

# RESO LUTE

THE PACIFIC LUTHERAN UNIVERSITY MAGAZINE | FEBRUARY 2017

HERE AND AWAY  
GLOBAL  
EDUCATION



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## OPENINGNOTE



## GLOBAL EDUCATION IN AN UNCERTAIN TIME



Reflecting on the state of the world and our own communities can be overwhelming. Unprecedented migrant and refugee crises throughout the globe, including our own southern border, have rekindled debates about national identity, boundaries and security. Long-sought-after civil and human rights face erosion. Drug- and gun-related violence, mass killings and terrorist attacks cripple some communities, heightening fear and mistrust in others. Meanwhile, human and non-human species confront the consequences of climate change.

Pacific Lutheran University is tasked with preparing students to live, learn, serve and lead in a world beset by these and many other challenges. However, while acknowledging these realities, our Lutheran heritage calls us to express a bold trust in the potential for making a positive difference. The stories in this issue of *Resolute* embody this spirit of confidence and hope, as well as academic rigor, commitment, integrity and conviction. These values set PLU apart as faculty, students, staff and alumni pursue their chosen work worldwide.

The university is well equipped to provide the academic preparation and experiential opportunities required to incite positive change in the challenging global context of the 21st century. Grounded in a clear mission, guided by enlightened leadership and supported by generous donors and foundations, the institution began the process of creating a global campus decades ago, emerging as a national leader in 2009 upon receipt of the Senator Paul Simon Award for Campus Internationalization.

The award recognizes PLU's consistently high percentages of graduates who study away. It underscores the scope and delivery of global education in on-campus curricular offerings and in the ongoing commitment to, and recruitment of, international students. It stresses the importance of the Wang Center for Global Education, which engages with educational partners worldwide and provides faculty, students and staff with necessary resources to advance PLU's distinction and vision for "educating for a just, healthy, sustainable, and peaceful world at home and abroad."

The extraordinary breadth, depth and variety of PLU's global education offerings provide multiple points of entry, through experiences here and abroad. Whether it's an International Honors Program course on campus, a January Term in Greece or Tacoma's Hilltop neighborhood, or a full-semester program in one of PLU's signature Gateway programs, PLU provides diverse opportunities to develop the skills to navigate the challenges of an increasingly complex and interconnected world. The university prepares Lutes to tackle even the most intractable issues that define our present day. □

*Tamara R. Williams*

Tamara Williams  
Professor, Hispanic Studies  
Executive Director, Wang Center for Global Education

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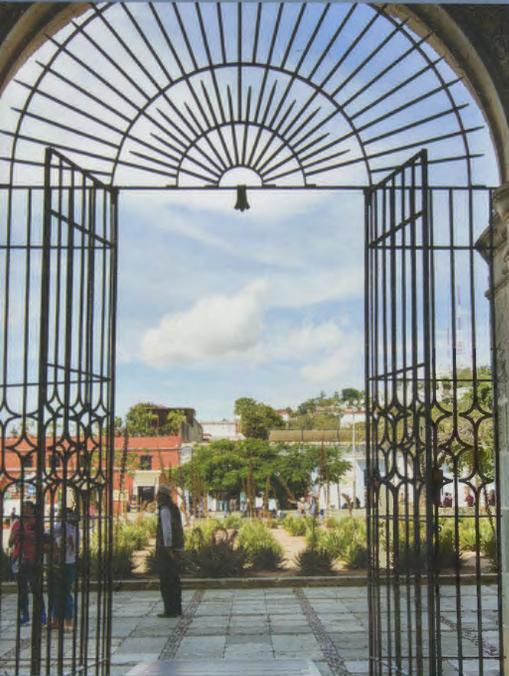
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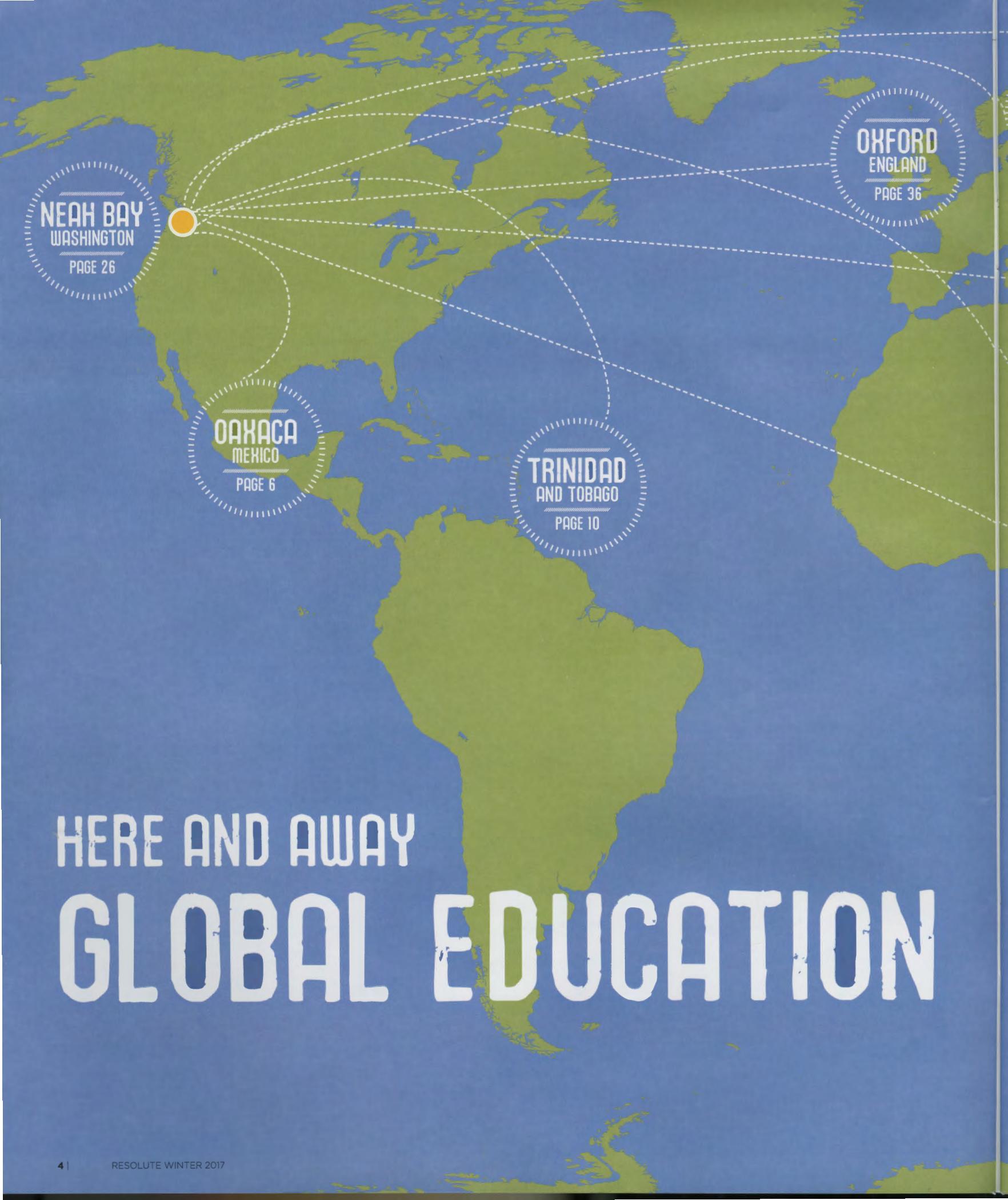
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(COVER) "Big Daddy" at the Sossusvlei Dunes in Namibia.  
Photo by John Froschauer

A stylized world map with green continents and blue oceans. A small orange circle is located on the West Coast of North America. Dotted white lines radiate from this circle to four circular callout boxes. Each box contains the name of a location, its country, and a page number. The callouts are: NEAH BAY WASHINGTON PAGE 26, OAKACA MEXICO PAGE 6, TRINIDAD AND TOBAGO PAGE 10, and OXFORD ENGLAND PAGE 36.

NEAH BAY  
WASHINGTON  
PAGE 26

OXFORD  
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OAKACA  
MEXICO  
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TRINIDAD  
AND TOBAGO  
PAGE 10

# HERE AND AWAY GLOBAL EDUCATION

OSLO  
NORWAY  
TELEMARK  
BACK COVER

MIDDLE  
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CHENGDU  
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BY KARI PLOG '11



# LIVING BETWEEN THE LINES

UNDOCUMENTED STUDENT  
STRUGGLES TO RECONCILE  
IDENTITY IN OAXACA

Sophia silently stood in the Oaxaca International Airport, paperwork in hand, flooded with a haze of emotion.

Equal parts excited and overwhelmed, she prepared to begin a long-awaited study away experience that almost didn't happen.

But after stepping off the plane, thousands of miles from Pacific Lutheran University and her family's home, Sophia paused. Two lines divided incoming travelers: one for visitors, another for those returning home.

"What line do I go through?" the PLU senior recalled asking herself.

Sophia emigrated to the United States from Mexico about 17 years ago. Her family relocated to Tacoma in pursuit of better opportunities, she says.

Sophia, who holds a work permit, is a beneficiary of Deferred Action for Childhood Arrivals (DACA), an immigration policy started by the Obama administration in 2012 that allows undocumented minors and students to remain in the U.S. as well as study at American colleges.

A laborious process landed Sophia in that airport, pondering her identity alongside fellow Lutes.

"I wasn't sure if I was to go to the visitor's side because I had advance parole paperwork, or if I was to go through the domestic line since I carried a Mexican passport," she said. "It took me a solid five minutes before I went directly to an officer to ask."

That was the first development in Sophia's semester-long identity struggle, one that continues more than a year after she returned to the U.S.

"Even in the airport," she said, "there was a clash of identity."



**EDITOR'S NOTE:**  
*The name of the undocumented student featured in this story was changed to protect her identity. Given the uncertain future of the immigration policy Deferred Action for Childhood Arrivals (DACA), Resolute granted anonymity to "Sophia" in order for her to speak freely about her experience with the Oaxaca, Mexico, study away program.*

## WORTH THE FUSS

Sophia first caught the travel bug her sophomore year of college, after learning more about PLU's extensive study away programs and watching other students apply for them.

However, looming uncertainty about the risks of traveling given her undocumented status forced her to reconsider.

"I wasn't 100 percent guaranteed re-entry to the country," she said.

But after hearing success stories, as the mystery shrouding DACA started to clear, she had a change of heart. "That inspired me, in a way, to push for it," she said.

The process was complex — lots of paperwork and lots of waiting. Sophia endured both.

She applied for advance parole, which is required of all DACA recipients pursuing travel outside the U.S. She paid several hundred dollars to submit the paperwork, which outlined detailed information about the Oaxaca program. She met regularly with an attorney to guarantee the greatest odds of approval.

Months before students were scheduled to leave, her advance parole was granted.

Then, a thief nearly robbed Sophia of the fruits of her persistence.

En route to one of three jobs, just before taking her important documents to her sister's house for safe keeping, Sophia's wallet was stolen out of her car while she pumped gas. The documentation she needed to travel — including her Social Security card, work authorization card and passport — was gone. »

# "FOR ME IT WAS MORE THAN JUST STUDYING ABROAD. THIS WAS THE ONLY LEGAL WAY I COULD GO BACK"



Though Sophia worked diligently to replace the documents, she doubted that Oaxaca was still in the picture and eventually withdrew from the program.

"At that point going to Mexico was the last thing on my mind," she said.

Then, weeks before the Oaxaca program began, the replacement documents arrived. A host of PLU departments worked to re-enroll Sophia in the program, cancel her on-campus housing and secure the necessary financial aid. Even then, she said, "it was so close to the program start date, I didn't know if I'd get to go."

The Friday before her classmates were set to fly, Sophia booked airfare and her study away experience was a go. Finally.

She never questioned whether all the fuss was worth it. After all, she said, it was the opportunity of a lifetime. "I wanted to be able to say 'at least I tried' and took advantage of a potential opportunity."

## THE ONLY WAY BACK

Sophia is the first and only PLU student to study outside the U.S. under those circumstances, said Tamara Williams, executive director of the Wang Center for Global Education and Oaxaca program director.

"It took courage," Williams said.

The essence of the program catered to Sophia's

internal struggle. It centers on social justice and the roots of migration, Williams said, with an academic focus on the humanities and social sciences, among other disciplines.

Williams said the program helps break away from the oversaturation of negative stories coming out of Mexico. "Oaxaca allows students to learn about places of hope," she said.

Despite overcoming so many obstacles to study in Oaxaca, Sophia's relatives on both sides of the border were unsure that she would successfully return from her semester abroad in fall 2015. Sophia wasn't even sure. But she had to take a chance.

"For me it was more than just studying abroad," Sophia said. "This was the only legal way I could go back."

