Wheaton College to return to his alma mater, is clear about his reasons. “I saw an atmosphere that was conducive to building real relationships rather being forced into engaging in campus politics,” he says.

As noted by several faculty members, one can’t help but draw comparisons between Robinson and the school’s founder, George Whitworth. Although separated by over a century, both of their lives in early adulthood were marked by an intellectual restlessness and exploration followed by the emergence of a personal dedication to faith and education.

With Whitworth it was careers in teaching and the law prior to joining the ministry. With Robinson it involved youth ministry, college teaching, as well as corporate consulting.

Both men have also had the ability to seamlessly shift from a leadership role in a faith-based organization to a role in a secular one when the need presented itself. For Whitworth it meant transitioning from his role as a Presbyterian adminis-



Whitworth President William Robinson (at right) has helped build Whitworth into an academically-acclaimed college that is also involved in the community. Whitworth students help to refurbish a home (left) during the school’s annual Community Building Day, in which students take part in helping various Spokane charities and causes.



trator to one of president of Washington University. For Robinson, as a president of a faith-based college, it has meant extending his role in the community to becoming an active member of the Spokane Area Chamber of Commerce.

Guided by the principles of inclusiveness, respect and good

will, Robinson reached out to the Spokane business community as an educator, economic developer and a representative of the poor and disenfranchised of the city. In 1999 he was selected as chairman of the Spokane Chamber.

“Not only is Bill an outstanding college president, he is also a visionary who truly understands the connections between higher education and the economic viability of the community,” says Rich Hadley, president and CEO of the chamber.

UNIFYING FORCE

Hadley cites, as an example, Robinson’s role as the unifying force behind the creation of the chamber’s Higher Education Leadership Group (HELG), an organization that he co-founded with then

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Associate Dean of Students Richard Mandeville, talks with students during a training session for those who serve as leaders for Whitworth's nationally-recognized Residents Life Program.

Chamber Chairman David Broom. The group includes all of Spokane's five college presidents as well as 20 CEOs of business and industry.

"At a time when there was a vacuum in leadership in the higher education community . . . Bill stepped in and provided extraordinary leadership," says Hadley.

He adds that HELG has gone on to play a key role in Spokane's economic development.

Among its achievements, HELG has adopted a five-point plan to involve higher education institutions in regional economic development.

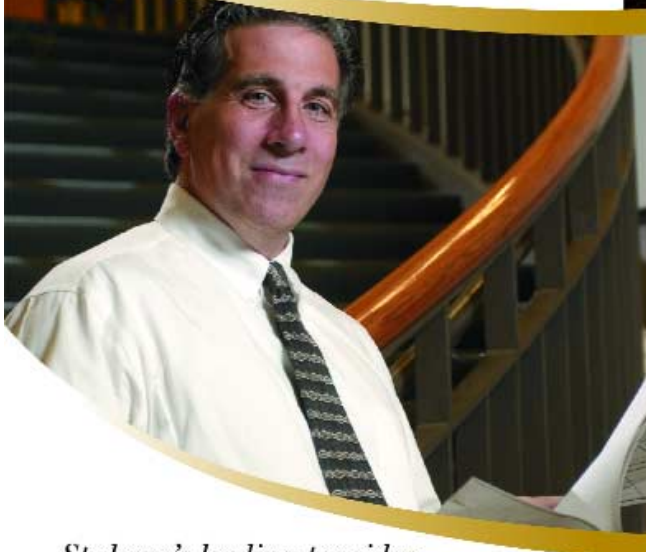
The plan calls for local college and university leaders to actively participate in business recruiting and retention efforts, market the region's higher education assets, and provide leadership in developing and promoting cultural diversity and training programs. It also calls on them to explore scientific and technological research activities in the region, and ensure comprehensive course offerings linked to the region's needs.

In 2001, in recognition of his leadership since assuming the post as Whitworth's president, area business leaders joined Whitworth trustees and administrators in raising \$1.3 million towards the Robinson Teaching Theatre located in its new Weyerhaeuser Hall.

"This is a real tribute to the overwhelming support for Bill Robinson and the contributions he has made to the community," says Hadley. "They went out to raise \$200,000 and they received over a \$1 million because everyone just loves the guy."

