



WHITWORTH UNIVERSITY **President's Report 2014-15**



MISSION

Whitworth University is a private, residential, liberal arts institution affiliated with the Presbyterian church. Whitworth's mission is to provide its diverse student body an education of mind and heart, equipping its graduates to honor God, follow Christ and serve humanity. This mission is carried out by a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.

PRESIDENT'S *Message*



As I begin my sixth year at Whitworth, I've never been more excited about our future. As we launch Whitworth's 126th academic year, the promises and opportunities that await this place overflow with potential. That confidence is, in part, based

on our rich history, a history we celebrated last year as a community during Whitworth's quasiquintennial year. Many of you joined me at celebratory events around the country that highlighted the amazing ways in which God has been faithful to George Whitworth's dream. Through eras marked by both prosperity and austerity, Whitworth's mission has endured. Today, as we celebrate Whitworth's relative prosperity, we give thanks to those who gave leadership to our beloved "campus in the pines." We stand on broad shoulders as we look to the horizon.

Last year saw many notable highlights and achievements. In conjunction with our anniversary celebrations, the university launched The Campaign for Whitworth, the single-largest fund-raising initiative in Whitworth's history. By raising more than \$100 million in support of student scholarships, academic programs, innovative

facilities and faculty support, the campaign will ensure Whitworth's positive trajectory as we keep our sights on reaching the goals we outlined in Whitworth 2021. I'm pleased to report that with two years remaining in the campaign, and through the incredible generosity of so many of you, we've raised or received pledges for nearly \$70 million. Included in that amount is nearly \$14 million raised to construct the new Cowles Music Center, a facility already under construction and scheduled to open for classes in 2016. Also included are funds to support the new Dornsife Center for Community Engagement, the new Whitworth Office of Church Engagement, and new endowed faculty positions including the Amy M. Ryan Professorship in the Liberal Arts, the Sue Chandler Professorship in Education, the Margo Long Chair in Gifted Education and the Hugh W. Johnston Professorship in Chemistry. Programmatic enhancements like the new H.H. "Larry" Larison Trading Room, in our School of Business, support for the Vocations for the Christian Professor Workshop, and global-ministry internships all enrich the academic and co-curricular experiences of our students. And generous scholarship support equips us to enroll the most socio-economically diverse student body in Whitworth's history.

This report details just a few of the objectives we're tracking to hold ourselves accountable as we reach for the goals identified in the Whitworth 2021 vision and strategic plan. Although the numbers point to important progress, what they can't convey are the transformed lives of students as they are equipped through a mind-

and-heart education to be Christ's hands and feet in a broken but redeemed world. As Whitworth's president, I'm privileged to have a front-row seat as I watch the Whitworth experience shape our students into smart, compassionate and resourceful leaders who are eager to tackle the world's biggest challenges. Our students are excellent stewards of the opportunities they receive.

During the 2015-16 academic year, the campus community and the board of trustees are taking a close look at our progress as we enter our fifth year of Whitworth 2021's implementation. The world and the landscape of higher education have changed dramatically since 2011, when we launched the plan. As we revisit many of the goals and objectives we have for Whitworth, we'll be asking hard questions about how the new opportunities and challenges that confront us will guide our paths into the final five years of the plan's timeline. Rest assured that those efforts will be singularly focused to ensure that our students are uniquely equipped to "honor God, follow Christ and serve humanity."

Thank you for the many and varied ways you support Whitworth. We couldn't do it without you.

Blessings,

A handwritten signature in black ink, appearing to read "Beck A. Taylor". The signature is fluid and cursive, with a long horizontal stroke at the end.

Beck A. Taylor, Ph.D.
President



WHITWORTH 2021 VISION

Whitworth University will deepen its commitments to academic excellence and the integration of Christian faith and learning, equipping graduates to respond to God's call on their lives with intellectual competence, moral courage and deep compassion. Expanded student opportunities for experiential learning, intercultural engagement and postgraduate preparation will elevate Whitworth's standing as one of the finest Christian liberal arts universities in the country.

STRATEGIC PLAN **Goals**

GOAL 1: Advance Whitworth’s distinctive approach to integrating Christian faith and learning.

The Whitworth community engages challenging contemporary issues with intellectual rigor through the lens of Christian faith. In a world fractured by sin and transformed by Christ’s grace and truth, Whitworth will equip and inspire students to cultivate character, seek justice and proclaim salvation. Students, faculty and staff will pursue opportunities to lead and participate in national and international initiatives that reflect Whitworth’s commitment to faith-learning integration by upholding open, intellectual inquiry and deep Christian conviction as complementary rather than competing values.

GOAL 2: Strengthen intellectual vitality across all contexts of teaching and learning.

Whitworth seeks to equip its students to be inquisitive, creative and discerning thinkers who address effectively the complex issues they face in the world. The university will cultivate an intellectually vital and inclusive campus culture in which faculty and students engage regularly in rigorous, open and civil discourse on challenging ideas.

GOAL 3: Prepare Whitworth students to be global citizens.

Our students live in an increasingly interdependent world. They must be able to cross international boundaries and navigate politics, cultures, economics, religions and languages with skill and understanding if they are to serve and lead in an ever-evolving global community. Whitworth will equip its students with the knowledge, skills and insight they need to thrive as global citizens.

GOAL 4: Demonstrate courageous leadership in an increasingly diverse world.

Whitworth values the role a welcoming and diverse community plays in fulfilling the university’s mission to “honor God, follow Christ and serve humanity.” Grounded in a biblical understanding of God’s character, the university will cultivate in students, faculty, staff and trustees the capacity to relate effectively across multiple dimensions of human diversity in learning, working and living environments. During the next decade, Whitworth will focus on issues of intercultural competency and equity related to gender, race and ethnicity.

GOAL 5: Elevate a liberal arts education as essential and relevant to all majors and careers.

Whitworth is committed to providing an education, grounded in the liberal arts, that empowers individuals for lifelong learning, professional development, and meaningful citizenship and service. Whitworth will deepen its connections to the liberal arts across the curriculum, equipping students to think critically, reason coherently, and communicate clearly.

GOAL 6: Enhance Whitworth’s strengths in graduate and continuing studies.

Whitworth aspires to be the university of choice in the Inland Northwest for adults pursuing selected graduate or nontraditional undergraduate degrees. Whitworth will build on its strong reputation for student-centered faculty, small class sizes, and innovative delivery models to offer education programs that advance its graduates’ careers and extend the university’s mission and influence in the market.

GOAL 7: Invest in Whitworth’s employees and support a culture of continuous improvement.

Whitworth is a learning organization that values its employees and strives to equip them to advance the university’s distinctive mission. Whitworth will recruit and retain highly qualified and diverse Christian staff and faculty members and will offer competitive compensation and professional development that help employees pursue excellence in their vocations.

GOAL 8: Exercise diligent stewardship in growing Whitworth’s financial and capital resources.

Whitworth aspires to expand its constituent and resource bases to advance the university’s mission with comprehensive and sustainable excellence. Significantly increased giving and sound stewardship of all university resources will enable Whitworth to invest in strategic initiatives and make improvements to the quality of the student experience.

1 ADVANCE WHITWORTH'S DISTINCTIVE APPROACH TO integrating Christian faith and learning

OBJECTIVE

Position Whitworth as a valued resource to the church and society, contributing to regional, national and international discussions of Christian intellectuals engaging in important contemporary issues.

KPI 1.1.1 Increase to 10 per year the number of Whitworth faculty publications in leading Christian scholarly journals.

Each summer in early June, Whitworth faculty members gather for four days at Camp Spalding, 45 minutes north of Whitworth, to dedicate time and attention to their writing projects. This year, nine faculty members representing eight academic departments participated in the annual Reid Writing Retreat, led by Provost & Executive Vice President Carol Simon.

“The retreat provides concentrated time in a beautiful setting for faculty members to make progress on writing projects for eventual publication,” Simon says. “The retreat also helps faculty members build momentum for continuing their work throughout the summer and reminds them why their scholarship matters.”

At this year's retreat, participants gathered for a morning devotional and then spent each day working individually on their writing projects. During the evening they regrouped to discuss their work. These debriefing sessions provided faculty members with the opportunity to engage in an interdisciplinary exchange of ideas, to celebrate successes, and to discuss strategies for meeting challenges in their writing.