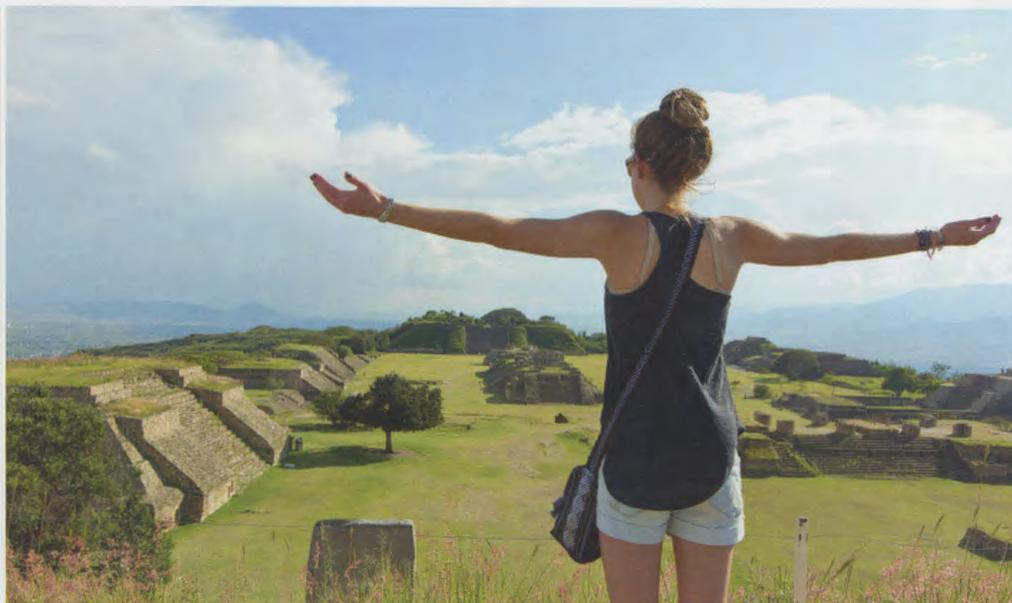
Sophia's family moved to the U.S. when she was just 4 years old. Despite her nearly lifelong Tacoma upbringing, she never considered herself American. Her family spoke Spanish at home and ate traditional Mexican food. She recognized at an early age that she was living a different life than her peers because of her citizenship status.

"I have never questioned my Mexican identity," she said.

That all changed after she studied away. She's been re-evaluating how she self identifies since that awakening moment in the airport. "That's a work in progress," she said. "I can definitely say I identify as both (American and Mexican)."

The constant reflection and evaluation was, and





continues to be, a meaningful experience, Sophia stressed. She said the study away program prompted her to ask bigger questions about her identity — growth that went beyond the scope of the coursework.

Still, the program itself is powerful. It includes an intensive Spanish course, a salsa dancing class, an immersive homestay with a local family, participation in Día de los Muertos (Day of the Dead) festivities, nonprofit internship opportunities and more.

Sophia volunteered with Fundación En Vía, an organization that supports social and community development through microfinance, responsible tourism and education. Empowering women is key to the nonprofit.

“This opportunity allowed me to meet local women and learn about their businesses, their goals and hopes for the future,” she said.

Outside the classroom, Sophia said she struggled to reconcile the stark contrast between her experience traveling with a private institution and the experiences of low-income residents of Oaxaca.

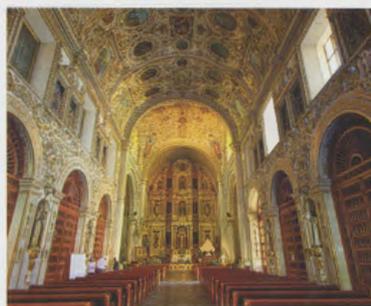
Once, upon her father’s request, she asked an employee at a cafe how much the minimum wage was. He said it was roughly 70 pesos.

“Per hour?” she asked him, baffled.

“No,” he responded. “Per day.”

Sophia was shocked. The amount was about 20 cents more than she paid for her cup of coffee.

“The Mexico I lived was a very privileged Mexico,” she acknowledged. “Even though my situation is very complex, there is privilege within my circumstance.”



## WATCH

WATCH HOW IMMERSION IN OAXACA HAS IMPACTED THE LIVES OF LUTES.

[www.plu.edu/resolute](http://www.plu.edu/resolute)

Despite the challenging realities she faced, Sophia recognizes the value of seeing those disparities first hand.

“It’s one thing to hear about it and see it through the media,” she said. “It’s another thing to live through it. I wanted to see where I came from.”

## SEIZE THE OPPORTUNITY

After she returned to PLU, Sophia originally planned to advocate for fellow DACA students looking to study away, just as she relentlessly advocated for herself. Now, Sophia says with a heavy heart, that plan has changed.

As a new president takes office and the political climate continues to drastically shift, she says it’s no longer safe for undocumented students to take the same leap of faith she did more than a year ago.

Sophia is glad she seized the opportunity during the short window when travel outside the U.S. was possible.

“Despite all the barriers I had to go through,” she said, “I loved my experience and wish I could have gone on another study away trip.”

As for students who don’t face the same obstacles, Sophia urges them to take advantage of the opportunity — a privilege she says shouldn’t be wasted.

“You learn so much about yourself,” she said. “Use your privilege to educate yourself. Putting yourself in a vulnerable position will permit students to grow personally, educationally and holistically.” □

BY KARI PLOG '11



# TRINIDADIANS TAKE STUDENTS BEYOND SUN, SEA AND SAND

IMMERSIVE MULTICULTURAL EXPERIENCE TEACHES LUTES  
 TO CELEBRATE DIFFERENCE

Candice Hughes '08 grew up in Sangre Grande, the largest town in northeastern Trinidad, part of the twin-island Caribbean nation Trinidad and Tobago. All things considered, she knew her home well.

But in 2004, her perspective changed.

With the help of a government-funded scholarship, she enrolled alongside Pacific Lutheran University students who were studying away at the University of the West Indies at St. Augustine, less than an hour from where she was raised. Immersed as a local in PLU's program, she started seeing her home through new eyes.

"The government saw lots of foreigners were coming here and learning about our country and our history, in a deeper way than even locals," Hughes said, on a warm and breezy day in the Caribbean last year. "So, they decided to put locals in the program with the PLU students."

That's when Hughes started to look beyond her rudimentary understanding of Trinidadian traditions she thought she knew so well.

"When you live in a place, you don't question things," Hughes said. "Before I got involved in this program, I didn't even know half of this stuff."

That stuff, Hughes and others say, transforms those who experience it. Students meet the "living legends" who have mastered steelpan and calypso music. They experience the revival of the cocoa industry and get an intimate look at the planning behind exuberant events such as Carnival and Panorama.

And, most importantly, they dive into deep questions about identity, race, gender, colonialism and other complexities.

"It's a growing and learning experience," said Maya Bamba '18, who participated in the program spring 2016. "You will come back a different person, whether you realize it or not."

Hughes is still experiencing growth, through the eyes of current Lutes. She's the on-site program coordinator, based near the University of the West Indies, located just outside Port of Spain.

"Candice is a living example of a PLU education living out in the world," said Greg Youtz, Trinidad program director and professor of music. "It's a dream team we have working with us in Trinidad."

Hughes acknowledges that many students are attracted to the program because of Carnival, an annual celebration rich with music, dancing, costumes and more that Hughes says "engulfs the whole country." But the semester abroad provides students with deeper meaning behind the elaborate festival.

"They go beyond just having a good time," she said.

Among the cultural education, students experience how people from a wide array of religious and ethnic backgrounds live side by side in a small, tight-knit community.

"The program allows students an opportunity they may not have anywhere else, to really immerse themselves in a multicultural, multi-ethnic, multireligious society," Hughes said. "There's all this cultural activity happening in different pockets. We don't just tolerate each other. We celebrate each other's differences." »

## A SHIFT IN CONSCIOUSNESS

Several months and thousands of miles away from Hughes, Barbara Temple-Thurston punctuated those remarks, as though the two sat next to each other in the retired professor's North Tacoma living room.

Temple-Thurston says Trinidad is what her native South Africa should have been. As symptoms of apartheid continue to plague her homeland, the beloved Caribbean island she considered a part-time home for two decades embraces widespread difference.

"Trinidadians have such a beautiful attitude toward race," she said. "It's not segregated at all. Everybody knows everybody. There's tolerance of everybody's difference. And they're proud of it."

That attitude inspired Temple-Thurston to start the study away program, which she coordinated for most of the 25 years she taught at PLU. It's one of the oldest semester-long Gateways, programs rooted in long-term partnerships between the university and regions around the world.

While people in the United States often experience acute segregation, apprehension to discuss racial difference and fear of white guilt, Temple-Thurston said, Trinidad is the antithesis.

"I wanted a shift in their racial consciousness," she said of students who travel there.

The diversity-interested program was the first of its kind to arrive in Trinidad and Tobago. It intentionally thrusts students into the thick of cultural diversity.

"Trinidadians say it like it is," Temple-Thurston said. "It changes our students profoundly."

It wasn't enough for students to attend the university, however. Temple-Thurston wanted them immersed in the community — one foot on campus, one in the folk culture.

Trini native John Cupid was the key to successful immersion, she said. He contacted Temple-Thurston out of the blue, when he learned she was developing the program. His local connections led to rich experiences off campus and eventually improved the cultural competence of the University of the West Indies, as well.

"Mr. Cupid was the one who knew where real stuff happened," Temple-Thurston said.

With so many cultural groups on the island, students also were encouraged to complete a diverse array of weeklong homestays, so they could sample different walks of life.

The practice continues today. It's the students' first glimpse of the warm, intimate culture they quickly grow to love.

"Different students go to different homes," Temple-Thurston said, from wealthy Afro-Trinidadian



families to extremely religious Hindu households.

Youtz said the guest house where students live throughout the semester builds upon that slice-of-life experience. Located in Tunapuna, it's situated two blocks from the popular market of the same name. The atmosphere is alive, vibrant and authentic, Youtz says.

"A great deal of what students get out of Trinidad is beyond the classroom," Youtz said. "It isn't fancy, but it's real."

That vision helps students learn about themselves in profound ways once they return to the U.S. "Students often realize they are no longer the person they were when they left," he said.

## BRINGING THE ISLAND HOME

Eventually, Temple-Thurston and others realized bringing Lutes to Trinidad was half the equation. They wanted to complete the cultural exchange.

"We are getting so much from this culture," Temple-Thurston recalled telling herself. "We must give back in some way."

So, locals in Trinidad, the country's minister of culture and the PLU administration collaborated to bring students from Trinidad to the Parkland campus. About nine students at a time have attended PLU thanks to the government-funded program. Hughes was the first to seize the opportunity.

Temple-Thurston said it allowed students there to earn a degree while also bringing a new cultural perspective — and that valuable racial consciousness — to campus. The program lasted about five or six years. It ended as a result of constant government turnover in Trinidad, she said.

While the program was active, Hughes said many of her fellow Trinidadians followed her lead, bringing island flavor to the Pacific Northwest.

"We formed a Trini posse and took the campus by storm," she said, with a grin.

The new cultural presence on campus included starting a PLU edition of Carnival, which included a parade of lively dancing, singing and costuming.

Still, nothing compares to the real thing. In Trinidad, PLU students don't just attend Carnival — they're an intimate part of it.

"Here you're actually participating," said Bamba, who learned traditional stick fighting during her time abroad last year. "You get to be a part of it instead of just observing."

Youtz said Carnival is a collective statement about Trinidad's history and culture — an "astonishing explosion of human creativity." Students learn



## WATCH

Watch how students go beyond sun, sea and sand in Trinidad and Tobago.

[www.plu.edu/resolute](http://www.plu.edu/resolute)

traditional choreography, choose their own costumes and think through the meaning behind them. One year, PLU and its students were featured for nearly 10 minutes during the national broadcast.

"People are blown away," Hughes said. "Because students are able to go beyond that tourist view of Trinidad and Tobago, locals are willing to open up to them. It's a partnership that's formed."

As a result, learning goes beyond lectures in a classroom at the university. It includes seeking out the "living legends," as Hughes calls them, learning from the personal experience of those who have witnessed the cultural traditions as they've formed.

The list of legends includes world-renowned authors, calypso artists, Carnival designers and more.

Shelondra Harris '17 said it's amazing to be a part of such a spectacular event and have the opportunity to meet local celebrities and leaders.

"It's really cool that the program allows us to have these interactions," she said during her time in Trinidad. "Everyone you meet, whether they are a historian or a person on the street, they know some bit about their history."

Additionally, students participate in internships at orphanages, schools and more. "Students in the Trinidad program are very busy," Youtz said.

Still, the schedule includes some downtime. "Of course, we organize trips to the beach," he said. "All the Caribbean paradise stuff is there."

Temple-Thurston says that's the epitome of local living in Trinidad. "Trinis work hard and they play hard," she said. "They're no slouches."

Temple-Thurston said Trinidad is the perfect place to jumpstart global education, which she says allows people "to love so much more richly and openly."

"It will open your heart, your mind and your consciousness in ways that's hard for you to imagine at this point," she said. "It makes you see your culture through new eyes."

Hughes hopes that fellow Lutes who return from Trinidad will be inspired to learn more about their own cultures — just as she did. Perhaps they will take that first trip to Mount Rainier, or explore corners of their community they never knew existed.

