Mission

Whitworth University is a private, residential, liberal arts institution affiliated with the Presbyterian Church (USA). Whitworth’s mission is to provide its diverse student body an education of the mind and the 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.
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.
I’m excited to present to you Whitworth 2021: Courage at the Crossroads – a 10-year vision and strategic plan for the university. Since I arrived in the president’s office in the summer of 2010, my positive impressions of Whitworth and my optimism for the university’s future have only grown stronger. With a clear and broadly shared understanding of Whitworth’s distinctive mission, we are in a position to cast a bold vision for equipping our next generation of students to honor God, follow Christ and serve humanity.

Fr. Theodore Hesburgh, Notre Dame University President Emeritus, described Christian higher education as a “lighthouse standing at the crossroads” – a gathering place to explore and discuss the world of ideas and also a source of light to illuminate the search for understanding and truth.

Whitworth summons its students to such a crossroads, where the fearless pursuit of truth intersects with a steadfast commitment to the integration of Christian faith and learning. When fundamentalism points to certainty based on unexamined assumptions, Whitworth invites tough questions and vigorous debate. When relativism dismisses the notion of moral absolutes, Whitworth stands assured of transcendent truth. It is in the creative tension at these intellectual and spiritual crossroads that students’ minds and hearts are forged for great purpose.

The progress of the 21st-century has brought Whitworth to a crossroads in teaching and learning. As cutting-edge technology and pedagogical research emerge, we must draw on these advances to enrich our students’
education and extend their learning beyond the traditional classroom. As the world becomes more interdependent, we must cultivate in our students intercultural competencies that will enable them to thrive in diverse environments. And as the world’s problems grow more complex, our integrated liberal arts curriculum must equip students to connect ideas and apply learning across multiple disciplines so that they can be effective problem-solvers and change agents.

Sustaining Whitworth’s relational, student-centered community, while expanding opportunities for experiential learning, intercultural engagement, and postgraduate preparation, brings the university to a new crossroads in its institutional trajectory. Whitworth’s steady undergraduate enrollment growth over the past decade has helped enhance faculty, programs and facilities. There is now strong consensus that the university’s mission will be best served by stabilizing undergraduate enrollment and investing in the depth and quality of students’ learning experiences. This bold but necessary move calls on Whitworth’s leadership to manage resources in new and innovative ways, and for alumni and friends to support the university at greater levels.

I am confident that the university can harness the significant achievements of the past to chart an exciting course for the future. Thousands of stakeholders reviewed and provided input to the Whitworth 2021 plan outlined on the following pages, and a clarity of purpose emerged that gives energy and focus to the work ahead. We must summon the courage to tackle the challenges and opportunities before us. Together, with God’s help, we will!

Yours in service,

Beck A. Taylor
President

It is in the creative tension at these intellectual and spiritual crossroads that students’ minds and hearts are forged for great purpose.
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.

OBJECTIVES

• Position Whitworth as a valued resource to the church and society, contributing to regional, national and international dialogues by Christian intellectuals engaging important contemporary issues.

• 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.

• Support rich learning opportunities across the curriculum in which students are challenged to strengthen connections between their worldview convictions, academic studies, and vocational discernment.
Professor of Political Science Julia Stronks is the author of several books on faith, citizenship and law, and is a sought-after speaker for academic, K-12 and church audiences. Widespread interest in her most recent book, *Living in the Fabric of Faithfulness*, led to invitations for Stronks to deliver a keynote address at a recent conference commemorating the 500th anniversary of John Calvin’s birth, and to give an address on faith and law at the National Faith, Justice & Civic Learning Conference, in Chicago. Stronks recently was appointed to Whitworth’s Lindaman Chair, a rotating position for senior faculty who are engaged in significant academic initiatives and who contribute to public dialogue concerning important social issues.

“My vision for the Lindaman Chair is to engage in a speaking and writing agenda that brings together the rich history of the Reformed tradition and Christian voices of other traditions, emphasizing what we have in common and what we can learn from each other,” Stronks says. “I want to introduce a younger generation of students and scholars to the teachings of my own tradition of neo-Calvinism, but I also want to challenge neo-Calvinists to consider that others, too, can bring God’s truth to bear on the hard questions the world faces.”
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.

OBJECTIVES

- Strengthen student-faculty interaction and the rich learning that occur within community and relationship, by achieving and maintaining a 13-to-1 student-faculty ratio.

- Develop and progressively implement a vision for 21st-century teaching and learning that enhances academic rigor and educational outcomes.

- 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.

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

- Strengthen efforts to identify, mentor and support students who possess the potential and desire to apply for highly selective post-baccalaureate fellowships and/or graduate schools. Whitworth aims to triple the number of students who apply for academic fellowships, and to ensure that 90 percent of students pursuing graduate school are enrolled within a year of graduating from Whitworth.