During the retreat, Richard Strauch (Music) made significant progress toward revising an article on Kunstreligion (art-as-religion) for publication in *Nineteenth-Century Music Review* (Cambridge University Press), and Cynthia Wright (Health Science/Athletic Training) wrote two manuscripts on ankle rehabilitation to submit to peer-reviewed journals.





KPI 1.1.3 Host a conference at least once every three years that engages church and lay leaders in addressing important contemporary issues through the lens of Christian faith.

Whitworth’s connection to Princeton and Fuller theological seminaries deepened at its 39th Whitworth Institute of Ministry (WIM) in July 2014, when the event featured the seminaries’ presidents, Craig Barnes and Mark Labberton, respectively, as well as Marianne Meye Thompson, the George Eldon Ladd Professor of New Testament at Fuller, as its key speakers. The event drew a larger-than-usual group of 235 attendees, including children, to the weeklong retreat that offers workshops, prayer, worship and discussions, and, for this occasion, a special reunion for Princeton and Fuller alumni on the Whitworth campus.

Since its inception, in 1976, WIM has paid particular focus to enriching and renewing the lives of pastors and lay leaders and their families. “For decades, attendees have said that coming to WIM is like drinking from a deep well in the midst of a desert,” says Terry McGonigal, director of WIM and of Whitworth’s office of church engagement. “They come weary and leave refreshed, ready once again to enter into the life of the church with renewed energy and vision.”

OBJECTIVE

Deepen the capacity of students and faculty to integrate faith and learning and ensure that 100 percent of Whitworth’s academic departments assess student-learning outcomes in faith-learning integration.

KPI 1.2.2 Increase the endowment supporting faculty and staff development related to faith-learning integration and vocation from \$250,000 to \$3 million.

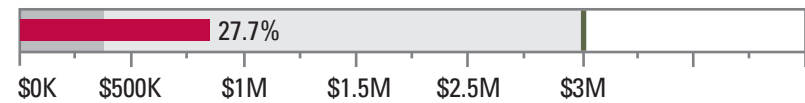
\$832K

Increase endowment – faculty/staff development

Goal: **\$3,000,000**

Baseline: **\$250,000**

Current Performance & Goal (as of FY2015)



Past Performance

	2012	2013	2014	2015
	◀ \$250K	▲ \$675K	◀ \$675K	▲ \$832K

What does it mean to be a Christian in theatre? How can a math professor use probability to examine issues around our understanding of miracles? How does faith inform our education students’ views of teaching? Faculty explore these kinds of questions in an annual summer workshop series, Vocations of the Christian Professor, that seeks to provide a framework for professors – particularly new faculty members – to integrate faith and learning in the classroom. The endowment supporting faith-learning integration had grown to \$832,000 as of June 2015, thanks to recent gifts from donor bequests. As the endowment grows, and as more faculty participate in these workshops, opportunities to delve deeper into the faith-and-learning nexus through advanced training and funded research via the Weyerhaeuser Center are equipping Whitworth faculty to lead this process on a national level.

2 STRENGTHEN *intellectual vitality* ACROSS ALL CONTEXTS OF TEACHING AND LEARNING

OBJECTIVE

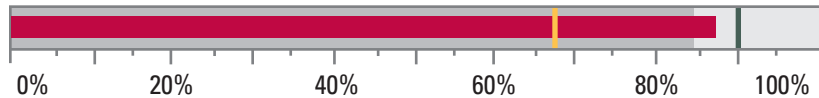
Promote compelling opportunities for advanced collaborative learning, creative expression, in-depth research, cross-cultural engagement, leadership development, and other enriching learning activities to attract and retain high-achieving students.

KPI 2.3.3a Increase to 90 percent the number of first-year students reporting participation in one or more high-impact practices on the National Survey of Student Engagement (NSSE).

87%

NSSE High-Impact Practices – First Year

Goal: **90%**
Peer institutions currently at: **64%**
Current Performance & Goal (NSSE 2015)



Past Performance

2013		2015	
◀	84%	▲	87%

KPI 2.3.3b Increase to 95 percent the number of senior students reporting participation in two or more high-impact practices on the National Survey of Student Engagement (NSSE).

91%

NSSE High-Impact Practices – Senior Year

Goal: **95%**
Peer institutions currently at: **84%**
Current Performance & Goal (NSSE 2015)



Past Performance

2013		2015	
◀	94%	▼	91%

“Whitworth is committed to creating pedagogical opportunities and experiences for its students that will have a lasting positive impact on their learning and their engagement with the world,” says Associate Provost Randy Michaelis. NSSE high-impact practices include such curricular elements as cohort-based programs, service-learning courses, working with faculty members on research projects, internships, study abroad and senior capstone courses. Whitworth’s efforts in these areas have led to first-year students experiencing at least one of these practices at a higher rate than our peer comparison groups; our seniors experience two or more of these practices at a rate higher than our peers.

“While both of these measures are impressive,” Michaelis says, “we believe that we can do better. Our continued efforts to connect students with the world have led to growth in our internship placements and study-abroad programs, and to an uptick in student participation at regional and national research conferences.”

OBJECTIVE

Expand support for faculty scholarship to enrich teaching, to model intellectual engagement for students, and to elevate further Whitworth's academic profile.

KPI 2.4.2 Establish a \$1 million endowment to fund faculty research/teaching fellowships.

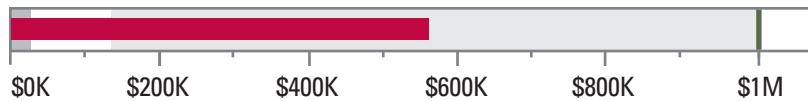
\$559K

Establish endowment to fund faculty research fellowships.

Goal: **\$1,000,000**

Baseline: **\$41,620**

Current Performance & Goal (as of FY2015)



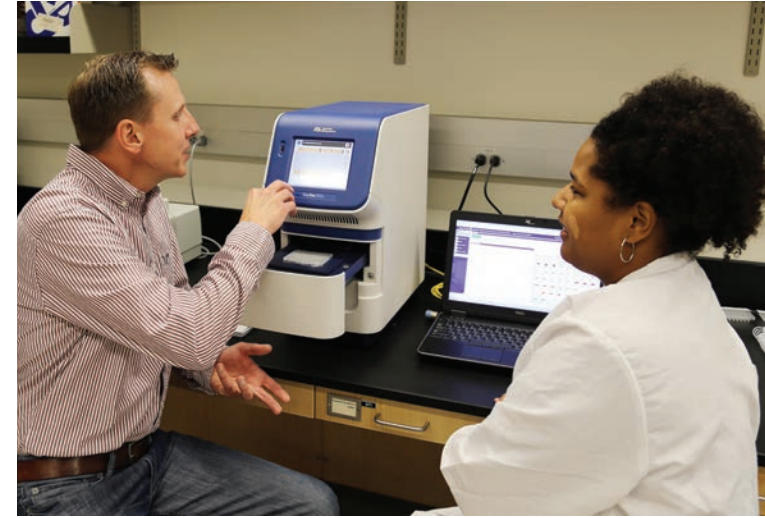
Past Performance (annual contributions)

2011	2012	2013	2014	2015
◀ \$43K	▲ \$46K	▲ \$217K	▼ \$119K	▲ \$133K

Past Performance (running total)

2011	2012	2013	2014	2015
▲ \$43K	▲ \$89K	▲ \$307K	▲ \$426K	▲ \$559K

The recent acquisition of a qPCR instrument, purchased with endowment funds, is critical to furthering research and enhancing education in the Whitworth Biology Department. The qPCR is currently being used in two faculty-student research projects led by professors Frank Caccavo and Aaron Putzke; six to eight undergraduate students will work on these two projects annually over the next four to five years, and the instrument will also be incorporated into at least three biology courses.



Putzke and his students are using the qPCR to study zebrafish and a species of roundworm, and they are discovering important implications of cell development in serious human health problems.

“Many cellular pathways that lead to tumor formation when they go wrong are the same pathways used during normal development,” Putzke says. “We can learn a lot about human diseases, such as cancer, from studying development in animals.”