"You return with that vigor," she said. "That vigor of understanding your own self, understanding your own community, understanding your own country."

As for the students who have yet to open that door, Hughes says, Trinidadians are waiting.

"Everybody knows PLU's coming," she said. "They are expecting us." □

BY KEVIN KNODELL '11  
AND KARI PLOG '11

Professor Paul Manfredi says Pacific Lutheran University's longstanding educational partnership with Chengdu, China, is more important than ever.

PLU was among the first institutions to begin a study away program there. It started small in the early 1980s, just as the United States and China were beginning a new era of diplomatic relations after decades of Cold War enmity.

Eventually, it grew into the healthy cultural exchange it is today.

"China is so fundamentally important to where things are going," said Manfredi, the program director.

Tamara Williams, executive director of the Wang Center for Global Education, says the China program gives students the opportunity to learn about a global superpower from the inside. The experience epitomizes all of PLU's study away programs that carry the Gateway label.

Gateways are defined by a "commitment to long-term partnerships," Williams said, an open door that meets the educational needs of both places.

"The door swings both ways," she said.

Wang Wenhao has found himself on both sides of that door throughout his lifetime.

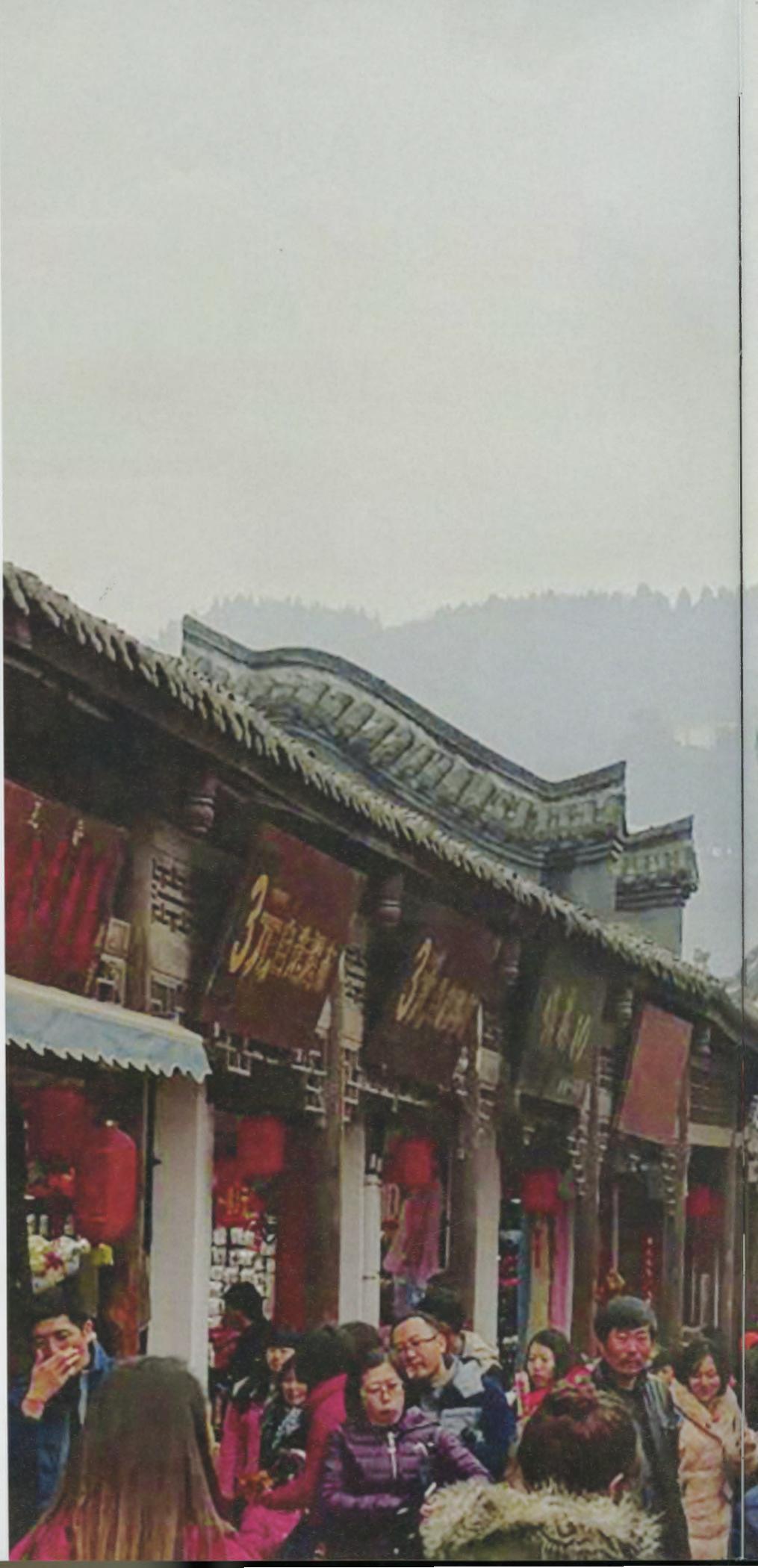
Wang, who graduated from PLU in 1988, is a semi-retired English professor in China who prepares students to go abroad, including those coming to his alma mater.

He was one of the first Chinese students to come to PLU.

"At that time it was extremely hard for Chinese to go abroad," he recalled. "I'm one of a lucky group, I was chosen as a student to go to PLU."

Wang originally arrived as a short-term visitor. But when he learned he could complete his master's at PLU, he worked as a Chinese instructor while pursuing his degree.

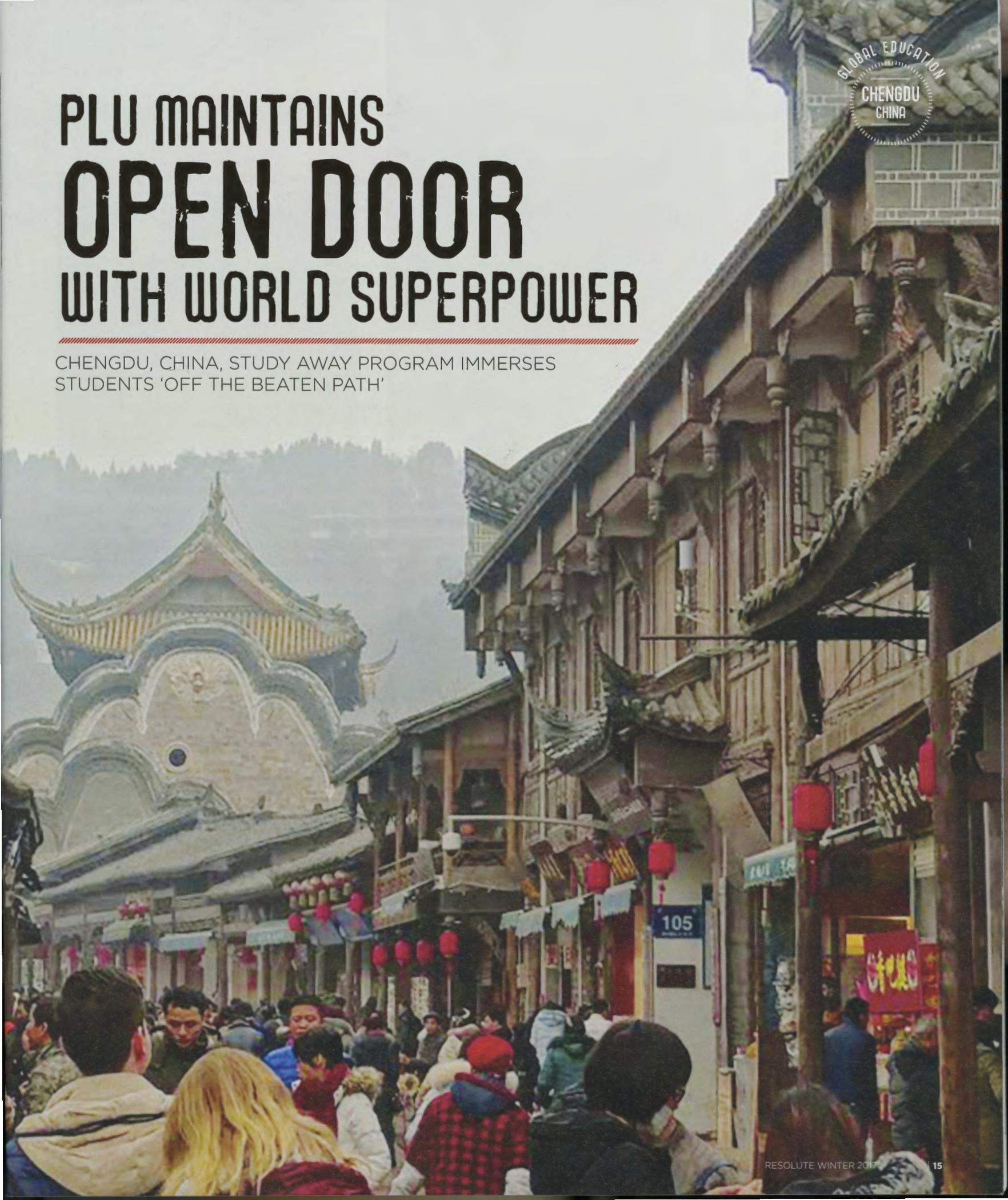
Outside the classroom, Wang was able to experience the culture of the Pacific Northwest. >>



# PLU MAINTAINS OPEN DOOR WITH WORLD SUPERPOWER



CHENGDU, CHINA, STUDY AWAY PROGRAM IMMERSSES  
STUDENTS 'OFF THE BEATEN PATH'



# WHILE STUDENTS ARE IMMERSSED IN THE CULTURE, THEY LEARN ABOUT THE HISTORY AND POLITICS OF THE REGION.

**WATCH**

WATCH STUDENTS DISMANTLE  
STEREOTYPES OF THE  
WORLD SUPERPOWER.

[www.plu.edu/resolute](http://www.plu.edu/resolute)

He fondly recalled going clamming and learning to steam his catch. He also explored the wilderness, visiting Mount Rainier and learning to forage for mushrooms.

That's exactly what PLU students enrolled in the Chengdu Gateway do when they arrive on Wang's side of the globe — explore the surroundings of their temporary home.

The program includes intensive study tours, during which students visit Buddhist temples, monuments, rural farms and other culturally significant sites.

"The study tour at the beginning exposes you to what China is before you actually have to sit down and start studying," said Devon Johnson '17, a mathematics major who studied in Chengdu in fall 2015. "It helps get all your excitement out and satisfies your need to travel so when you get to Chengdu you're ready to settle down and make that city your new home."

Johnson said China is often presented in the U.S. as an enigma. But firsthand experience helps you understand the complexities, she says.

"Sometimes you just have to take the leap and go for it and put yourself in that environment," she said. That immersion, she says, "can help inform the rest of your life."



Manfredi stressed that it isn't unique for college students to study in China; many institutions have programs based in the two major cities in the eastern part of the country — Beijing and Shanghai.

PLU's program, however, is located in western China, in Sichuan's provincial capital. That, he says, is distinct.

"It's far from those cosmopolitan centers," he said. "It's somewhat off the beaten path, though maybe a little bit less so since we started the program."

At the time the program began, Chengdu was an area of the country where few Westerners traveled, he said. The region currently offers preservation of older Chinese mentalities, he added: "It's a little bit slower and it's a little bit more authentic."



While students are immersed in the culture, they learn about the history and politics of the region. Manfredi said a wide range of electives are offered, too, including martial arts and calligraphy. Students also have the option to pursue local internships or take advantage of the program's relationships with local schools, where PLU students have taught English.

Manfredi says the China-U.S. relationship is one of the most important in the world today, making PLU's Gateway program there particularly important.

He said that while the relationship between the two nations will always be complex, he doesn't want to see the Chinese and Americans treat each other as adversaries. "If you look at a lot of reporting in the Western media you get that sense," he said.

But Manfredi said educational exchanges, such as the one fostered by PLU, are key in bridging that divide — and fighting misconceptions.

Kimberly Nolasco '17, an environmental studies and global studies major, said seeing Chengdu and breaking down barriers allows students to hear China's narrative straight from the source.

"China can tell you who they really are," she said.

As China struggles with a rapidly growing economy, new technology and how its growth impacts the environment, Manfredi argues that it's vital for Americans to understand how China's changes impact us all.