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

- Sustain and enhance intercollegiate athletics as a nationally recognized NCAA Division III program committed to academic and competitive excellence.
Brayden Hollis, ‘13, is one of 100 students in the U.S. to receive a 2011 NASA Motivating Undergraduates in Science and Technology Scholarship, which provides $10,000 for tuition and fees and a paid 10-week summer internship at NASA’s Jet Propulsion Laboratory. Hollis, who is triple-majoring in computer science, math and physics, credits the mentoring he received from his advisor, Associate Professor of Computer Science Susan Mabry, for helping him land the NASA scholarship alongside students from Harvard, MIT, Stanford and other major research universities.

“Professor Mabry was the first one to push me to think about graduate school and has given me a lot of guidance and encouragement in pursuing my goals,” Hollis says. Mabry says the NASA scholarship offers Hollis a great opportunity to explore his interests in computer security, artificial intelligence and robotics. “Brayden is a student who looks beyond grades or position,” Mabry says. “He focuses on learning, on mastering material, and on seeking ways to employ that knowledge.”
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.

OBJECTIVES

- Expand opportunities for students to experience and explore cultures throughout the world, leading to an increase in the percentage of undergraduates who study abroad from 43 percent to 70 percent.
- 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.
- Establish ongoing assessment of study-abroad programs to ensure consistent quality and clear connections to Whitworth’s educational goals.
Whitworth’s Costa Rica Center offers an innovative curriculum for semester-long and Jan Term study programs open to all majors. The center occupies a 27-acre property at the edge of a rainforest and is less than an hour’s bus ride from Costa Rica’s bustling capital of San José.

**CRC Dispatch: May 2011**

By Lara Lichten, ’10, volunteer student coordinator at the Whitworth Costa Rica Center

I have loved serving at the Cost Rica Center – what a joy to be a part of this community! The center provides Whitworth students the unique opportunity to take their basic course requirements within the context of another culture. Our spring semester classes ranged from Conservationism and Human Rights to Latin American Women Writers and Core 350, with discussion groups in Spanish and English.

This spring, students participated in internships with local businesses and home-stays with families, and they spent a week in Nicaragua, studying history, economics, politics and poverty. Students also visited a self-sustaining farm on the Caribbean coast, studied mangroves on the Pacific Coast, and stayed with host families in a small fishing community.

Whitworth students’ intercultural experiences in Costa Rica encourage them to seek an education of mind and heart, to broaden their worldview perspectives, to learn to dig deeper and ask hard questions, and to find their own ways to identify and fulfill others’ needs.
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.

OBJECTIVES

• Establish a permanent representative council to provide leadership in Whitworth’s ongoing efforts to achieve the university’s goals for diversity and intercultural competency.

• Complete a comprehensive assessment of current initiatives to help students, faculty and staff develop intercultural competencies and determine their impact on the living, learning and working experiences of all Whitworth community members.

• 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.

• 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.

• Support Whitworth’s commitment to intercultural competency, inclusiveness and diversity by recruiting and retaining a diverse student body.
Deatri Ross, ’12, served the past two years as a cultural diversity advocate – a student leadership position unique to Whitworth – that put her at the front line of intercultural relations on campus. CDAs are part of the student leadership teams in residence halls; they work with Assistant Dean for Intercultural Student Affairs Esther Louie to help build connections between students across race, culture, class, language and other dimensions of diversity.

Ross (pictured here in the center back of the “human knot” during a CDA training exercise) has been an influential leader and role model for her peers, according to Louie. A senior education major who hopes to teach in an urban elementary school, Ross helped pilot an academic coaching program to support international and multicultural students as they make the transition to college.

“Deatri was such a blessing with her positive energy, her enthusiasm, and her follow-through with her students,” Louie says. “She is a great bridge-builder, bringing many different types of students together in community.”
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.

**OBJECTIVES**

- Strengthen the integration of the liberal arts across Whitworth’s curriculum through measures including establishing a $1 million endowment to support interdisciplinary teaching and scholarship.
- Expand experiential learning opportunities for students to serve the community, participate in off-campus initiatives, and apply their educational skills in workplace settings.
- Support interdisciplinary scholarship and programs that equip students and faculty to connect ideas across multiple disciplines, to expand boundaries of knowledge, and to address complex contemporary problems.
- Establish a comprehensive program to assist students with career planning and preparation, graduate-school and career placement, and ongoing professional development.
Thayer Wild, ’08, double-majored in art and chemistry at Whitworth. He is now applying his liberal arts education and cross-disciplinary experience to a rigorous master’s program in architecture at the University of Washington. “Whitworth allowed me to develop the concrete, analytical side of my mind, as well as the creative, subjective side, and to explore the connections between them,” Wild says. “I think that everyone can benefit from a liberal arts education, where students have time to explore different fields before determining their ultimate vocations.”