Putzke points to the greater Whitworth community as being key to advancing faculty-student research.

“The Whitworth community is so supportive of undergraduate research and continues to show a great desire to grow programs that enrich the excellent learning environment on campus,” he says. “Our board of trustees and donors provide critical resources for what we do in the laboratory. Without their support, we would not have sufficient research equipment, space or stipends for students to work full time during the summer.”

KPI 2.4.3 Increase from two to 10 the number of endowed chairs or professorships at the university.

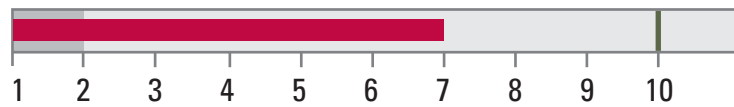
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Increase the number of endowed chairs or professorships at the university.

Goal: **10**

Baseline: **2**

Current Performance & Goal (as of fall 2015)



“Endowed chairs and professorships allow Whitworth to honor the accomplishments of faculty members and to provide resources toward their scholarship and intellectual growth,” says Provost & Executive Vice President Carol Simon. “The holder of an endowed position is reminded continually of the generosity of those who have partnered in her or his work as a scholar and teacher.”



Inaugural Sue Chandler Professor in Education
Lisa Laurier, Ed.D.

Since 2010, Whitworth has increased its endowed scholarships from two to seven. In 2013, the Sue Chandler Professorship in Education was established by Scott C. Chandler, '85, a member of Whitworth's board of trustees, to honor his wife, Sue, '85, a champion for education. The professorship aims to equip future teachers in the development of cultural competency to meet the needs of diverse students. The inaugural Sue Chandler Professor in Education is Lisa Laurier, Ed.D., who joined the Whitworth faculty in 2003. Her areas of specialization include curriculum development, counseling and reading. The professorship will contribute to her work with K-12 schools in the Spokane area that serve diverse populations.

OBJECTIVE

Enhance the competitiveness, profile and quality of selected academic programs by achieving specialized accreditation.

KPI 2.6.1 Achieve Association to Advance Collegiate Schools of Business (AACSB) accreditation for the School of Business, and Accrediting Board for Engineering & Technology (ABET) accreditation in physics/physics engineering.

The Whitworth School of Business took a major step forward during the 2014-15 academic year, preparing an application for acceptance into the AACSB accreditation process. The association accepted the application in the spring, marking a key milestone in what often constitutes a five- to 10-year accreditation



process. Preparing the application was a significant undertaking to prove that the school was in a position to be considered for this comprehensive and complex evaluation, which reviews the quality of faculty, curriculum and learning structures for all of its day, graduate and continuing studies programs. With its application accepted, the School of Business was assigned a mentor, who will visit in fall 2015 and provide review points for a self-evaluation process. This process will take two to three years to complete, and will likely require some adjustments to increase the number of faculty and course offerings. Once all of the pieces are in place, the WSB will undergo a final visit by the AACSB board for an audit and review. AACSB accreditation, which represents high standards of achievement for business schools worldwide, will significantly raise the profile and reputation of the Whitworth School of Business.

OBJECTIVE

Sustain and enhance intercollegiate athletics as a nationally recognized NCAA Division III program committed to academic and competitive excellence.



KPI 2.7.1 Achieve Whitworth representation on at least eight of the 12 COSIDA (College Sports Information Directors of America) academic all-district teams every year.

KPI 2.7.2 Annually win the McIlroy-Lewis All-Sports Trophy for the best overall athletics program in the Northwest Conference.

KPI 2.7.3 Finish consistently in the top 10 percent of all NCAA Division III schools in the National Association of Collegiate Directors of Athletics Directors' Cup standings measuring success in national post-season competition across all sports.

Whitworth continues to shine in the Northwest Conference and in Division III of the NCAA. In addition to winning its eighth consecutive McIlroy-Lewis All-Sports Trophy, Whitworth was represented on 10 of the 12 COSIDA academic all-district teams in 2014-15, and Pirate Athletics scored yet again for overall performance at the national level, finishing 37th in a field of 450 NCAA Div. III schools. How do they do it? Head Track & Field and Cross Country Coach (and oft-awarded NWC Coach of the Year in men's and women's track & field) Toby Schwarz has an answer: "Our goal is to help each athlete reach his or her potential in four distinct areas: athletics, academics, social life and spiritual life," he says. "We teach our student-athletes to overcome challenges, to take risks, to make sacrifices and to persevere. And they have to give their all to reach their potential. When they do that, conference championships and all-sports trophies are just a couple of the many favorable results." Schwarz adds, "Matthew 5:48 says, 'Be perfect, therefore, as your heavenly Father is perfect.' But most people see perfection as flawlessness. God knows we can't be flawless: He sees perfection as the process of becoming complete and mature."

3 PREPARE WHITWORTH STUDENTS TO BE **global citizens**

OBJECTIVE

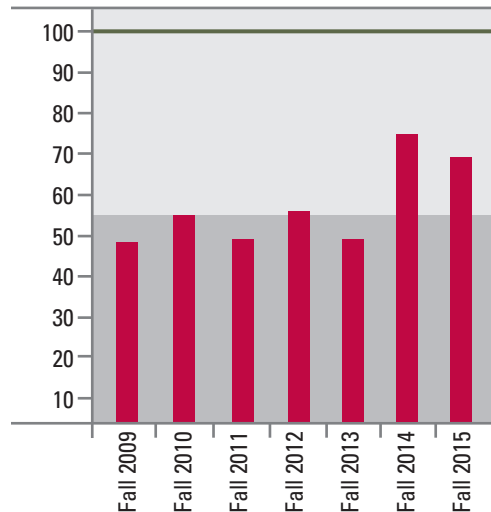
Increase opportunities on the Whitworth campus for students, faculty and staff to gain international perspectives by interacting with and learning from people from all corners of the world.

KPI 3.2.2a-b Enhance recruitment and retention of international students with a goal of increasing enrollment from 56 students in 2010 to at least 100 students from among 30 or more countries in 2021.

69

Increase the number of international students enrolled.

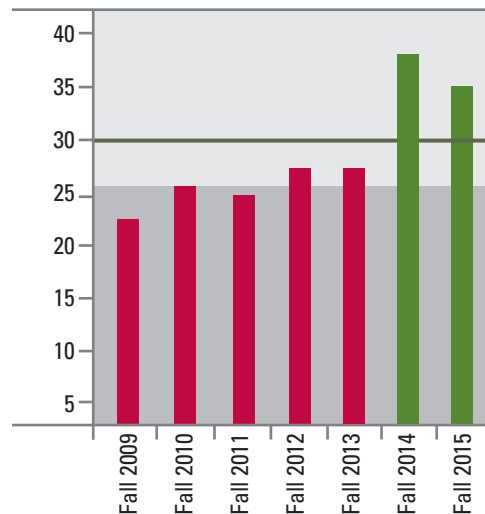
Goal: **100**
Baseline: **56** (fall 2010)
Current/Past Performance & Goal *(as of fall 2015)*



35

Increase the number of countries represented by international students.

Goal: **30**
Baseline: **26** (fall 2010)
Current/Past Performance & Goal *(as of fall 2015)*



The 2015-16 academic year saw an enrollment of international students from 38 countries, well exceeding the strategic plan's goal of 30 countries by 2021. One of those countries is war-torn Palestine. Catherine Rishmawi, '18, a psychology major from Bethlehem, plans to use her degree to help heal hearts at home as a Christian counselor.

"I live in a country where war is a constant situation and everybody is traumatized by what they've experienced in life," Rishmawi says. "After going back, I will work with families from my church and community to combat some of that trauma."

Earning a B.A. from Whitworth will make Rishmawi the first resident of Bethlehem with a degree from a Christian university. "Whitworth's model of an education of mind and heart shows me I chose the right place," she says.

Rishmawi credits Whitworth's supportive community and academic resources for equipping her to accomplish her goals.

"Living in Palestine, everything was so limited, and the books I wanted to read were always out of reach," she says. "Whitworth has fulfilled my thirst for knowledge, and I am so thankful for that."



4

DEMONSTRATE COURAGEOUS LEADERSHIP IN AN INCREASINGLY diverse world

OBJECTIVE

Equip the Whitworth community to live, work and learn in relationships that reflect the call to love God and to love one's neighbor, through curricular and co-curricular programs, professional development, and training opportunities.