"There's no more important culture to study than China, right now, in the coming years," Manfredi said. "What happens in China actually affects all of us on the planet. Fully appreciating what's going on with China is really fully appreciating what's going on here." □



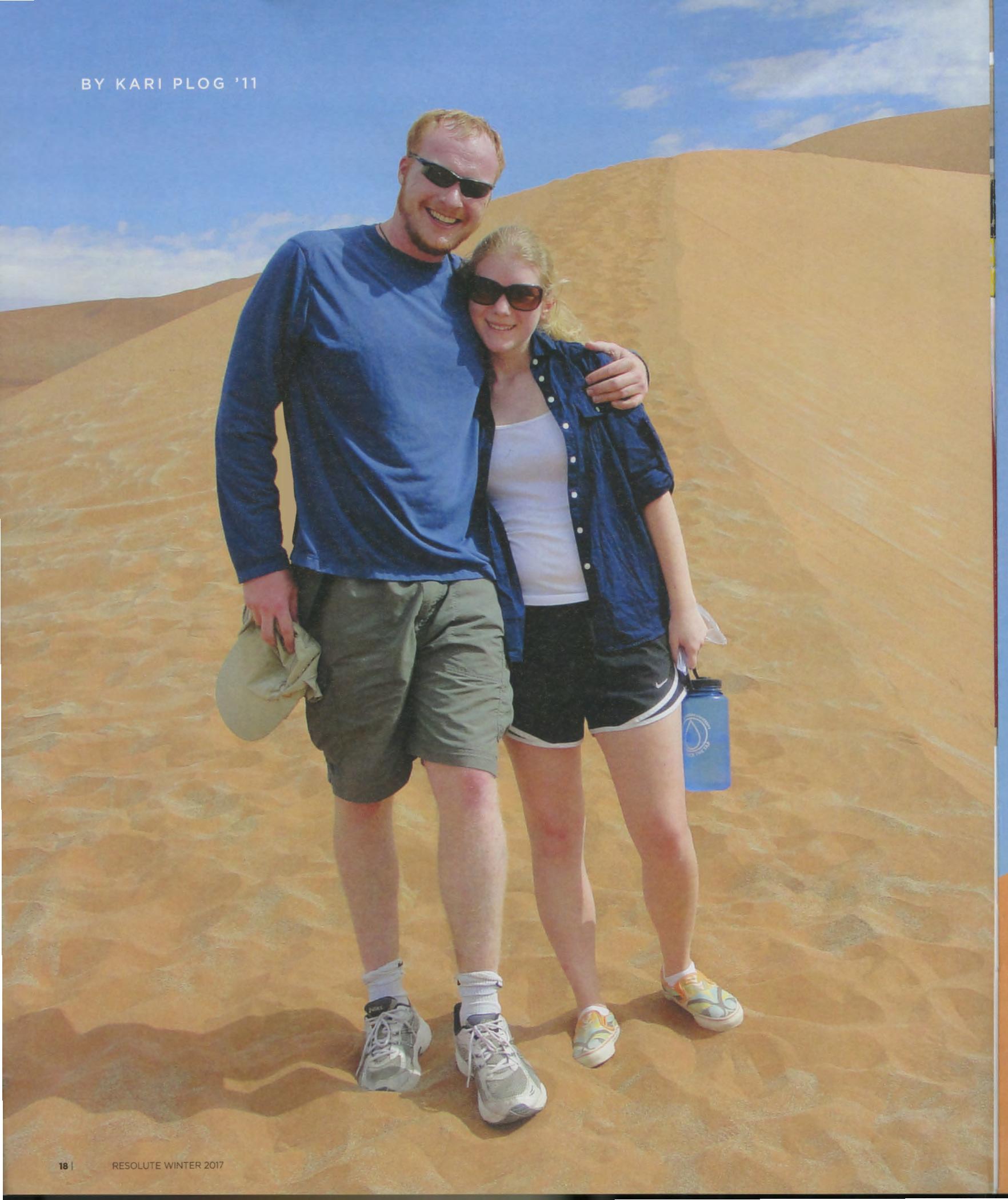
GLOBAL EDUCATION  
CHENGDU  
CHINA



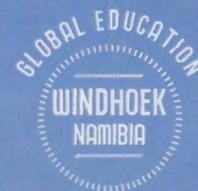
**32** | PLU CONTINUES WELCOMING STUDENTS FROM CHINA. IN 2015, 32 CHINESE STUDENTS CALLED PLU HOME.



BY KARI PLOG '11



# LOVE AND LESSONS IN NAMIBIA



IMMERSIVE EXPERIENCE ABROAD  
GUIDES ASPIRING TEACHERS —  
AND KINDLES ROMANCE BETWEEN  
TWO LUTES

Sam Rise and Allison Small, barely acquaintances, boarded their first plane en route to Namibia along with a cadre of aspiring teachers in January 2012.

The Pacific Lutheran University students knew their lives were about to change during their time studying away in the southern African nation. But neither anticipated just how much. And they didn't expect one of the biggest changes to take hold before arriving in Windhoek.

It's a long story, and the details waver depending on who tells it, but it starts with a broken TV screen on the airplane, a detour during their layover in Europe and a city full of shuttered businesses.

"We got there on a Sunday morning in January and everything was closed," Allison recalled with a chuckle, side-eying her now husband about his idea to jaunt away from the group to Wiesbaden, Germany.

"Everyone else had a good time in Frankfurt," Sam quipped in response.

It took four days for Sam and Allison's relationship to bloom. Five years later, they're happily married and fondly recall their studies in Namibia's capital city.

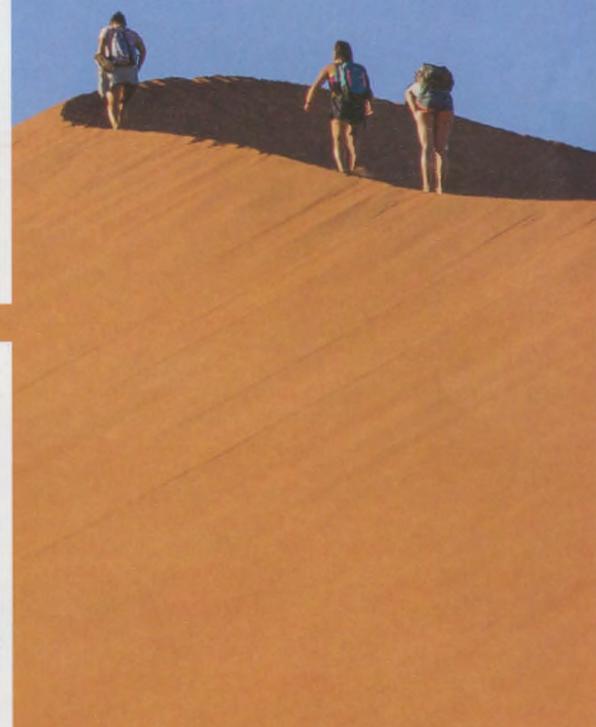
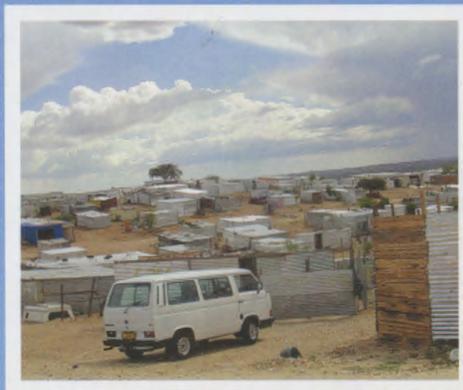
One of them continues to teach as originally planned, the other took a slightly different path. Both credit Namibia for the direction of their vocation.

And they aren't alone.

Many students carry lifelong lessons with them after returning from Windhoek, says Jan Weiss, assistant professor of education.

An educational relationship that started with a grant-funded teacher training program involving PLU faculty members has evolved into a deeply immersive experience for PLU students.

The education component in Namibia, one of many focuses in the Gateway program there, is built on close collaboration between PLU and the University of Namibia. »



Participants such as the Rises, Weiss says, develop mutual respect, empathy and confidence in a different culture, while honing their abilities to adapt and problem solve.

“The interaction with Namibians from all areas, not just education, is ongoing and consistent,” Weiss said. “Through those relationships that continue over time, there’s this sense of trust and authenticity.”

That trust creates a learning lab where lessons go both ways — Namibian teachers mentor PLU students on classroom management while also drawing from the students’ experiences themselves.

“It’s a reciprocal learning program for Namibians and U.S. students,” Weiss said. “The teachers in Namibia trust the preparation levels of PLU students.”



## ‘LEARNING ON THE FLY’

Allison Rise graduated from PLU in 2012, and went on to earn a master’s degree at Seattle University. As a school psychologist who helps determine if students in the Auburn School District face learning disabilities, she said flexibility and improvisation are key. She learned about both while studying away.

In Namibia, Allison said the average day of teaching was intense — 12 hours split between the school and an orphanage or after-school enrichment program. It often involved “learning on the fly,” she said.



One time, during Allison’s planning hour, a group of students found her and asked if she could teach them art in place of an absent teacher. (Weiss says Namibians struggle to find substitutes in such cases.)

So, she did, relying on her literacy skills as opposed to her limited art skills to come up with a quick, engaging activity. She grabbed a picture book, read it aloud without showing her learners the pictures and asked them to illustrate a part of the story. Then, they shared their work and compared interpretations of what they heard.

“Not bad for 30 seconds of prep, if I do say so myself,” Allison said.

## “THE TEACHERS IN NAMIBIA TRUST THE PREPARATION LEVELS OF PLU STUDENTS.”

**WATCH**

WATCH HOW NAMIBIA HELPS STUDENTS DEVELOP GLOBAL CONTEXT TO DIVE DEEPER INTO MAJORS.

[www.plu.edu/resolute](http://www.plu.edu/resolute)

She also taught geography, a steep learning curve for a newcomer with very little knowledge of the country.

“I had to teach the 13 regions of Namibia,” she said, eyes wide. “That prepared me to be a school psychologist, jumping in and figuring it out as I go.”

Another challenge was communicating. Allison said many of the students she worked with in Windhoek still were learning English. Overcoming a language barrier in an immersive learning environment prepared Allison to work with English language learners in her job today.

Weiss says it’s vital for aspiring teachers to interact with students from different cultures, as Allison and others have and continue to do in Namibia.

“They realize every child has their own story and that’s what they need to know to teach effectively,” Weiss said. “You all of a sudden recognize that you’re comfortable navigating a world that is so different from your own.”

Sam underscored that point: “It forces you to think about how to teach differently.”

## GOING BACK

Sam’s experience in Namibia didn’t end with PLU. He finished his master’s degree in July 2012 and immediately left to do Peace Corps work in Aranos, Namibia, about four hours away from where the couple originally studied. He split his time between two host families and taught science, technology, engineering and mathematics (STEM), as well as robotics for grades 8-12.

"They really wanted me to push STEM," he said. "They see it as an opportunity to get into the Western economic and communication world."

Tamara Williams, executive director of the Wang Center for Education at PLU, said STEM is a major academic focus throughout many aspects of the Namibia Gateway program. Writing is another, she said.

Sam says his time teaching in PLU's program helped affirm his love of teaching. More specifically, it affirmed his desire to work with marginalized communities.

In Namibia, he gained experience dealing with issues that teachers in those situations face — poverty, language barriers, lack of resources — in a global context.

Not all the teaching moments were easy, but Sam said they were necessary.

"Struggling with things is where learning happens," he said. "You have to go into a study abroad experience with a growth mindset, because it's going to be hard. You have to be resilient. There is no going back home."

Education major Anna Parker '17 said those unexpected challenges offered the most enriching learning opportunities.

She said she learned to be resourceful during her time co-teaching with her mentor, since Namibian teachers often must create any of the learning materials they use from scratch — such as letters that adorn the walls or illustrations in picture books.

Parker also strengthened her classroom management skills, after working with double the number of learners she was used to back home.

Those and other skills she absorbed by collaborating with her Namibian teacher.

"I learned a lot from her. She was very firm, but extremely loving," Parker said. "She was hard on her kids, but they knew that she loved them and they loved her back."

Parker, much like the Rises who came before her, stressed the importance of teaching in a culture that's different from your own. The trust that Weiss builds as an "honorary Namibian," she said, leads to more authentic interactions.

"You need to be adaptable," Parker said. "From my perspective, you can really only gain those things from travel. It's the best way to understand yourself as well as other people."

## BE UNCOMFORTABLE

While Allison and Sam both recognize the struggles they faced abroad, they also recognize — and urge others to recognize — the privilege that comes with an immersive experience.

Some of the places PLU students visit while studying away in Namibia are places local kids may never see in their lives due to poverty, illness, lack of transportation and other socioeconomic factors.

"This is these kids' lives. This is their day to day," Allison said. "Even when you're having this immersive experience, there's still that privilege there."

Sam stressed the importance of harnessing the power of privilege.

"It's what you do with your privilege once you acknowledge it that makes the difference," he said. "I think that's why I wanted to go back and do Peace Corps."

For Allison, she used her privilege to create connections between her students here and abroad.

Upon returning to the U.S., she jumped right back into a classroom she was working in before she left, this time as a student teacher. The Tacoma school looked different than the one she experienced in Windhoek — twice the size with half the kids.

She had students in her classrooms from each country exchange letters. "I wanted them to understand where I was going and what I was doing," she said of her American students. "I wanted to use it as a teaching tool."

Sam and Allison credit Windhoek "100 percent" for finding each other. Their wedding rings were handcrafted by a Namibian jeweler, and their home is adorned with souvenirs from their time there — reminders of the time everything changed.

But the biggest reminder of their time studying away is the love they have for the work they do.

The experiences that landed them where they are today came with plenty of challenges, but the Namibia program allowed them more space to dive deeper into those complexities.