— Ed Haag

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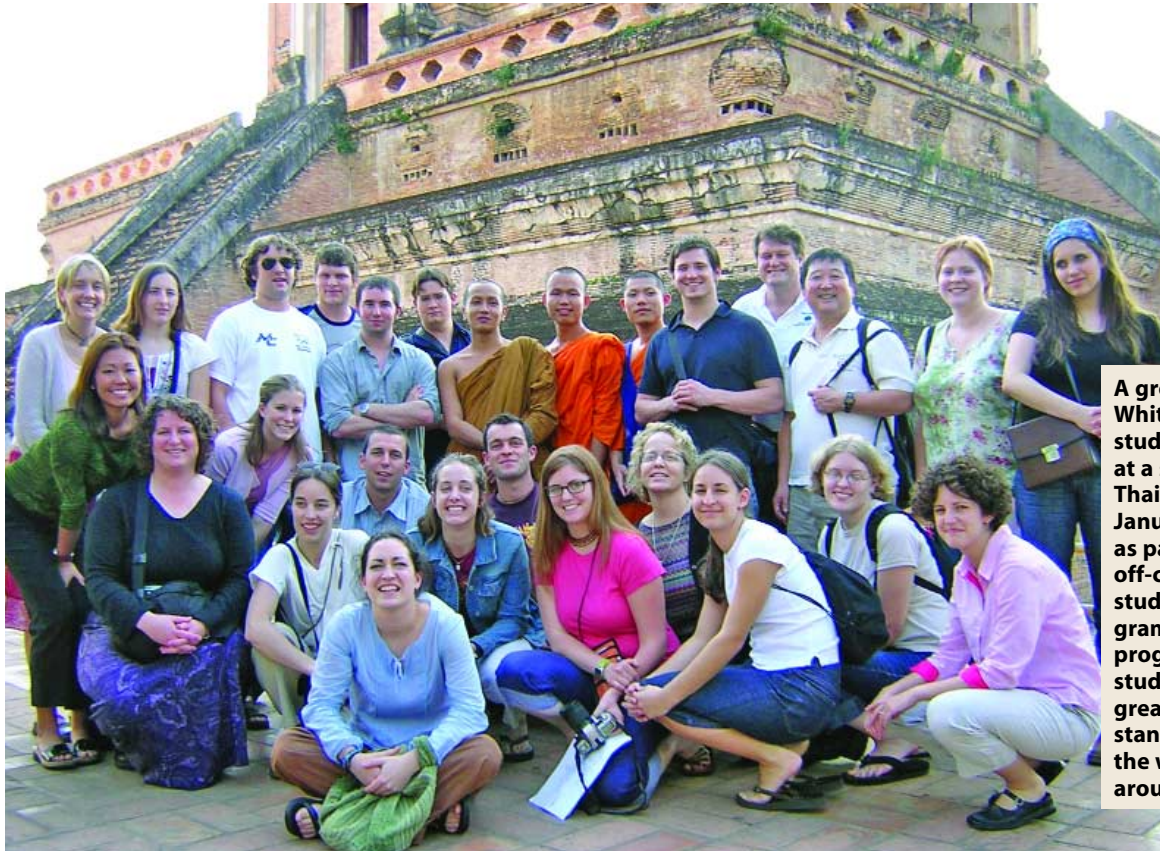
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A group of Whitworth students pose at a shrine in Thailand in January 2004, as part of an off-campus study program. Such programs help students gain greater understanding of the world around them.

Developing the Global Perspective

Whitworth College's Master of International Management program helps its students understand the business world.

STUDENTS who enroll in Whitworth's Master of International Management (MIM) program are in for a surprise if they think that their studies will be just about attending dry lectures and taking notes.

Although mastering a specific managerial skill set remains at its core, the program also allows students to address critical issues of communications and culture, both from a pragmatic and moral perspective.

"Our goal is to build bridges and enhance understanding between peoples," says Mary Alberts, director of the MIM program.

The MIM degree is aimed at preparing students to manage in corporate setting with global activities. It is designed for both recent graduates and professionals in the workforce who are seeking

advanced skills in global management and international service. The program is a unique hybrid, combining the training one would receive for a Master in Business Administration with a specialized cross-cultural, linguistic, legal and ethical training program to help graduates deal with progressive and globally-oriented organizations.

Alberts says earning a master's degree in International Management is about gaining a comprehensive understanding of what it means to conduct business abroad and how one can use his or her skills to benefit everyone involved.

"We feel that it is important to challenge our students to think creatively so that they are not only applying their business skills, but also applying their heart," she says. "It shouldn't just be about numbers."

This means allowing the students to use their critical thinking skills to openly address even the most emotionally charged issues. Alberts says the outsourcing of jobs is a good example because it is not a simple issue.

"Often what happens is that because of the emotional and political context that surrounds an issue, it is perceived as very black and white," Alberts says.

The role of the faculty is to help present the facts allowing the student to draw his or her conclusions, she explains. Once those conclusions are made then one can

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address the real human consequences of an action.