KPI 4.3.2 Equip all student leaders with conflict-transformation skills in order to promote effective relationships across cultural, religious and personal differences.

Assistant Dean of Students Dayna Coleman-Jones, '88 (M.Ed.), speaks intensely about student-leaders' efforts to address conflict. "I don't know if it's possible to do too much training," she says. "People will likely never see eye-to-eye about some things, so learning the skills that enable us to try to understand each other's perspective will serve us well. We'll always be in relationships with people who are different than we are. We need to connect with and understand each other.

"Currently, all student leaders are getting training on conflict resolution through pre-class training in the fall and through GE 330 over the course of the year," Coleman-Jones says. "In addition, we're introducing student leaders to Intergroup Conflict Training, a program instituted at Hope College for which we received training last summer."

Students' dedication to solving conflict seems to be yielding excellent results. "Last year Jade Faletoi, '15, did a great job with conflict in leading a discussion that flowed out of Michael Brown's death, in Ferguson, Mo.," Coleman-Jones says. "And the three ASWU executive officers (President Ian Robins, Executive V.P. Eli Casteel, and Financial V.P. Kevin Gleim, all '15) had to manage significant conflict in discussions regarding the ASWU's LGBT resolution with a faculty panel, a student town hall, at Prime Times in each residence hall, and at the first-ever student presentation on this topic to the entire Whitworth Board of Trustees."

OBJECTIVE

Strengthen recruitment and retention of faculty and staff to reflect the diversity of the U.S. population, while also expanding leadership opportunities at Whitworth for women and for individuals from underrepresented racial and ethnic populations.

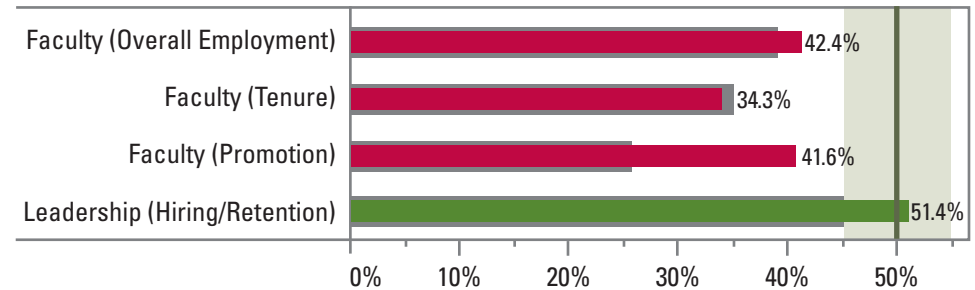
KPI 4.4.2 Achieve and sustain gender parity (+/- 5 percent) in hiring, tenure and promotion to full professor of faculty and in hiring and retention for academic and administrative leadership positions.

Gender parity in hiring and promotion of faculty and leadership

Goal: **Gender parity (+/-5%)**

Baseline: **Individual baselines denoted by gray bars**

Current Performance & Goal (as of FY2015)



OBJECTIVE

Support Whitworth's commitment to intercultural competency, inclusiveness and diversity by recruiting and retaining a diverse student body.

KPI 4.5.2 Increase enrollment of traditional undergraduate students from under-represented domestic racial and ethnic populations by at least 15 students per year, with a goal of reflecting the diversity of the U.S. population overall.

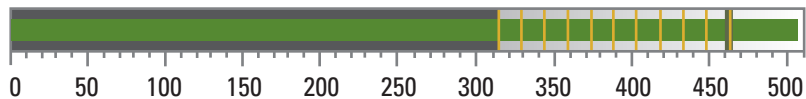
507

Increase enrollment of full-time traditional undergraduate students from underrepresented domestic racial and ethnic populations.

Goal: **15/year to 462 by 2021** (milestones in gold)

Baseline: **312**

Current Performance & Goal *(as of fall 2015)*



The number of traditional undergraduate students from under-represented domestic racial and ethnic populations (UREPs) has risen from 312 in 2010 (the baseline established in the strategic plan) to 507 in 2015. That's an increase of 195 students, and is 45 students beyond the plan's target of 150 students (15 per year across 10 years). Students from UREPs now comprise 21.9 percent of Whitworth's full-time matriculated day students.

"We don't intend to stop where we are," says Vice President for Admissions & Financial Aid Greg Orwig, '91, "but we're very excited about the excellent outcomes of our recruitment efforts so far in this area."

In fall 2015, Whitworth enrolled the most diverse freshman class in school history, with 155 students from UREPs; this represents 26.5 percent of the freshman class, compared with 24.7 percent of the 2014 class coming from under-represented racial/ethnic populations. Whitworth also enrolled 17 new freshman and transfer international students, the second highest number in a decade after last year's record 25 new international students.

"Recruiting a more diverse student body is one necessary step in equipping all of our students, faculty and staff to be interculturally competent global citizens, so we're encouraged by our success to date," Orwig says, "but our work is far from done. Whitworth is also taking other steps that include further diversifying our faculty and staff, and ensuring that our campus is welcoming and supportive to all members of our community."

5 ELEVATE A liberal arts education AS ESSENTIAL AND RELEVANT TO ALL MAJORS AND CAREERS

OBJECTIVE

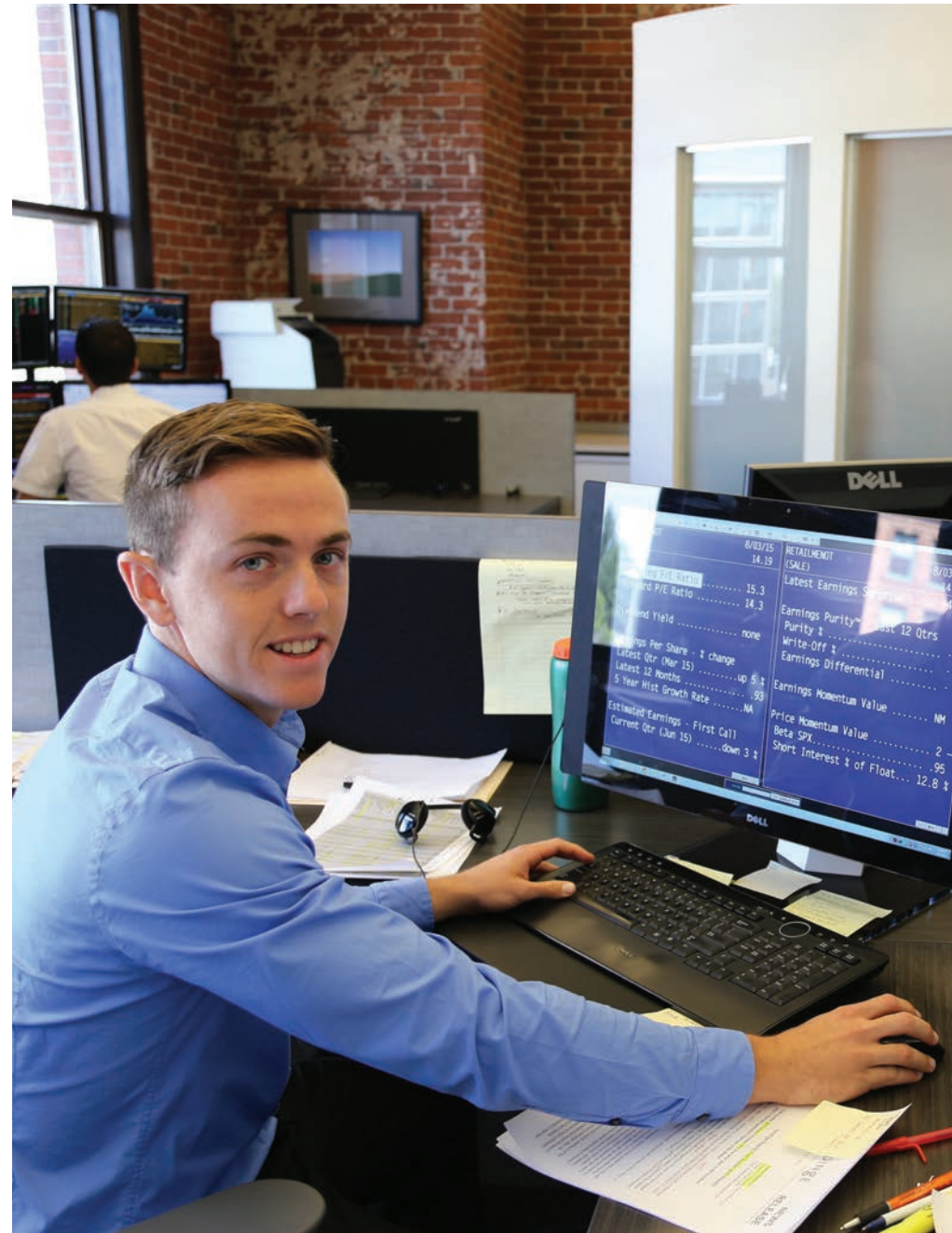
Expand experiential-learning opportunities for students to serve the community, participate in off-campus initiatives, and apply their educational skills in workplace settings.