"There's something to be said about doing your best learning out of your comfort zone," Sam said.

Allison agreed.

"It's important to be uncomfortable," she said. "This is an easy way to be uncomfortable really fast." □

**"SHE WAS HARD ON HER KIDS, BUT THEY KNEW THAT SHE LOVED THEM AND THEY LOVED HER BACK."**

# GLOBAL EDUCATION CONTINUES IN CHALLENGING WAYS AFTER PLU

ALUMNI EXPERIENCE INTERNATIONAL CONFLICT, CRISIS  
AROUND THE WORLD

"Amy and I decided to get out of the crowd and duck into a hotel for a drink until the crowd dissipated. As we stepped into the hotel pandemonium broke loose and a rush of people flooded inside after us," Geoff Boers '80 wrote in a message home. "No one knew what was going on, just lots of screaming, sirens and military running with guns drawn."

Boers had been visiting Nice, France, on Bastille Day last summer when a terrorist drove a truck into a crowd of locals and vacationers during the festivities. The bloody attack killed 86 people and made headlines around the world.

"The fear and sadness cannot be adequately expressed," Boers wrote. "We are so sorry for the lives lost, thankful to be safe, and hopeful that tonight might be transformational in some way, that I, we, might do something to change things."

Globally, Pacific Lutheran University alumni such as Boers are coming face to face with the international conflicts that are defining the modern era. Some by accident, others by choice.

## SERVICE AMID WAR

Dom Calata '08, a military brat who followed in his father's footsteps, enrolled in PLU's ROTC program not long after the Iraq War started.

He initially intended to be a nursing student, but struggled. The path ultimately led to rejection from the program, putting his military scholarship in jeopardy. But Lt. Col. Gillian Boice, PLU's professor of military science, stepped in.

"I owe her my entire military career," Calata said. "She fought really hard for me to keep my scholarship."

Boice instilled a fierce sense of responsibility in Calata and other cadets. She is a decorated combat veteran of Desert Storm, the conflict in the Balkans and Operation Iraqi Freedom — a seasoned officer who talked with the authority of experience.

"What I learned from her about being a leader, taking care of people," Calata said, "that's something I've always kept."

As he shifted gears from nursing, Calata turned to political science. Through those studies he met Professor Ann Kelleher. She had a reputation as a tough instructor and, like Boice, had real-world experience with war and diplomacy. "She really made it clear that poli sci wasn't a throw-away major," Calata said.

He said Kelleher's conflict resolution class helped stress the complex nature of many of the conflicts around the world. "Each part of the world has their own nuances to it," he said. "Trying to solve a problem in a cookie cutter way isn't going to solve it at all."

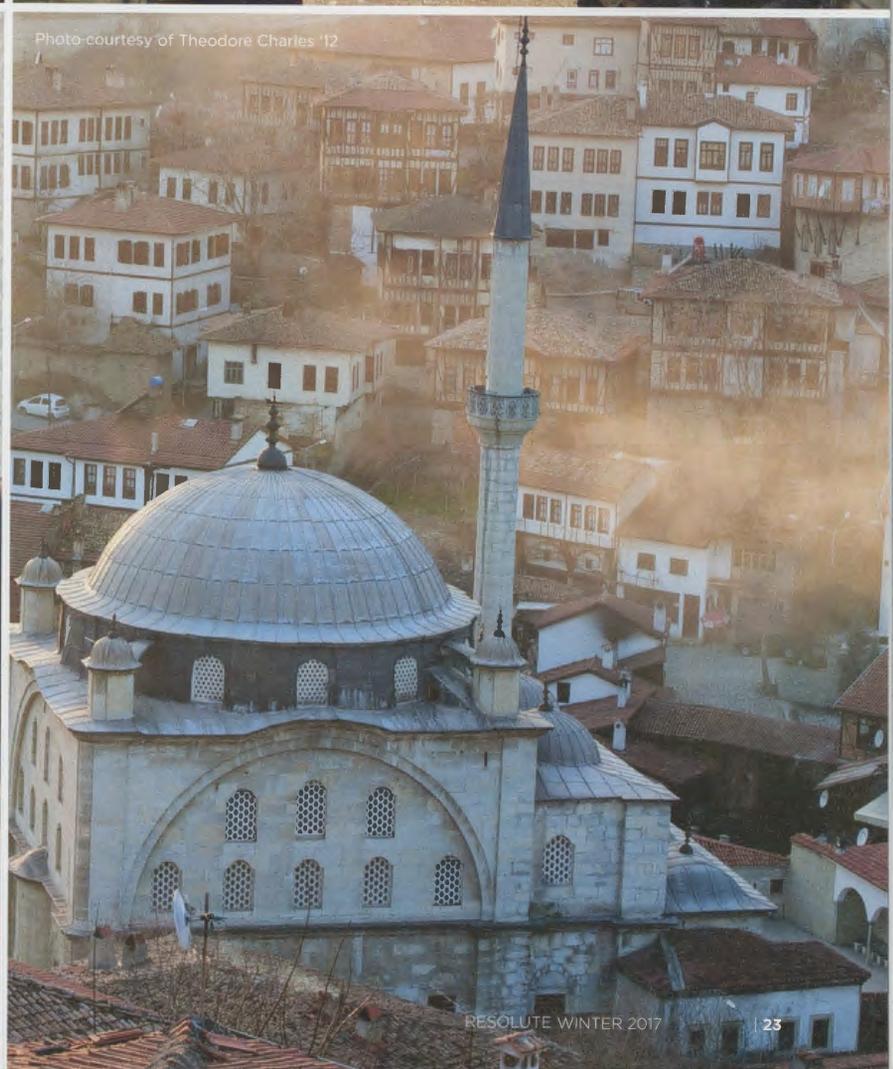
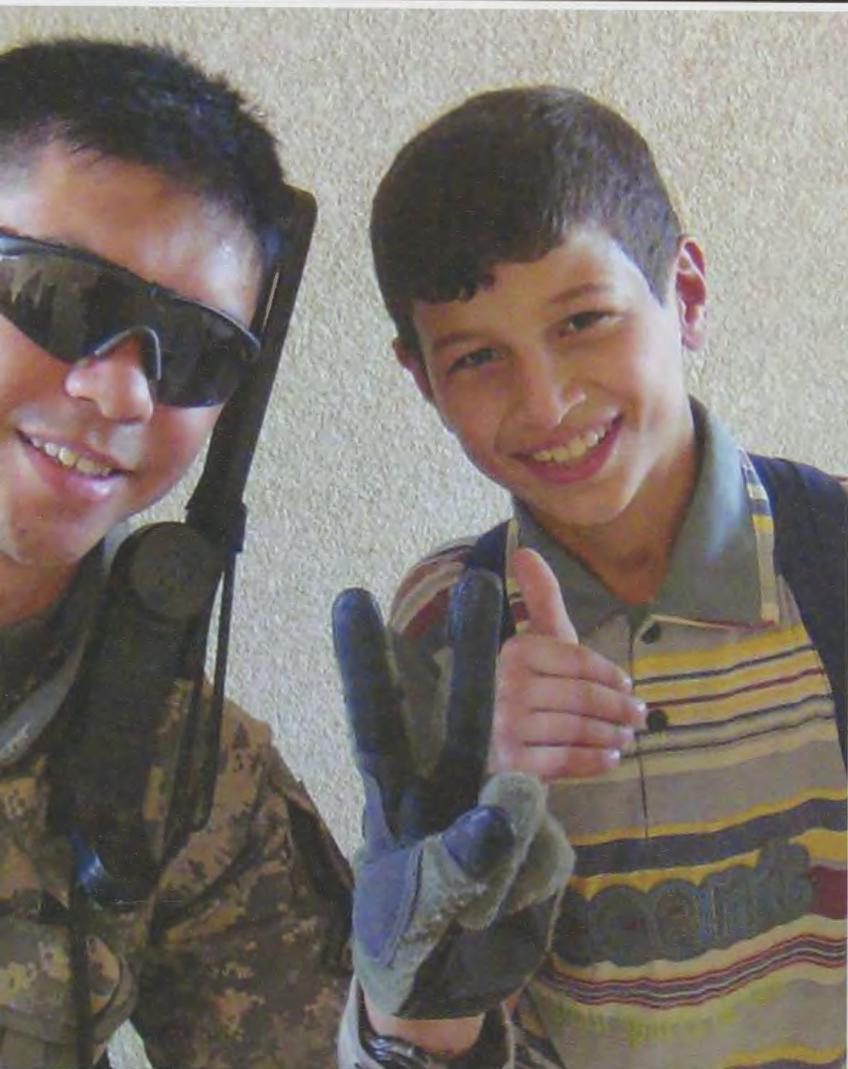
Calata's first deployment included working side by side with the mayor of a town, a brigade commander of an Iraqi army unit and a local police chief. All had their own areas of responsibility, he said.

"But me as a 22-year-old lieutenant? Luckily, I had my political science degree and I have my training," Calata said. "But how do you expect a 22-year-old kid to go into a place as old as the Bible and say »

Photo courtesy of Theodore Charles '12



Photo courtesy of Dom Calata '08





'here, I'm going to fix your ancient problems.'"

Calata said he often thought back to the way Boice and his other ROTC instructors drew upon their experiences in Iraq and Afghanistan — the way they tried to teach students that, in real life, the problems you face aren't always black and white.

"I think they did a good job of saying 'hey, this is what the book says but this isn't always what you're going to do.'"

Calata has since left the Army, and serves in law enforcement, but many of his fellow ROTC graduates are still fighting overseas.

## WITNESSING CRISIS

The ripple effects of warfare over the years can be felt far and wide.

Theodore Charles '12, who studied anthropology at PLU, spent two years in Turkey researching food culture and migration with the Fulbright program.

"Looking at Turkey is kind of an interesting geographical location because over centuries and centuries you have all these movements of people," he said. "So you've got this confluence of culture."

But through the course of his research, the mass movement of refugees fleeing wars in the Middle East began to intermesh with the mass movements of old. Charles personally witnessed the rapid progression of the refugee crisis.

He recalled taking time off for a local holiday and witnessing the conflict up close. "I took a ferry

across to one of the Greek islands," Charles said. "There were life vests floating in the water, boats of refugees; there were fishing boats and other pleasure craft out trying to help people if their boat sank. And this was just during a 45-minute ferry trip."

When he arrived in Greece, he saw piles of discarded boats and vests. "From some who made it and those who didn't," he said. Witnessing the effects of the crisis during what was supposed to be a leisurely, quick vacation was a sobering reminder of the world around him, Charles said. It gave him a deep appreciation for what refugees endure.

"You have to think that if they're willing to risk this, how bad does it have to be where they're coming from that this seems better?" he said.

Last year proved to be a particularly bloody year in Turkey, as terrorists ramped up attacks in the country. "I think I missed one by 15 minutes when I was in transit in Ankara passing through. There was one when I was in Istanbul," Charles said. "Over time there were so many bombings that there was this sense of horror and then normalcy ... there was an intense grief and then things going back to normal."

Eventually, the violence directly affected Charles. While he was temporarily away last summer, a failed military coup against the Turkish President Recep Tayyip Erdogan disrupted his plans to continue research. Though Charles intended to return, the post-coup upheaval kept Fulbright from renewing the program.

"Everything kind of changed," Charles said, "all of my plans for the next few years."

He said it's disappointing. He loved Turkey and its people. He said he was grateful for the kindness he experienced from strangers there and was constantly moved by the plight of refugees trying to start new lives — most of them caught up in events far beyond their control.

Charles continues to watch the refugee crisis unfold from his home in the Bellingham area, mostly through news feeds and video clips. He said he thinks it's hard for Americans to grasp the scope and scale of the human crisis unfolding in the Mediterranean.

Nevertheless, he said it's the sort of event that's going to shape the world for generations to come — and it already has.