“For instance the facts might show that the impact of outsourcing in the big picture is statistically minimal but then the personal impact can be very significant,” Alberts says. “The objective is to have a deep enough understanding to develop a workable solution for all concerned.”

Kyle Usrey, dean of the School of Global Commerce and Management, says there is also a moral element to the curriculum and that, when discussing global business issues, the faculty has an obligation to explore moral issues with the students.

“Our commitment to our faith and the college requires us to address values. In particular, global values,” he says.

COORDINATION, NOT COMPETITION

Alberts notes that recent corporate scandals have added credence to the view that today’s business programs should come with a solid grounding in ethics and critical thinking.

“The bottom line is that we want to create a safe space for our students so that it is a collaborative environment where trust is built, and then apply the kind of ethics that then creates positive results for all stakeholders,” she says.

When Alberts speaks of a “safe space,” she is referring to one that encourages coordination rather than competition. She points out that team building and cooperation play a major role in today’s successful business environment.

That also applies to international business. But in an environment where parties are often separated by language and cultural practices, the process can be more complex.

To begin to deal with the verbal communications issues, students are required to take nine credits of another language. As for dealing with the cultural issues, Alberts stresses the program’s commitment to broadening the student’s cultural horizons.

“It is our job to help our students shed their ethnocentric views about cultures outside of their own,” she says. “In order to think globally, you cannot be stuck in that mode.”

Classes are structured in a way to give students ample opportunity to do so. The faculty’s goal is to always have at least 50 percent of the students in the program from countries other than the United States.

The idea being that if the students are

going to learn about international business and how to build international alliances, it is better to be sitting in classrooms with people from different parts of the world.

For Alberts, the interaction between U.S. students and international students is one of the most intellectually exciting parts of the program.

“When you start bringing together diverse cultures, ideas and approaches, that is when the synergy happens,” she says. “It can get messy but it is always productive.”

RECRUITING THE WORLD

Whitworth recruits its foreign student contingent through a variety of means – from advertising in publications both locally and abroad to networking with other colleges and educational institutions, both secular and religious.

“Because our U.S. students have access to a variety of loans, scholarships and grants, we like to focus our financial aid on our international students who don’t have those options,” says Alberts.

She adds that the program encourages participation by local business people as students and mentors, as well as an avenue for internship opportunities.

Classes are scheduled for nights and weekends and the curriculum is geared for individuals with daytime commitments.

“In order for our program to be really successful we need the local CEOs and business people in the classrooms with our students,” says Alberts. “That is how the learning takes place.”

Alberts cites, as an example, Whitworth’s growing relationship with Kim Hotstart Manufacturing Co., a local company that is an industry leader in designing, manufacturing and exporting electric heaters for engines and related applications, such as fuel tanks and hydraulic power units.

Having successfully placed one of the International Management Program’s Japanese-speaking students as an intern, Hotstart’s director of marketing is now considering expanding the company’s internships to students from other parts of the world.

“What he is saying to us is that if they don’t get people from other countries in their office working with them, they will miss the opportunities,” says Alberts, adding that in such relationships are born the win/win scenarios that Whitworth’s International Management Program has been seeking since its inception.

— Ed Haag

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A Catalyst for Learning

Whitworth's unique research programs are helping undergraduate students have real-world impact.

FOR millennia the master/apprentice working relationship has proved its worth as an educational tool.

Whitworth College is adding the latest wrinkle in this ages-old relationship by extending the program to undergraduate students in a number of the college's well-respected programs, such as computer science, mathematics, physics, chemistry, psychology and biology.

"The great thing about students being involved in research is the process," says Associate Professor Kent Jones of the Math/Computer Science Department. "It gets them excited about learning in a way that is not possible in a classroom."

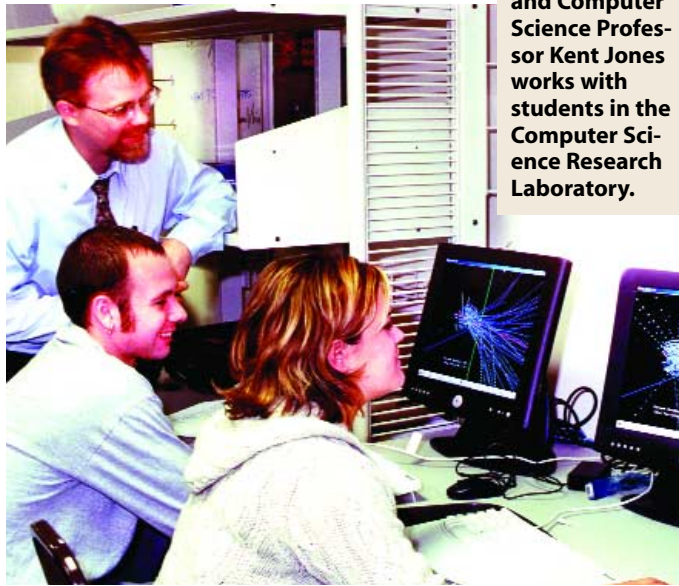
For Jones and many of his colleagues at Whitworth, involving undergraduate students in ongoing research projects offers the ideal platform for building a mentor-based relationship. He adds that these can often lead to establishing life-long peer relationships as students select careers in fields related to their research projects.