KPI 5.2.1 Increase to 75 percent the number of traditional undergraduates who complete an internship, practicum experience or research project before graduating.

Each year the Whitworth Career Services Office connects students with internship opportunities locally, regionally, nationally and internationally. Internships are critical for career success because they allow students to apply their classroom learning to on-the-job professional experiences, they clarify students' career goals, and they help prepare students for today's job market.

In 2014-15, the career services office matched 350 Whitworth undergraduate students with internships in a broad spectrum of fields. Sena Hughes, '15 (Communication and Theology), wrote promotional content for Spokane's Hoopfest, the world's largest 3-on-3 basketball tournament. Alec Moore, '16 (Computer Science), worked alongside industry professionals to build software for Sixth Ave Studios. Kristen Schoenike, '16 (Biology), provided medical care to people in Guatemala through La Mision Foundation. "The experience was the most fulfilling work I have ever done," she says. "I quite literally saw lives change before my eyes."

Last summer Samuel Jarrett, '16 (Economics), interned as a credit analyst with Northwest Business Development Association and as an equity analyst with Signia Capital. "Being able to apply the knowledge and skills I've learned in the classroom to real-world scenarios has been an invaluable experience and has helped me develop a much broader skill set," says Jarrett, who plans to pursue a career as an equity analyst with an investment management/consulting firm and to become credentialed as a Chartered Financial Analyst.



KPI 5.2.2 Increase to 100 percent the number of traditional undergraduates who complete a service-learning course before graduating.

Service-learning courses continue to equip Whitworth students with many applicable skills and meaningful experiences that help lead them toward discovering their vocation and landing them their first jobs after college. A few highlights from this past year:

In Making Change, a class taught by Assistant Professor of Sociology Jason Wollschleger,



students completed research for the community agency Rebuilding Spokane Together to identify low-income homeowners who would qualify for services to restore or renovate their homes. After conducting door-to-door surveys in these neighborhoods, they produced a publication on homeownership trends in Spokane to help guide the agency for outreach.

Students in Professor of Math & Computer Science Pete Tucker's Community Computer Outreach class partnered with Spokane District 81 to support middle-school and high-school teachers who explore rapidly changing technology with their students and seek to bridge the technology gap in the classroom, showing the need for a workforce that is skilled in programming.

Assistant Professor of Communication Studies Erica Salkin developed a student practicum in public relations that functions as a mini-agency to serve nonprofit agencies. Students gain valuable professional experience and provide needed support in social media, marketing and communications strategy.

OBJECTIVE

Establish a comprehensive program to assist students with career planning and preparation, graduate-school and career placement, and ongoing professional development.

KPI 5.4.1 Equip all traditional undergraduate students to create a job-search and employment portfolio that is appropriate for their field and that reflects a clear understanding of the relevance and long-term value of a liberal-arts education.

Whitworth University provides all students with multiple opportunities to craft industry-appropriate job-search and employment portfolios. A sample of the vocational resources provided during the 2014-15 academic year includes...



- 60 career and vocation classroom presentations;
- 420 individual career-advising and portfolio-design appointments;
- 110 online/Skype portfolio reviews;
- academic-discipline-focused career-planning/networking events for the School of Education, the School of Business, and the College of Arts & Sciences (psychology, political science, English, history, computer science, communication);
- the WhitJobs career database, utilized by 1,774 students and alumni;
- four campus career and job fairs, including the Education Career Fair and the Whitworth School of Business accounting-recruitment event (with an average attendance of 200 students per fair);
- the 2015 Partnership in Employment Career Fair, which offered Whitworth students access to 116 employer partners;
- placements for the 2015 graduating class, including Nike, Microsoft, the Peace Corps, Teach For America, Southwest Airlines, Boeing and Harvard Law.

6

ENHANCE WHITWORTH'S STRENGTHS IN graduate and continuing studies

OBJECTIVE

Establish ongoing assessment of graduate and continuing studies programs based on mission fit, academic quality and market sustainability.

KPI 6.1.1 Complete an initial assessment of the academic, financial and market strength of current graduate and continuing studies programs by January 2012.

Task	Status	Due Date
Assessment	Complete	1/31/2012



The Whitworth School of Continuing Studies began offering a bachelor of liberal studies degree in public service administration in fall 2014. This degree equips graduates for leadership roles in the public-service and nonprofit arenas. Jennifer Wickerling was one of the first students to enroll in the evening degree program, which offers classes at Whitworth's U-District location near downtown Spokane.

Wickerling, currently a legal assistant in a local law office, enjoys an easy commute from her job to her classes. But she especially appreciates the ways in which Whitworth is preparing her for her next step:

After graduating in fall 2016, she plans to earn a degree in immigration law.

"Whitworth has given me the opportunity to take classes, such as Management & Economics and Conflict Management, that will allow me to succeed in my future," she says. "The university offers many classes that I will actually use as I continue in my career."

As a volunteer with World Relief Spokane, which provides basic services and support for refugees, Wickerling became inspired to earn her undergraduate degree at Whitworth so that she can help others achieve better lives for themselves. "I learned how fortunate I am to have the opportunity to go to school," she says, "and how many people in the United States take that for granted."

OBJECTIVE

Implement a strategic enrollment and integrated marketing plan that results in sustained growth in graduate and continuing studies programs.

KPI 6.2.2 Increase enrollment in continuing studies programs by an average of 5 percent or more per year.

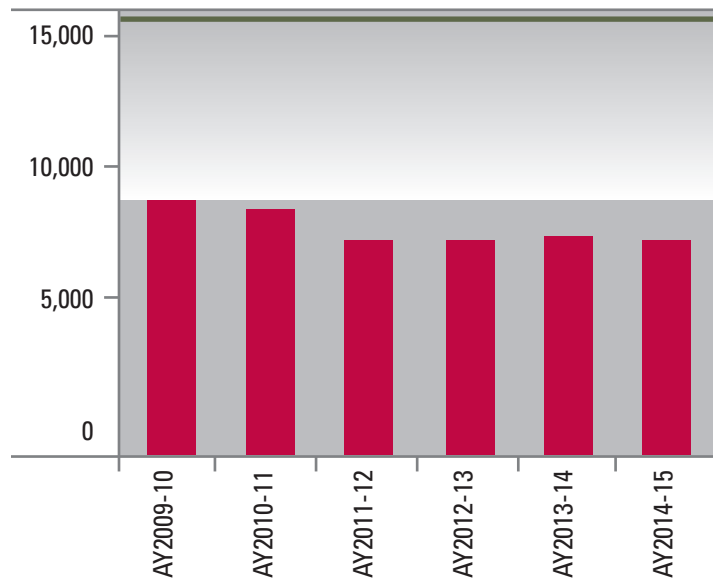
7,320

Increase enrollment in continuing studies programs.

Goal: **SCH of 15,861** (increase of 5%/year from 2010 baseline)

Baseline: **SCH of 8,832** (academic year enrollment)

Current/Past Performance & Goal (as of AY2014-15)



As president, principal and senior digital forensics analyst for Global CompuSearch, Josiah Roloff travels nationally and internationally and works out of two of the company's four offices. His significant job requirements explain why it's taken Roloff eight years to earn his bachelor of liberal studies in program management through

Whitworth's School of Continuing Studies; he finished his last class in October 2015.