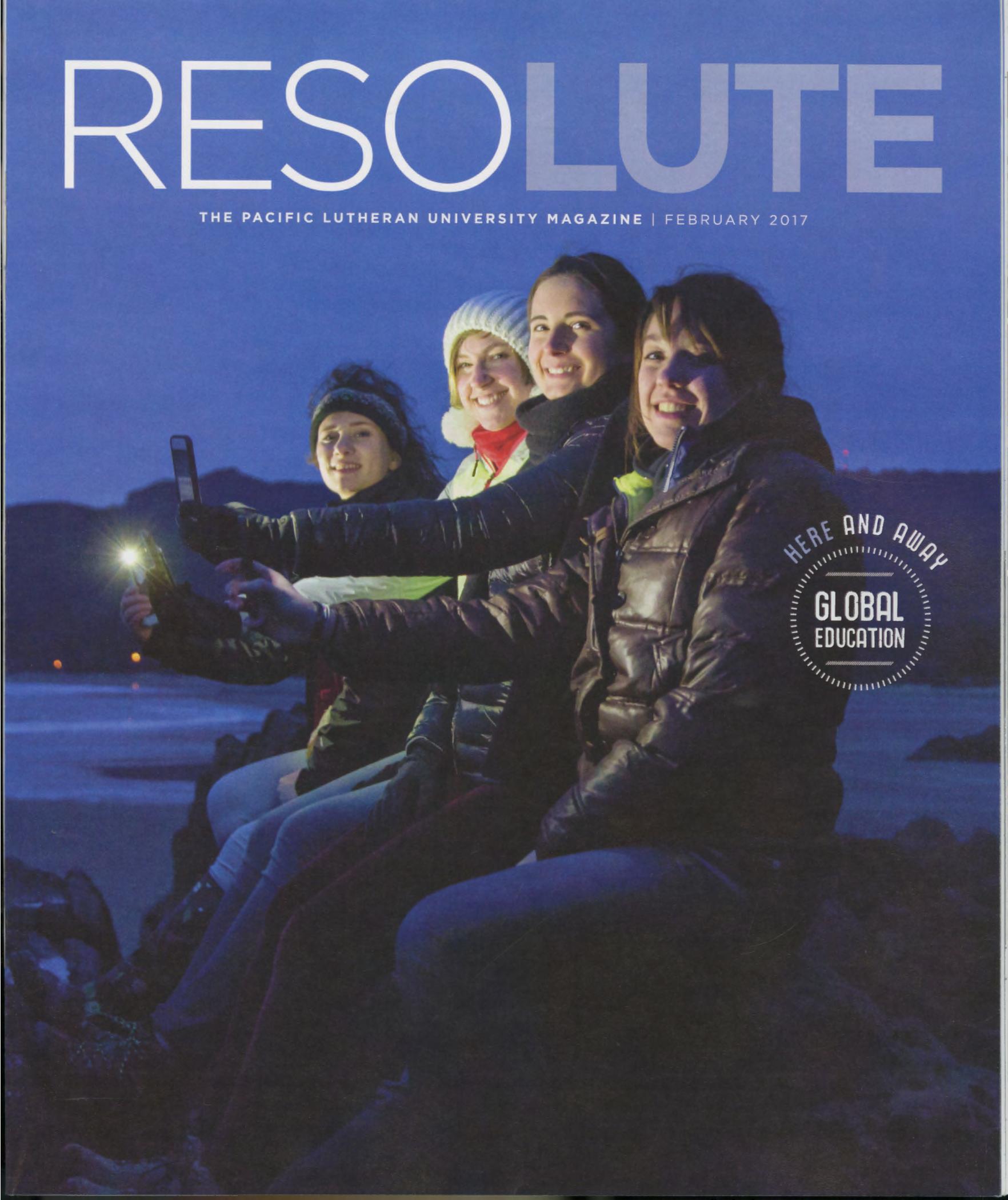
"When you leave one place and go to another place, you're bringing your memories, your experiences, your culture with you," Charles said. "And that's why I went to Turkey, because of the historical movement of people."

"We all impact what is around us when we go to a different place. And we change ourselves." □

**"YOU HAVE TO  
THINK THAT IF  
THEY'RE WILLING  
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SEEMS BETTER?"**

# RESOLUTE

THE PACIFIC LUTHERAN UNIVERSITY MAGAZINE | FEBRUARY 2017



HERE AND AWAY  
GLOBAL  
EDUCATION

he white vans pulled into the parking lot at Washburn's General Store along Bayview Avenue — known to locals as Front Street — as they have every year for 21 of the past 23 years.

The faces of the Pacific Lutheran University students who filed into the store were new, but that didn't matter.

"Are you guys PLU?" someone asked. "Where's Dave?"

David Huelsbeck, professor of anthropology at PLU, says the greeting from the Makah tribe stays the same, even as the students enrolled in his January Term course change: "Welcome back to Neah Bay."

Huelsbeck has brought a small group of students to the furthestmost tip of the Olympic Peninsula each year to learn about a native tribe he's researched for decades. It's designed as an introduction to anthropology, but it offers so much more to those who enroll.

Neah Bay is an immersive study away experience just four hours from PLU's campus. It offers a glimpse into a community that works hard to preserve its culture and sovereignty, teaching tribal members and outsiders alike about the rich history and entrenched values of the Makah people.

"It is like the students who are going this year have a 20-year relationship," Huelsbeck said. "You can't develop that kind of trust overnight."

Still, even though he's considered an adopted member of the community, Huelsbeck is careful not to take the lead.

"It's an issue of authority," he said. "I'm one kind of authority on Makah culture, but I'm not Makah."

So, staff from the Makah Cultural and Research Center (MCRC) heavily influence the direction of the study away experience. Janine Ledford, executive director of the MCRC, and others create and coordinate the 12-day schedule of activities and lectures.



Staff members even offer advice on in-class readings before the students arrive in Neah Bay, Huelsbeck noted. "Collaborating is the best way to have a good outcome," he said.

The fruits of that collaboration trickle down to the students.

"I felt welcomed and friendly with people immediately," said Ian Rice '20, a political science and global studies double major who studied there last month. "You don't have to ask a question of somebody to get an answer."

Natalia Giovengo '20, an anthropology major, said she was surprised by the intimacy of the Makah's relationship with PLU. "He waves at passing cars," Giovengo said of Huelsbeck. "They see the white vans and they know it's PLU."

All the students say that warm welcome empowers them to dive deeper and ask questions they wouldn't otherwise. It gives them confidence in a culture unfamiliar to them.

"That's why it's so immersive," said Rachel Longnecker '19. "It's his relationship with people." »

# WELCOME BACK TO NEAH BAY

MAKAH TRIBE CONTINUES LONGTIME TRADITION OF  
SHARING ITS STORY WITH LUTES

## ‘LIVING CONNECTION’

The MCRC grew out of the discovery of the Ozette archaeological site, which was originally occupied by the Makah people. A portion of the village was leveled and encased by a mudslide around 1750. The 11-year excavation of the site, which started in 1970, produced more than 55,000 artifacts, many of which are on display at the museum.

“It’s a site of national significance,” Ledford said of Ozette.

Greig Arnold, vice chair of the tribal council and founding director of the MCRC, said the museum started with a box of keys and a commitment to protecting the flawless discoveries.

After much deliberation between a world-renowned exhibitor and a committee of Makah people, the MCRC was built at the entrance to Neah Bay — a gateway to the town.

“The museum is based on the storyline of the seasonal round,” Arnold said. In other words, each gallery is filled with artifacts representing spring, summer, fall and winter.

Building the structure and the narrative was the easy part, Arnold said. Writing the copy to describe all the artifacts was most challenging. The years-long process resulted from creative tension between academics and the Makah people, who wanted to share their history in their own words.

“This is our people’s museum,” Arnold said. “Out of Ozette came all this evidence that verified what our elders were telling us.”

Huelsbeck joined the excavation effort about six years after it started, serving as a site director during his graduate studies at Washington State University.

“Dave was an important part of the excavation,” Ledford said.

But, she added, he took that research a step further. Beyond supporting the teams working to unearth history, Huelsbeck was immersing himself in contemporary Makah culture. He learned about the community and built lasting relationships that created a “living connection” to the artifacts from Ozette.

Eventually, several years after Huelsbeck landed a teaching job at PLU in 1989, Ledford said it made sense for him to connect his work there to his work in Neah Bay.

The result is one of PLU’s longest standing J-Term immersion experiences, one of many study away programs within the Wang Center for Global Education.

Huelsbeck said many students study abroad in other countries after traveling to Neah Bay.

Some regard the Makah immersion as their most profound study away experience, despite the relatively short drive from campus.

“It definitely isn’t a tourist experience,” he said. “That’s the whole point of study away.”

Despite that immersion, Ledford says, students only scratch the surface in the 12 days they study in Neah Bay.

“But it’s still meaningful because they’re here,” she said, as opposed to studying films or textbooks. “They see a continuum of Makah culture.”

## MAINTAINING HISTORY

Students run the gamut of activities during their time on the Makah Reservation. They hear lots of stories, too.

“You learn a lot in 12 days,” Longnecker said just a few days after arriving in Neah Bay last month.

They do manual labor for the MCRC; this year included work prepping for a lighting improvement project. They tour the village, Cape Flattery and the Ozette site itself. They participate in hands-on activities, such as making deer-hide drums and cedar bracelets. They visit the senior center and Head Start program, two of the many tribal-operated social service programs, to build relationships with Makah of all ages.

All of the activities, from start to finish, involve formal or informal education about Makah culture and values.

“I’m hoping the experience coming to Neah Bay and (learning about) Makah culture will lead to a reflection on their own lives, what it means to be a human in the company of others,” said Greg Colfax, a Makah carver who worked on the Ozette excavation effort. He shared a lecture about his experiences at the site.

Colfax spent more than two years at Ozette, working in a number of roles, including bringing clams and sockeye to the workers and guarding the site upon appointment from the police chief.

“It had nothing to do with the pursuit of science,” he said of his involvement. “It had to do with being a part of something very exciting.”

Colfax’s great-grandmother was born where the excavation took place. Growing up, he heard endless stories from elders about his ancestry there.

“I had a family connection,” he said. “Being there, I was seeing what they had seen long ago.”

Colfax said growing up Makah came with high expectations, not only from your own family, but from other families, to get the story of their people





right. “That’s a strength of Makah culture,” he said. “It’s how a village raises a child.”

The values of orating history and raising children in community go hand in hand for the Makah.

Storytelling, something PLU students often participate in, is a responsibility that is passed through generations.

Jean Vitalis, a retired chief judge and current MCRC board member, said it’s important to teach Makah children to have a significant place in the world while also embracing their ancestry.

“I have a deep responsibility to my family, to keep as much of our history as possible,” Vitalis said. “That’s how we survived. Those traditions and values are just as important today as they were generations ago.”

That responsibility, Vitalis says, creates a deep bond between Makah tribal members and the reservation they call home. Her entire family — all four children, 12 grandchildren and two great-grandchildren — live in Neah Bay. Many left for college and returned, to give back to the community that raised them.

Ledford says that’s common among the tribe.

“When you’re Makah and your family has lived here since the beginning of time, it’s a strong connection,” Ledford said. Of course, the clean air, fresh fish and gorgeous scenery help draw them back, too, she added. “Once you come to Neah Bay and once you see the beauty of the place, you want to come back.”



## RESILIENT SPIRIT

Resiliency is prominent in Neah Bay. While community is vibrant and kinship ties run deep, Makah tribal members still face a number of challenges.

June Williams, who led a tour of the museum and cooked a clam-chowder meal for PLU students, said substance abuse is a pervasive problem.

But the tribe funds a health center that, among other services, offers rehabilitation for recovering addicts. Williams said once those folks turn their lives around, cultural education offers an outlet for staying on track.

“They come out of treatment and have a hunger for their heritage,” she said.

Other social service programs also combat domestic violence and trauma from varying causes, she added. Housing is provided to those in transition, part of the general housing program — one of 82 departments within the tribal government.

“Nobody should be stuck where they’re at,” Williams said.

Additionally, oral history is harder to maintain, said Arnold, the tribal council member. As elders die and technological distractions engulf youth, social interaction diminishes.

“All that messes with your ability to interact with nature,” he said. “But, it’s still our responsibility.”

Offsetting those changes is a deep commitment to cultural education through the museum, as well as local public schools. Both place heavy emphasis on learning the Makah language.

The tribe focuses on educational opportunities for Makah of all ages, Ledford said. Adult education helps tribal members earn GED certificates. Head Start offers free early childhood education and child care starting at infancy.

Everyone touts the near-perfect graduation rate at the public high school, which educates a student body that’s roughly 90 percent Makah.

Beyond that, Ledford says, all students attend college, join the Job Corps or enlist in the military after high school. Many of them eventually return, to apply the skills they’ve gained within the community.

“People stay here through the good, the bad and the inbetween,” Ledford said.

Many tribal members say that success in school is a direct result of the strong ties to identity, and the respect the school district has for that identity.

Yvonne Wilkie, a storyteller who invited PLU students to her home, said cultural education builds confidence and empowers students.

“They are comfortable in their own skin,” she said. “It makes a huge difference in how they think of themselves. And they know they always have this community to come back to.”

That community is one that is present at every stage of life, for everyone. PLU has become a part of the fabric, at least for a short time each January.