Associate Professor of Art Scott Kolbo says Wild’s commitment to engage multiple disciplines with intellectual rigor has contributed to his success. “I am not at all surprised that Thayer has found his way into a prestigious architecture program at the University of Washington,” Kolbo says, “where he will integrate art, design and science to shape the built environment of our world.”
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.

OBJECTIVES

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

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

• Develop Whitworth’s online education capabilities to complement face-to-face instruction and to reach broader, underserved markets in the region.
After serving 22 years on active duty in the U.S. Air Force and several more years as a safety manager for the Personnel Recovery Academy at Fairchild Air Force Base, Freddy Lime recognized that he needed a bachelor’s degree to advance in his career. He was turned on to Whitworth’s organizational management program by colleagues who spoke highly of the program’s excellent instruction and the convenience of its accelerated format and evening and weekend courses.

The university’s recent decision to open a location in Spokane’s University District (pictured at right) put a Whitworth education within reach for many students, including Lime, who live and work closer to downtown Spokane than to Whitworth’s main campus. “Having a full-time job as well as a working spouse and two kids makes it a challenge to juggle work, family and school responsibilities, so the time I save being able to take classes downtown is a big plus,” Lime says. “There are students who drive over an hour to attend classes through the Whitworth in the Evening program, so Whitworth’s plans to offer distance-learning opportunities to more students in underserved areas in the region will also be a great benefit.”
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.

OBJECTIVES

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

• Equip supervisors and academic leaders to thrive in their work advancing Whitworth’s strategic vision and institutional effectiveness.

• Enhance employee training and development to equip employees to pursue excellence in their vocations, continuous improvement of the university, and the integration of their Christian faith into all facets of their life and work. Whitworth strives to sustain a campus environment in which at least 90 percent of employees report that Whitworth is a superior place to work.
When Whitworth hired Charley Cahill, in January 2011, he brought 27 years of information technology experience in higher education to his new job as an information systems analyst. Cahill admits thinking that he was in for “just another training session” when he signed up for Whitworth’s New Employee Orientation (NEO) program. But he came away from the program feeling “really tied in to the university community and the mission.”

The purpose of the NEO program is to support new staff and faculty members through their first year of employment, with an initial orientation and three follow-up sessions that cover everything from human resource policies and benefits to Whitworth’s history, health and fitness opportunities, and vocational discernment. “What NEO did for me was accelerate the acclimation process so I could really settle in and feel comfortable with the environment at Whitworth,” Cahill says. “I really enjoyed the session on Whitworth’s history. It provided a sense of belonging to something larger than myself as I relate to Whitworth’s rich heritage. Many staff people aren’t frontline service providers to students, so it gives us a sense of ownership in the mission of the university.”
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.

**OBJECTIVES**

- Engage and expand Whitworth’s constituency base while fostering relationships and a culture of philanthropy that significantly increase giving to the university. Whitworth seeks to meet these objectives by achieving a 25 percent alumni-giving rate, growing the endowment to $180 million, and establishing an annual strategic investment fund of at least $600,000.

- Execute an enrollment and financial aid plan that supports Whitworth’s accessibility and economic sustainability while stabilizing traditional undergraduate enrollment at 2,300 students.

- Initiate ongoing review and reallocation of existing resources to align with strategic priorities.

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

- Develop and maintain facilities and grounds consistent with the campus master plan and the university’s accessibility and sustainability goals.

- Manage Whitworth’s facilities and operations in accordance with God’s call to be faithful stewards of creation and with our responsibility to future generations.

- Enhance awareness and recognition of Whitworth’s distinctive brand in existing markets and in selected Western U.S. markets outside Washington state.
With both of her parents deceased and no outside financial support for college, Anya Krmpotich, ‘12, faced some major obstacles in her dream to earn a degree. Fortunately, a large group of Whitworth alumni from the classes of 1950-54 have been working for two decades to build a scholarship endowment to help dreams come true for students like Krmpotich. Led by former longtime trustees and fellow 1951 alums Dick Cole and Art Symons, the Early Fifties Scholarship Endowment has reached nearly $1 million and provides scholarships each year to many students with significant financial need.

Krmpotich, a biology and Spanish double major who is considering a career in medicine, feels blessed to be able to complete her senior biology courses in the new Robinson Science Hall. “Scholarships are the sole reason I have been able to attend college and have the hope of obtaining a degree from a high-quality university like Whitworth,” she says. “I hope to be an example to my younger brother, showing him that we can move forward, grow and achieve even after extremely difficult moments.”
God is the builder of everything… and we are his household if we hold on to our courage and the hope in which we rejoice.

Hebrews 3:4-6