"My completion of this degree was made possible by the encouraging staff at Whitworth," Roloff says. "They were always willing to work with me to find solutions to my constantly changing and complex schedule."

Global CompuSearch is a consulting firm that provides assistance in digital forensics, e-discovery and high-technology issues. Roloff conducts examinations of digital evidence for clients including branches of the United States military, federal and state public defender offices throughout the U.S., and school districts in the Pacific Northwest.

"Through my education at Whitworth I have gained insight into diverse business practices and aptitudes to include legal and technical aspects of human resources, lean management, and a plethora of other business management topics," Roloff says. "As a partner of a high-technology company, I've been able to apply many areas of what I have learned. The impact of these changes has been inspiring, and it drives me to keep education at the forefront, not only for myself, but also for those who work with me."



7

Invest in Whitworth's employees

AND SUPPORT A CULTURE OF CONTINUOUS IMPROVEMENT

OBJECTIVE

Recruit and retain a highly qualified faculty and staff who reflect the university's commitments to its mission, excellence and diversity.

KPI 7.1.1 Achieve and maintain salary levels that are at or above target benchmarks for all employee grades, ranks, longevity ranges and disciplines relative to identified comparable institutions.

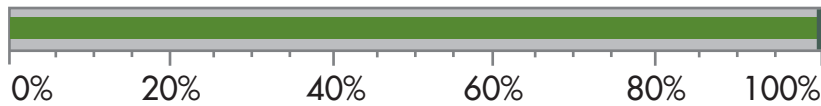
100%

Achieve and maintain salary levels at/above target benchmarks.

Goal: **100%**

Baseline: **100%**

Current Performance & Goal (as of FY2015)





KPI 7.1.3 Achieve and maintain a rate of at least 90 percent of employees who report, in the Best Christian Workplaces survey, that Whitworth is a superior place to work.

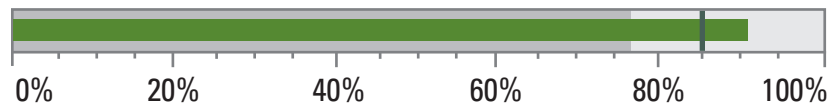
91%

Achieve and maintain rate of employees who rate Whitworth an exceptional place to work.

Goal: **90%**

Baseline: **85%**

Current Performance & Goal (2015 Survey)



More than 90 percent of the employees questioned in the most recent survey from the Best Christian Workplaces Institute call Whitworth an exceptional place to serve. Employees express deep appreciation and commitment to the clarity of the mission; one commented that the mission is “on the shoulders of everyone who teaches, works and studies here.”

Another employee expressed gratitude for having “opportunities to be involved in the life of the university, including attending staff lunches and training, working out in the rec center, going to sporting events, taking classes, attending community worship, and going to lectures and concerts.”

Whitworthians across the full range of positions and work categories feel valued for what they do. Employees value having the freedom to fulfill their calling at Whitworth. Said one, “Whitworth is an excellent place to grow my faith.” Others mentioned amazing students, caring, compassionate coworkers and leaders, and great teamwork. Employees also mentioned how much they value the retirement plan and efforts made to educate employees on being well-prepared financially for retirement.

Whitworth was recognized as a Best Christian Workplace in 2003-04, 2011-12, and, most recently, 2014-15.

8

EXERCISE **diligent stewardship** IN GROWING WHITWORTH'S FINANCIAL AND CAPITAL RESOURCES

OBJECTIVE

Through focusing on relationships, engage and expand Whitworth's constituency base while fostering a culture of philanthropy that significantly increases giving to the university.

KPI 8.1.2a-c Increase annual Whitworth Fund giving by 5 percent per year (from \$1.2 million in 2011 to \$2 million in 2021), expand trustee giving to The Whitworth Fund to \$1 million annually, and achieve a 25 percent alumni giving rate.

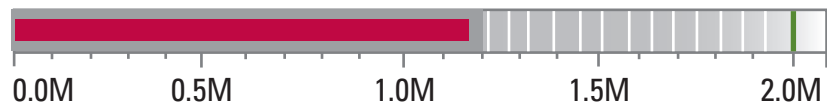
\$1,185,473

Increase Whitworth Fund giving by 5 percent per year.

Goal: **\$2 million by 2021** (milestones in **white**)

Baseline: **\$1.2 million**

Current Performance & Goal (as of FY2015)



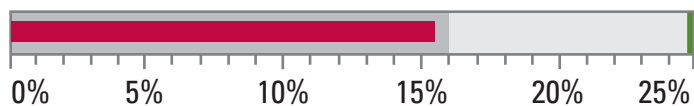
15.5%

Increase alumni participation/giving rate.

Goal: **25%**

Baseline: **16%**

Current Performance & Goal (as of FY2015)





KPI 8.1.3a-c Grow Whitworth’s endowment from approximately \$90 million in 2011 to at least \$180 million in 2021 – through new additions to the corpus averaging \$5 million per year (\$50 million total) and annual investment returns averaging at least 4.5 percent above the Consumer Price Index (a projected total of \$40 million).

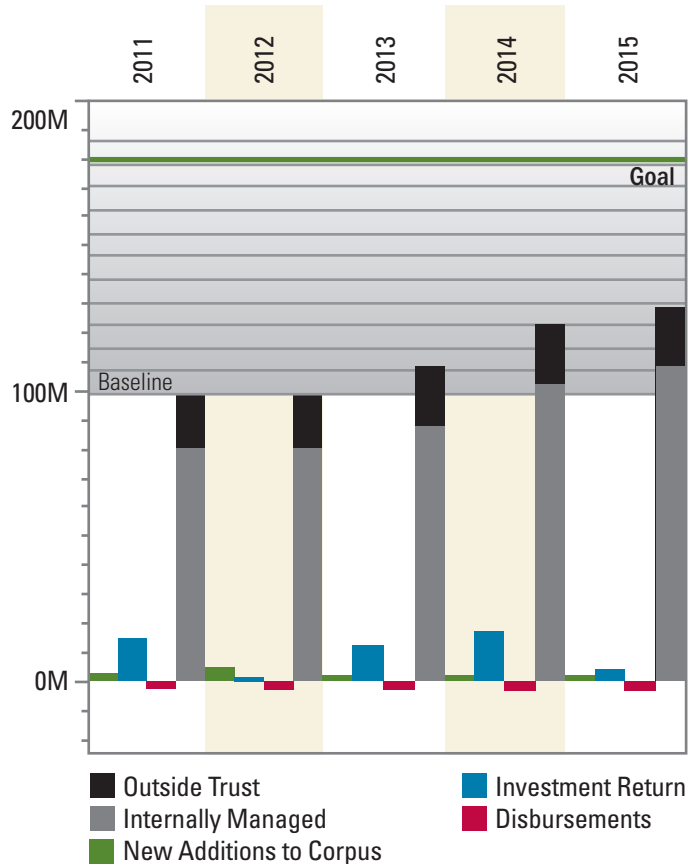
\$129.43 million

Grow Whitworth’s endowment.

Goal: **\$180 million** (total endowment)

Baseline: **\$99 million** (total endowment)

Current/Past Performance & Goal (as of 6/30/2015)



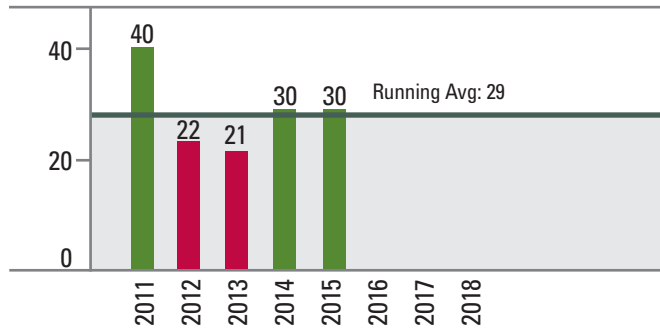
KPI 8.1.4a Increase by 30 per year the number of new people who include Whitworth in their estate plans, including 100 percent participation by Whitworth University trustees and Whitworth Foundation board members.

30

Increase by 30 people/year those who include Whitworth in their estate plans.