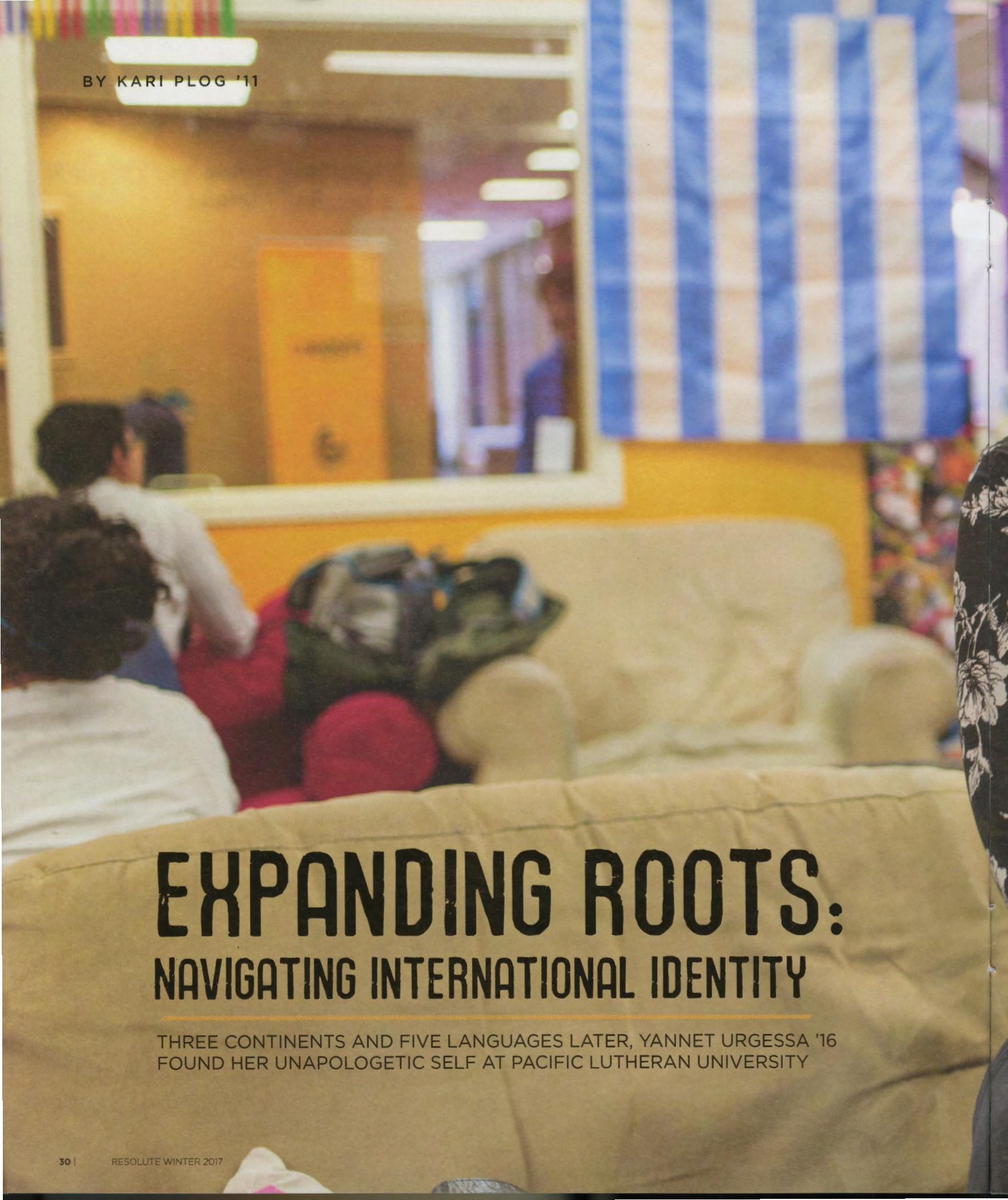
One Friday night during J-Term, Huelsbeck brought PLU students to Neah Bay High School’s boys and girls basketball games. It’s an annual tradition that shows one way Makah culture intersects with that of PLU students — a slice of small-town America under Friday night lights, Huelsbeck says.

Nearly everyone the students met from Day One sat courtside. Both teams won handily, against a backdrop of enthusiastic support from relatives, extended family, friends and more. (Those family values stick with PLU students long after they return home.)

Every few minutes, a familiar face greeted Huelsbeck. Each one took a seat next to him, eager to hear about this year’s group from PLU. Some lingered longer than others, but all parted with the same farewell message:

“Welcome back to Neah Bay, Dave.” □





BY KARI PLOG '11

# EXPANDING ROOTS: NAVIGATING INTERNATIONAL IDENTITY

THREE CONTINENTS AND FIVE LANGUAGES LATER, YANNET URGESSA '16  
FOUND HER UNAPOLOGETIC SELF AT PACIFIC LUTHERAN UNIVERSITY



annet Urgessa '16 feels comfortable here, and she's got the hair to prove it. It's big. It's curly. And, she says, it's unapologetically black.

"A lot of growth I've done is reflected in my hair," she said.

Urgessa didn't always wear her confidence so proudly on her head. After emigrating from Ethiopia, she grew up in Bergen, Norway, among a sea of silky, blond hair.

She said wearing her hair in an Afro "freaked my friends out." So, from the time she was 13 years old, Urgessa straightened her hair daily.

The decision catered to her white friends, she says in hindsight. She sacrificed the health of her hair to make them feel comfortable, and the damage went deeper than her roots and split ends.

"I don't care for my hair when it's straight," she said. "When it's out and big, it's me being myself."

When Urgessa talks about the stages of her hair, it's more than a statement about fashion or beauty. It's a symbol of her constant identity struggle, an indicator of the growth she's made as an international student at Pacific Lutheran University.

Her family relocated when she was 6 years old, fleeing a country rife with political instability. Her family never abandoned their ethnic Oromo roots, but actively immersed themselves in their new culture.

Now, she's relocated again, extending her international education to a third continent as a sociology major at PLU.

The university's commitment to global education is a value that's familiar to Urgessa. She speaks five languages — two native to Ethiopia, English, Norwegian and German — and learned from an early age to act as a citizen of the world.

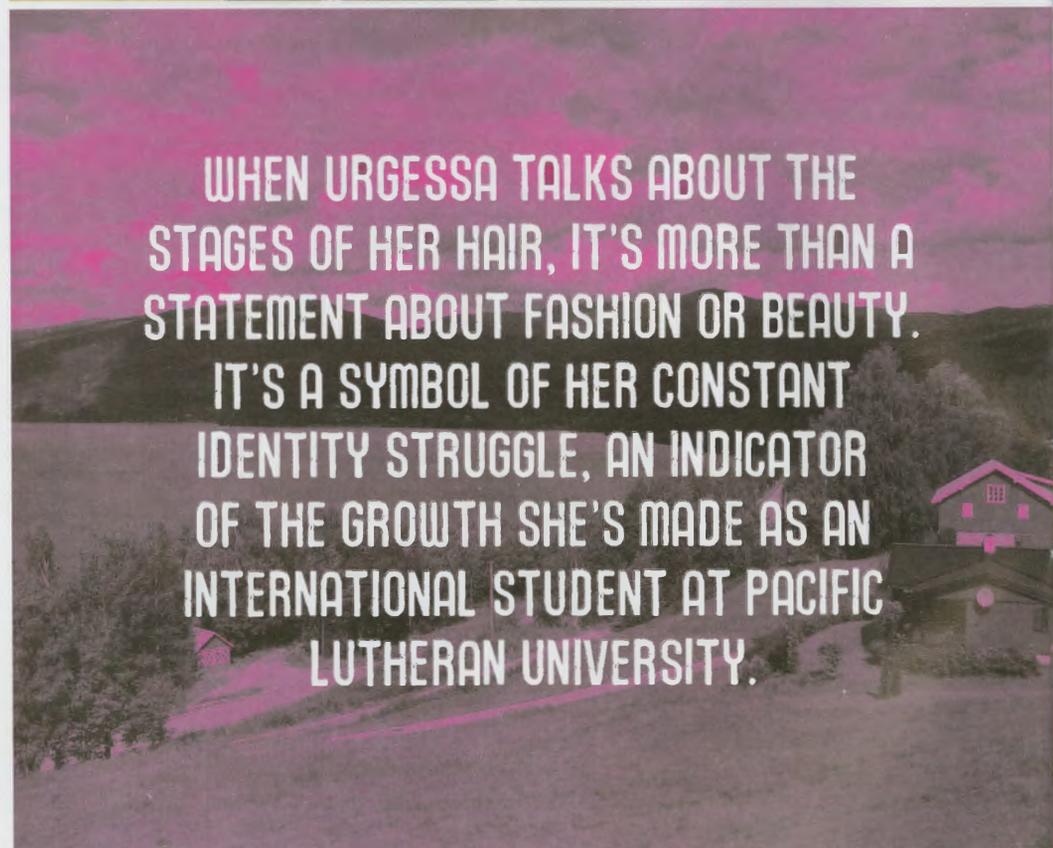
"My parents did a really good job of fostering a global community within our household," she said.

Urgessa spends a lot of time thinking about her identity and how it fits within that global community. "After I came to PLU, that's when I had the biggest struggle figuring out how to identify who I am," she said.

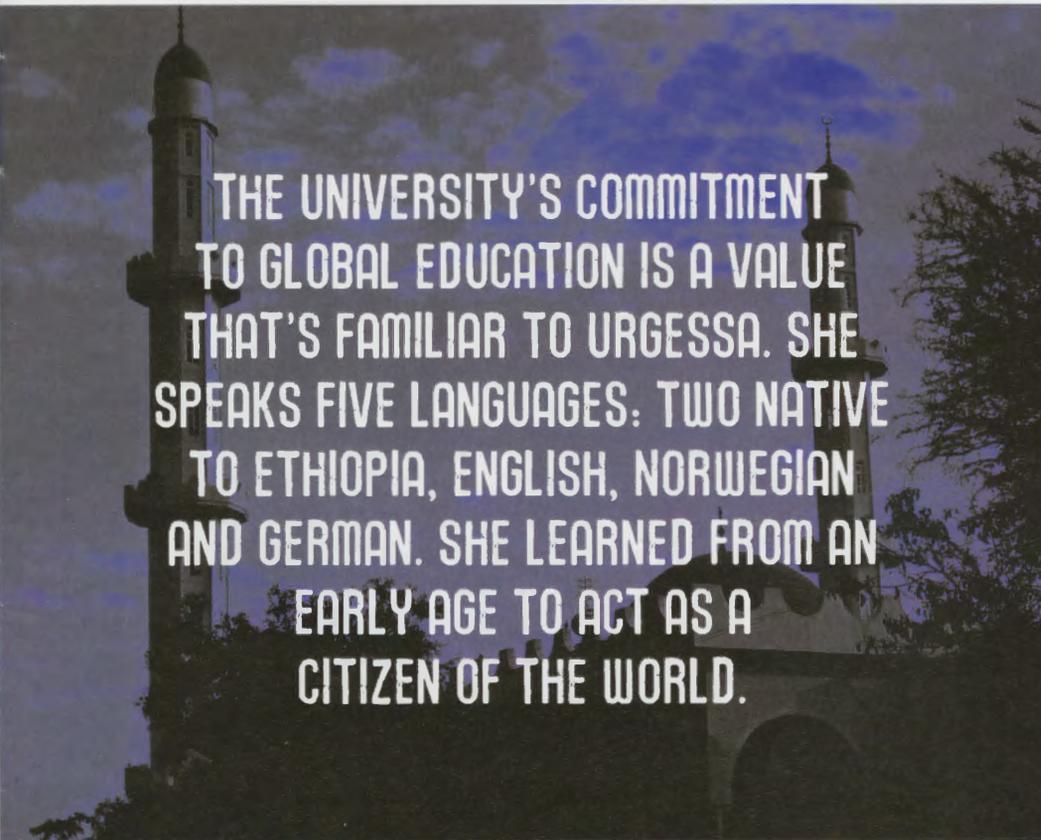
Once she arrived, she interacted with students of color who were confident in their own skin.

"I had never experienced that before," she said. Many of her new friends at PLU were social justice advocates who "embraced their blackness," she said, and it inspired her to follow their lead.

So, among other changes, she stopped straightening her hair. Through her newfound



WHEN URGESSA TALKS ABOUT THE STAGES OF HER HAIR, IT'S MORE THAN A STATEMENT ABOUT FASHION OR BEAUTY. IT'S A SYMBOL OF HER CONSTANT IDENTITY STRUGGLE, AN INDICATOR OF THE GROWTH SHE'S MADE AS AN INTERNATIONAL STUDENT AT PACIFIC LUTHERAN UNIVERSITY.



THE UNIVERSITY'S COMMITMENT TO GLOBAL EDUCATION IS A VALUE THAT'S FAMILIAR TO URGESSA. SHE SPEAKS FIVE LANGUAGES: TWO NATIVE TO ETHIOPIA, ENGLISH, NORWEGIAN AND GERMAN. SHE LEARNED FROM AN EARLY AGE TO ACT AS A CITIZEN OF THE WORLD.

support system, immersion in PLU's Diversity Center and sociology classes, Urgessa became equally comfortable in her own skin in yet another new culture thousands of miles from home.

"I found that I could be unapologetically who I wanted to be," she said.

Urgessa said her PLU experience has been pivotal in strengthening her values as a global citizen, but she said it isn't easy for everyone to embrace cultural immersion. To help her fellow international students get the most out of their experience abroad, Urgessa became an international peer advisor (IPA).

IPAs usher new international students through their first week at the university, offering them advice, guidance and support as they navigate their new community.

Urgessa uses her role to proactively avoid common pitfalls, such as students forming cliques with peers from the same country. She intentionally came to PLU without friends in tow, and encourages the same mentality among the international students she advises.

"It's just so comfortable to fall back on what you know," she said.