Jones admits that not all students are suited to or get involved in research projects. He finds that those who are bright, inquisitive and self-motivated make the best undergraduate researchers. Prior to being accepted for a project students are required to take a research methods class. "That gives them a feel for the process and gives us a feel for their level of motivation and interest in participating in a project," he says.

BROADER UNDERSTANDING

While these research projects might encompass a range of disciplines, they all have one aspect in common. Rather than following a prepackaged set of steps to a predetermined outcome, most of the undergraduate research is original and is designed to contribute to a broader understanding of a particular discipline.

"Students get a whole lot more excited about a project if they believe they are really contributing," says Jones.



Mathematics and Computer Science Professor Kent Jones works with students in the Computer Science Research Laboratory.

The math and computer science professor contends that such programs are possible because computers and the Internet empower students and allow them to conduct high-level research that previously would have been restricted to just a handful of well-funded research laboratories.

He cites as an example the research his mathematics and computer students are currently conducting that is helping to unlock some of the secrets of the human genome and adding to the database of knowledge about the building blocks of life.

"Specifically we are interested in how you use computers to help biologists learn how genetics works," says Jones. "Our goal is to take the genetic information and visualize it in a unique way, then use that different form of visualization to look for patterns and relationships in gene sequencing that others may have previously missed."

The raw data for the research is available on the Internet from the National Center for Biotechnology Information (NCBI) website.

"Although we know a great deal about genes, there are vast sequences of the genome that are not understood," he says. "That is what makes it particularly fun and exciting for our students knowing that their work is relevant."

Jones notes that a second goal is to better understand what elements in the design of the genes are consistent between closely related organisms. He believes that undergraduate stu-

dents can be particularly well suited to this sort of open-minded scientific inquiry.

"Because these students are usually learning something for the first time, their mind isn't made up on how something should function," says Jones. "So they may ask questions that a graduate student may not ask."

PRIVATE SECTOR APPLICATION

Susan Mabry, associate professor of math/computer science, is one of the founders and a strong advocate for Whitworth's undergraduate research program.

Prior to her arrival at Whitworth six years ago, she was a manager of a research division at Northrop Systems in Southern California.

"Besides being a Christian who felt the need to integrate my faith with my work, I liked the idea of working in a smaller college that allowed for a close interaction with students," Mabry says.

Mabry has also found that a significant amount of what she learned in her private-

sector job is now applicable to her work with the undergraduate research program.

She is using her skills in computerized medical diagnostics to develop original research projects that can be conducted at Whitworth. An example of this is one she and her students are currently conducting under a National Research Foundation grant.

"This is an advisory decision support system for emergency rooms," she says. "It involves artificial intelligence, distributed processing and decision support."

The long-term goal of the project is to develop a system that automatically monitors an emergency room patient's vital signs, crunches the numbers and then makes recommendations and sends out reminders to the attending physicians.

"A critical care environment can be overwhelming," says Mabry. "What is offered is an automated advisory system for health care practitioners when every second counts."

She notes that once implemented, the system will very definitely save lives. In addition it offers other benefits.

For undergraduate students in the program, it offers the opportunity to confront critical thinking challenges well beyond the scope of the conventional classroom and provides them with analytical skills well suited for today's world. For those wishing to pursue careers in related fields, it can offer inroads to graduate school or positions in a technology-based industry.


"When students join our research group, they become part of a team not unlike the teams I ran in the private sector," says Mabry. "They have deliverables, they have deadlines and they have milestones."

For those two to three students a year who wish to pursue a Ph.D., Mabry adds one more component to their studies. "I make sure that they do some work to contribute to a paper and I will take them to a conference where I am presenting so they will get a feel for that," she says. "By the time they are seniors, I make sure that they have been a primary author of a paper which they themselves present."

Mabry notes, with satisfaction, that among the Whitworth graduates who have gone through her program are several successful Ph.D. candidates enrolled at major universities who attribute their budding careers to their experiences with the college's undergraduate research programs.

— Ed Haag

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