Goal: **30 per year**

Current Performance & Goal (as of FY2015)



Much of the language used in talking about estate gifts revolves around the concept of legacy and how a planned gift given to Whitworth today will continue to have an impact on students decades from now. Many of our students can name the person whose generosity is directly responsible for making a Whitworth education possible for him or her through an endowed scholarship. Simply put, estate gifts are perhaps the most significant way to provide for future generations of Whitworth students. As notifications of planned gifts increase in number, long-term financial viability for the university also increases in growing the endowment to provide the scholarship support that is so critical to maintaining the affordability of a Whitworth education. It also helps the university plan for future challenges and opportunities in a fast-changing academic landscape.

OBJECTIVE

Pursue new sources of revenue from grants, collaborations, corporate sponsorships, and alternative uses of campus property.

KPI 8.4.1a-b Increase grant, sponsorship and alternate facilities-use revenue from an average combined total of about \$850,000 per year to \$1 million per year by 2021.

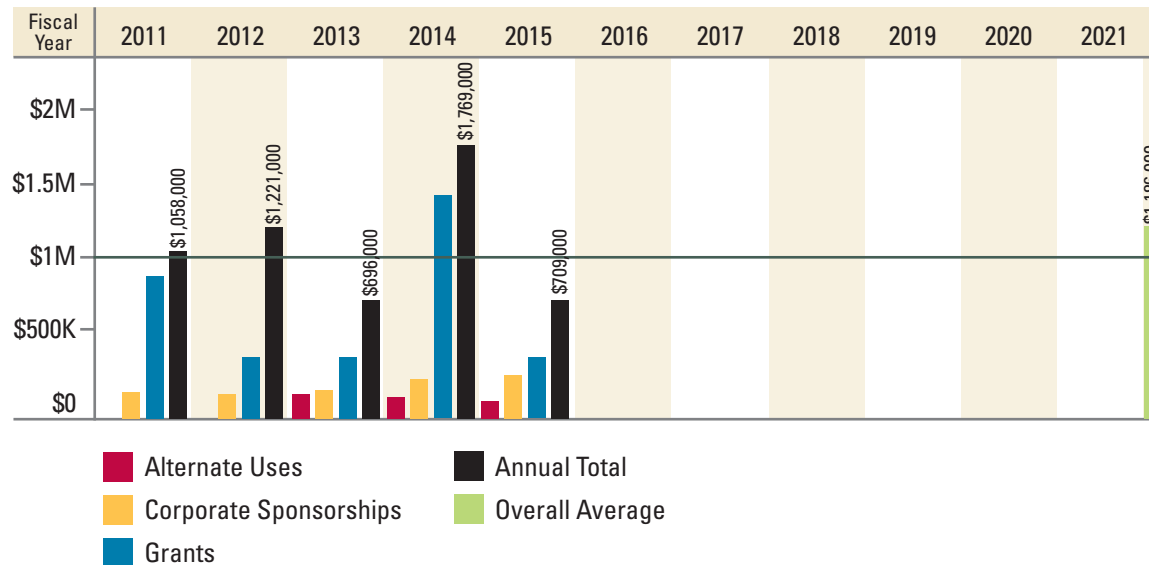
Current FY: \$1,769,000 | Rolling Average: \$1,186,000

Increase revenue from grants, corporate sponsorships and alternate uses of property.

Goal: **\$1 million** (average over time)

Baseline: **\$850,000**

Current Performance & Goal (as of FY2015)



Always bearing in mind Director of Sponsored Programs Lynn Noland’s statement that “We are more interested in what a grant will do than in its amount” (though the amount is always important, as well), Whitworth continues to build upon the number of grant proposals it submits and the number that are approved and funded.

In 2014-15, the university received \$304,685 in grants, with \$1,049,519 pending. Among the approved projects were the following:

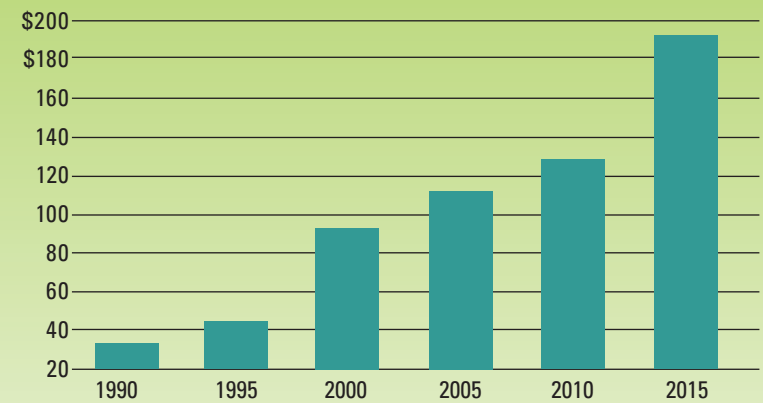
- 1) The Continuous School Improvement Partnership Grant (\$106,000), funded by the Washington State Legislature, puts Whitworth and Gonzaga faculty “in residence” at Holmes Elementary School to develop a culture of continuous improvement at Holmes.
- 2) The Hagan Foundation provided \$5,005 to develop site-based literacy programs at Holmes and Evergreen elementary schools, with the goal of closing the achievement gap.
- 3) Two grants (\$10,000) from the Washington Department of Natural Resources provided funds for clearing debris on property behind the university and compiling a tree inventory.
- 4) A \$15,425 grant from the Robert B. McMillen Foundation will provide guest artists whose work focuses on “making.”
- 5) Two science faculty members received \$111,750 from the Murdock Charitable Trust to continue their research.



THE Numbers

Whitworth's financial health is sound, thanks to steady enrollment figures, generous donors, and consistent management of existing institutional resources. The strong financial position documented in this report is possible due to your continued generosity and steadfast commitment to our mission. On behalf of the entire Whitworth community, thank you.

NET ASSETS (in millions)



ASSETS	2014	2015
Cash and cash equivalents	\$5,861,721	\$5,058,401
Receivable	\$15,093,533	\$13,742,388
Investments	\$167,157,214	\$176,746,522
Net plant	\$107,962,944	\$104,134,379
Total assets	\$296,075,412	\$299,681,690

LIABILITIES	2014	2015
Accruals and other liabilities	\$18,475,470	\$17,359,640
Annuities	\$10,878,773	\$10,462,461
Long-term debt	\$79,109,279	\$77,819,015
Total liabilities	\$108,463,522	\$105,641,116
Total net assets	\$187,611,890	\$194,040,574

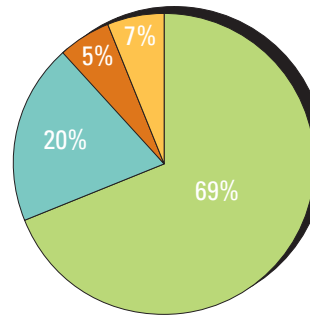
Total net assets and liabilities	\$296,075,412	\$299,681,690
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STATEMENT OF ACTIVITIES

OPERATING REVENUES

Tuition less financial aid	\$50,932,199
Auxiliary	14,577,239
Gifts and grants for operations	3,731,022
Net investment income for operations	4,869,989
Total operating revenue	\$74,110,449

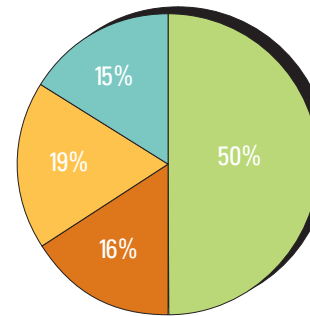
OPERATING REVENUES



OPERATING EXPENSES

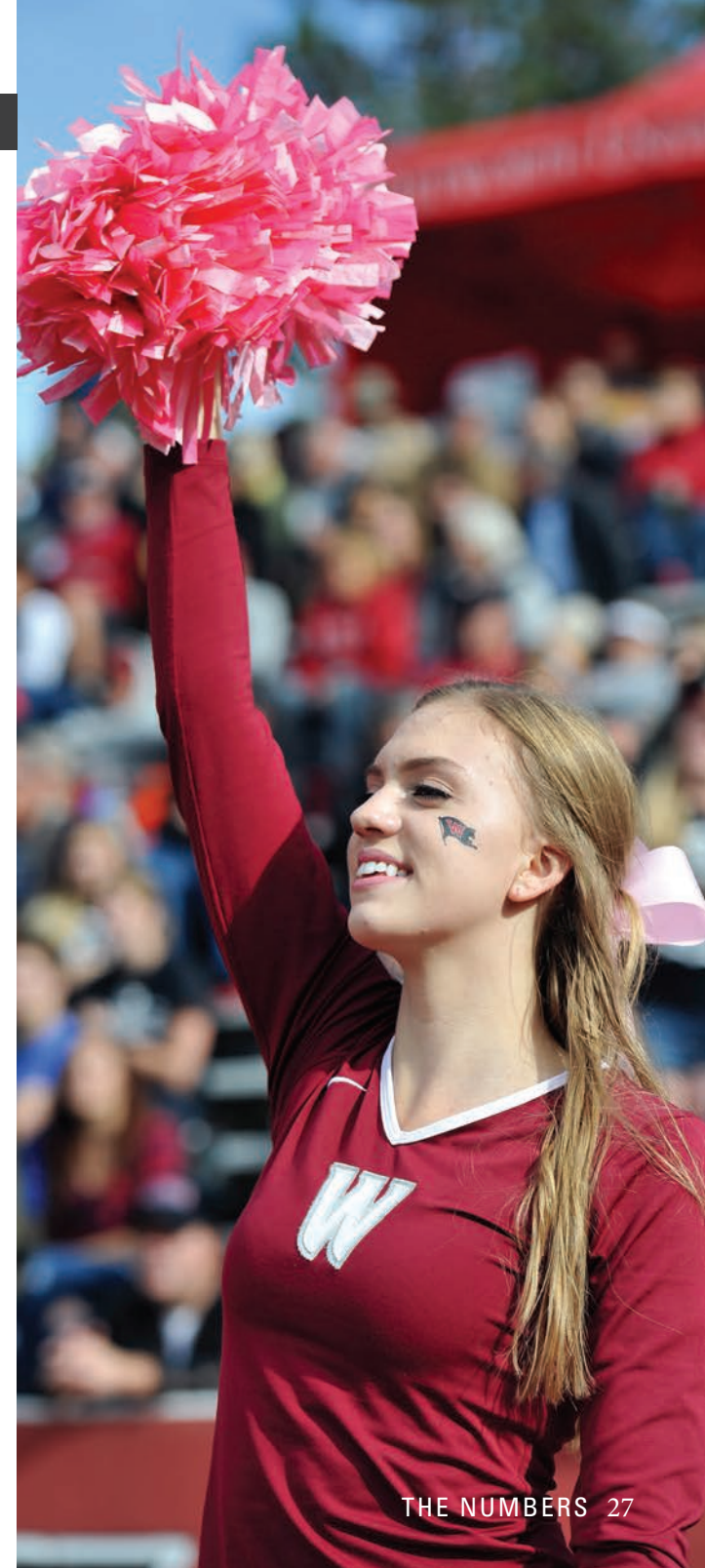
Instructional	\$37,507,639
Auxiliary	11,426,183
Institutional	14,084,777
Student services	12,311,771
Total operating expense	\$75,330,370
Net assets from operating activities	(\$1,219,921)

OPERATING EXPENSES



NON-OPERATING ACTIVITIES

Net long-term investment income/gains (losses)	\$954,007
Contributions for endowment and capital projects	6,257,208
Actuarial adjustment to retiree health benefits	437,390
Net assets from non-operating activities	\$7,648,605
Change in net assets	\$6,428,684
Net assets, beginning of year	187,611,890
Net assets, end of year	\$194,040,574



THE Campaign for Whitworth

The public phase of The Campaign for Whitworth launched as part of the 125th-anniversary celebration weekend in October 2014. With an ambitious campaign goal of \$100 million, earmarked for scholarships, music and science facilities, and academic programs, the university ended the fiscal year with nearly \$70 million raised or received commitments. Chief among these gifts is the \$13.5 million required to construct the Cowles Music Center addition and remodel, which is currently under way and which will be completed when classes begin in fall 2016.



\$100 million, earmarked for scholarships, music and science facilities, and academic programs, the university ended the fiscal year with nearly \$70 million raised or received commitments. Chief among these gifts is the \$13.5 million required to

construct the Cowles Music Center addition and remodel, which is currently under way and which will be completed when classes begin in fall 2016. Providing students with scholarships is the university's highest need and the campaign's most significant unfunded priority. To this end, The Campaign for Whitworth's new initiative, "From Pines to Promise," supports establishing endowed scholarships to help traditional undergraduate students complete their Whitworth degrees among the pines of the Spokane campus and graduate into living out their calling and fulfilling their promise in the world. More details on this and additional campaign initiatives can be found at www.whitworth.edu/125.

FIVE-YEAR GIVING SUMMARY

Year	The Whitworth Fund	Other Unrestricted	Unrestricted Total	Restricted Total	Grand Total*
2010-11	\$1,257,693	\$634,349	\$1,892,042	\$6,411,747	\$8,303,789
2011-12	\$1,318,351	\$972,541	\$2,290,892	\$7,536,877	\$9,827,769
2012-13	\$1,288,923	\$997,114	\$2,286,038	\$6,372,539	\$8,658,577
2013-14	\$1,425,650	\$1,118,913	\$2,544,563	\$6,041,945	\$8,586,508
2014-15	\$1,185,473	\$1,169,881	\$2,355,354	\$8,554,711	\$10,910,065

*Reflects all gifts, including payments received this year on prior-year pledges





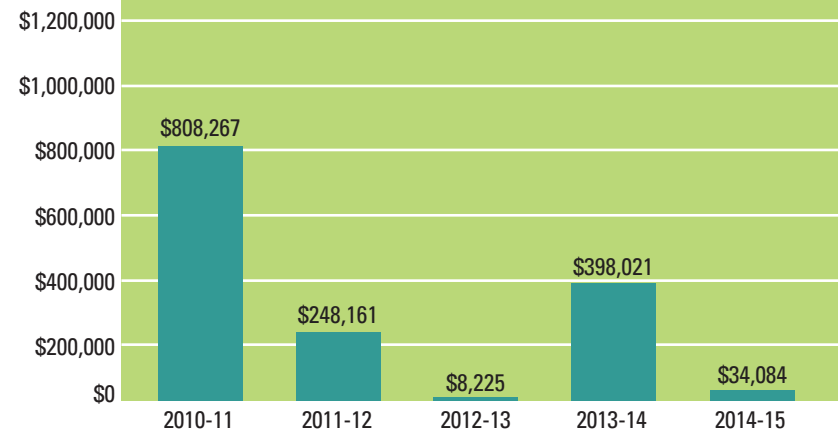
THE Whitworth Foundation

The Whitworth Foundation was established more than 40 years ago, and its purpose of supporting Whitworth's mission of educating the minds and hearts of students has not changed. By encouraging deferred gifts, the foundation protects the future of this mission and the futures of Whitworth students. Through deferred gifts, such as charitable remainder trusts, gift annuities, retained life estates, and planned gifts, alumni and friends may benefit from charitable deductions, possible tax savings, and income for life. More important, deferred gifts fulfill the donor's desire to support Whitworth's future. A gift of real estate made in the mid-1970s and managed by the foundation recently sold and provided a net transfer to the university of more than \$1 million. The Whitworth Foundation is grateful to those whose decisions today will educate Whitworth students in the years to come.

TOTAL DEFERRED GIFTS UNDER MANAGEMENT As of June 30, 2015

Trusts	\$13,317,255
Charitable gift annuities	2,058,402
Pooled funds	182,323
Life insurance cash value	3,167,659
Other	707,193
Total assets	\$19,432,834
2014-15 maturities transferred to Whitworth University	\$380,362

NEW GIFTS TO THE WHITWORTH FOUNDATION



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Winston-Salem, N.C.

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Hope College
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Western Washington University
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Spokane, Wash.

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Vice President for Energy Resources
Avista Corp.
Spokane, Wash.

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Senior Pastor, Chapel Hill Presbyterian Church
Gig Harbor, Wash.

Terri R. Wilson, '78
Retired Vice President of Operations
Spokane Teachers Credit Union
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WHITWORTH

www.whitworth.edu/whitworth2021