For a year and a half, Urgessa lived in Hong International Hall, an immersive living and learning community that intermingles domestic and international students, as well as those who study various languages. It's a cultural hub that challenges residents to become fluent in languages and conversant in international issues.

Despite living in a dedicated Norwegian wing, Urgessa intentionally distanced herself from other Norwegian students around campus. She wanted to improve her English and learn from students from different cultural backgrounds.

That effort has served her well, she says, and it will serve other international students well, too.

"It has strengthened my values and morals," Urgessa said. "We're not the same. We can't be the same. That adds to the holistic experience of being a human being."

Urgessa's cultural immersion won't end with graduation. She plans to obtain a work visa and attend graduate school. She hopes to work in law and participate in ongoing activism. "I want to create change somehow," she said.

Eventually, she will return to Norway. But she isn't ready just yet. No matter where her global citizenship takes her, Urgessa will continue to be herself — unapologetically.

"I'm brave enough to challenge certain things," she said of living in the U.S., "and safe enough to challenge them." □



## TWO FAMILIES, TWO COUNTRIES

JACOB TAYLOR-MOSQUERA '09 CONTINUES CULTURAL EDUCATION AROUND THE GLOBE, BUT WILL 'ALWAYS COME HOME'

JACOB TAYLOR-MOSQUERA '09 was 18 when he returned to Colombia. Although he considered it a homecoming, it took several more visits for him to truly feel at home.

"I grew frustrated because I couldn't communicate with people," Taylor-Mosquera recalled. "There was so much I wanted to ask and learn, but I could barely count to 100 in Spanish."

Taylor-Mosquera was born in Cali, the most populous city in southwest Colombia, but was raised in Gig Harbor, Washington, after being adopted by an American family when he was just a few months old.

Now, after several eye-opening trips back — including one in 2004 when he reconnected with his biological family after a three-month search — he can finally say he feels a sense of belonging there. "This is the first time I've truly lived in Colombia," he said. "I've only ever been a tourist before."

Still, even before he considered Colombia home, it was his family there who motivated him during a turbulent time as a student at Pacific Lutheran University.

Taylor-Mosquera arrived on PLU's campus, after earning an associate degree from Tacoma Community College, in search of a vocation that would allow him to travel more and collaborate with people from all over the world. But a lack of scholarly direction in the beginning led to academic struggles throughout his first two semesters.

"It got to the point that I was on academic probation for a semester," he said. "I had to refocus, and did so by thinking about my family in Colombia."

When he felt unmotivated, Taylor-Mosquera would remind himself of the generational poverty and lack of educational opportunities he'd witnessed during his sojourns back to Colombia. "I would say to myself 'if they are in the kind of situation they are, and I get to be here, then I really need to get it together.'"

Eventually, an introductory Hispanic literary studies course — taught by Carmiña Palerm, associate professor of Hispanic studies — eliminated his indecision, and Taylor-Mosquera was back on track.

"It was all about Latin American history and had a big focus on political science," he said. "I loved everything about it."

Palerm clearly recalls Taylor-Mosquera's presence in that class and others. "He contributed insightfully to class discussions in the classroom," she said, "gently pushing his peers to engage difficult conversations about race and class in (Latin American cultures)."

At PLU, Taylor-Mosquera's passion for travel and cultural inquisition

"I have two families, and I have two countries," he said. "I have no idea where I'll be next year, in five years or in 10 years, but I know what I'll be doing, and I know that I'll always come home."

Jacob Taylor-Mosquera '09 holds flags from many of the places dear to him, all for different reasons.



grew. He received a Wang Center grant to conduct research in Ecuador and spent his final semester studying away in Oaxaca, Mexico, where he discovered his knack for conducting research in Spanish-speaking countries.

Taylor-Mosquera earned degrees in Spanish and global studies, building lasting friendships with PLU faculty members along the way. They represented what he aspired to become, he says.

"There were a handful of professors — Carmiña, Michael Zbaraschuk, Tamara Williams, Teresa Ciabattari, Jim Predmore and a few others — who I looked to as people that I wanted to be like," he said. "They were incredible teachers and mentors, they were presenting at academic conferences, they were traveling all over the world. I saw in them the lifestyle, work and purpose that I wanted for myself."

And that's exactly the lifestyle, work and purpose Taylor-Mosquera is pursuing.

His time in Oaxaca inspired the journey he's on today. "I was working with young people every day, and I felt an unmistakable pull toward teaching," he said.

Predmore, an associate professor of Spanish who oversaw the capstone paper Taylor-Mosquera wrote in Oaxaca, says "it was one of the best I had seen at PLU."



After graduating from PLU in December 2009, and spending a year in Panama serving with the Peace Corps, Taylor-Mosquera returned to Tacoma, where he would immerse himself in teaching Spanish.

“Serving at Tacoma’s Annie Wright School and SeaTac’s Tyee High School, Taylor-Mosquera relished the opportunity to introduce young people to the language, cultures and peoples of Central and Latin America.

His message to his middle and high school students was simple: “You have one world when you’re monolingual, but when you learn another language you’re opening a door to another world.”

Taylor-Mosquera was inspired by the opportunity to help his students discover a world that he loved. “I saw my students really grow with their Spanish as I had in high school,” he said. “It was a very powerful experience to lead others in that process.”

After three years honing his abilities as an educator, Taylor-Mosquera was hungry to continue his educational journey, and to experience a new part of the world. He enrolled at Leiden University in the Netherlands, completed a research project in Chile and earned a Master of Arts in Latin American studies in 2014.

Taylor-Mosquera now lives with family in Cali, working with

adoptees and teaching high school English. He’s savoring the newfound identity he questioned for decades.

“I’ve always felt Colombian in the states,” he said, “but before this I never felt Colombian in Colombia.”

He speaks the language and understands the culture. He built authentic relationships with his family. And he is a newly minted citizen of the country he calls home.

“Becoming a Colombian citizen last April and getting a Colombian ID and passport meant the world to me,” he said, smiling broadly.

Taylor-Mosquera is content in Colombia for now, but he hasn’t lost sight of his vocational goal, the result of the “roadmap to the future” he gained at PLU: “Teaching at the university level,” he said.

Taylor-Mosquera has submitted applications to Ph.D. programs in the United States and Europe. As has been true many times throughout his life, he doesn’t know where he will wind up, but knows where he will always return.

“I have two families, and I have two countries,” he said. “I have no idea where I’ll be next year, in five years or in 10 years, but I know what I’ll be doing, and I know that I’ll always come home.” □

# LUTE REVIVES ROWING CAREER IN FOREIGN WATERS

MOLLY LINDBERG '17 CLAIMS IMPORTANT SEAT IN A MEN'S TEAM BOAT IN OXFORD, ENGLAND

MOLLY LINDBERG '17 was an unlikely passenger in the boat on the River Thames in Oxford, England.

Despite competing with a club rowing team in high school, the Pacific Lutheran University student hadn't rowed for three years.

Her pursuit of a spot on one of the women's teams at the University of Oxford was fruitless — the boat was full.

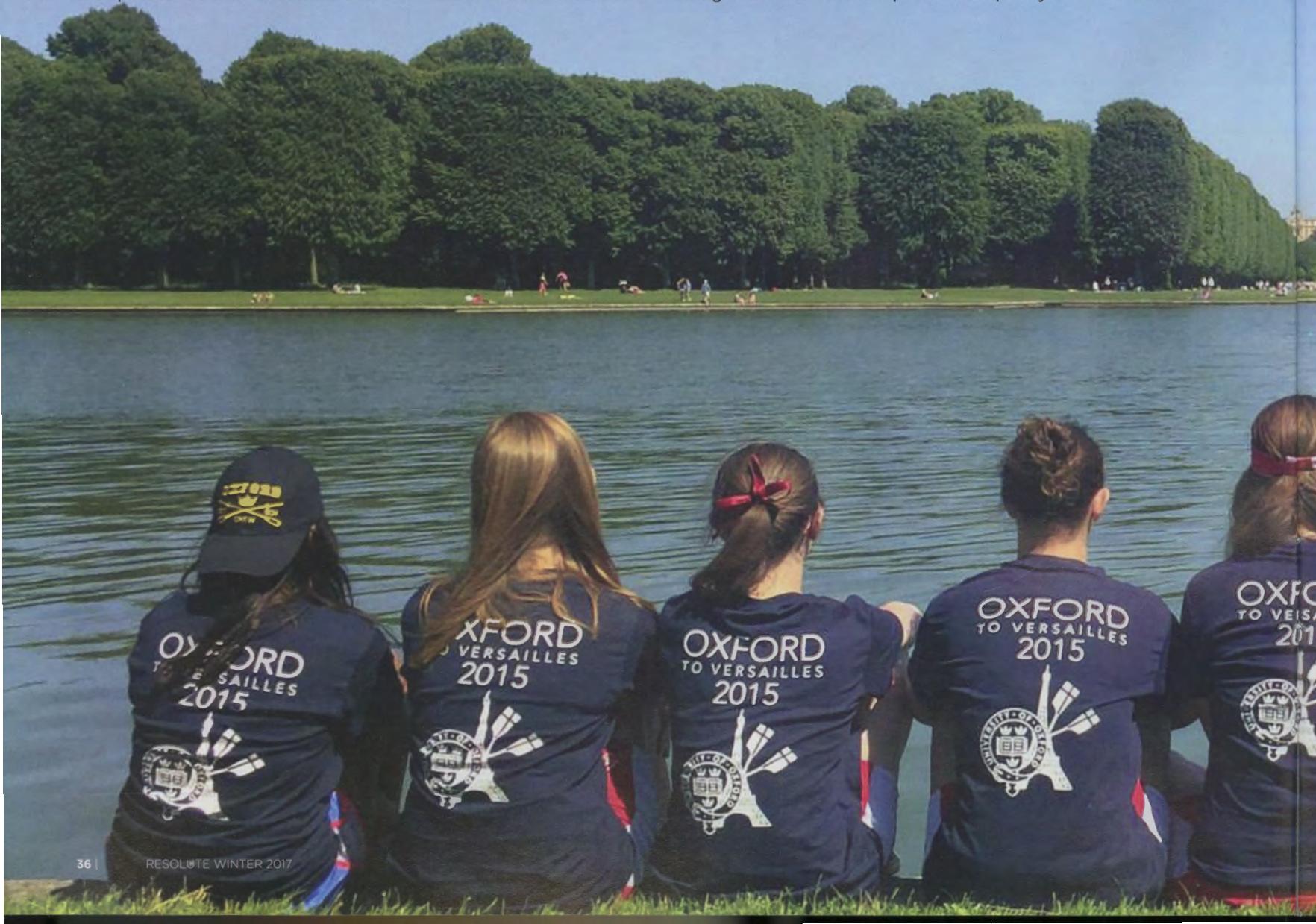
Then, an unexpected email eventually landed Lindberg in the important stroke seat on a men's team.

"I was pretty nervous about it, but it was a really great experience," she said of joining the men on the water.

It took Lindberg about a week to regain her stride. In high school, she helped her Seattle-based club team qualify for nationals. But once she enrolled at Pacific Lutheran University, Lindberg gave up the sport to focus on academics and other extracurricular activities.



"It definitely helped me (having prior experience)," she said of rowing in Oxford. "I was surprised how quickly it came back to me."



Lindberg revived her rowing career while studying in one of PLU's Gateway programs. She was part of the second cohort of International Honors students to enroll in the study away experience. It placed her and nine fellow Lutes at Regent's Park College, one of 39 colleges that make up the oldest university in the English-speaking world.

Lindberg and others lived and attended class together, in addition to taking an Oxford-style tutorial class, a one-on-one course with a professor.

"It was really nice (staying together with PLU students) because you get to come back with those people and they still are my best friends," Lindberg said.

Once she arrived in Oxford, Lindberg realized she had more downtime compared to her time at PLU. She met a few of the women on the Regent's Park rowing team and asked to join the squad. A week after learning that team was full, she received an email from the men's team captain inviting her to join their boat.

Sitting in the stroke seat, one of the most important seats in the boat, Lindberg competed in several bumps races during the spring semester.

Bumps races, which began at Oxford in 1815, consist of boats lined up single file on the river with each crew attempting to catch and



"bump" the boat in front of them without being caught by the boat behind. The unique format is ideal for the narrow waterways of the Isis and River Thames and feature crew teams from each college within the University of Oxford.

Her college's team had a diverse crew; Lindberg was one of two Americans. The squad also had rowers from Germany, Italy and

**continued on page 50**



# BIGNAMES ON CAMPUS

PLU NOT ONLY SENDS LUTES OUT TO CHANGE THE WORLD, BUT ALSO BRINGS WORLD-CHANGING LEADERS TO PLU.

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## THE GAMERS

NOV. 5-19, 2016

Original members of the cast and crew from the indie-film sensation "The Gamers" returned to campus to film a pilot for a TV series of the same name, an offshoot of the movie that began at PLU 15 years ago.



Photo by Molly Ivey '20



## LUTEVOTE

SEPT. 14 -  
NOV. 8, 2016

PLU's fall docket of more than 15 election-themed events included Q&A discussions with Pierce County Auditor Julie Anderson, state Rep. David Sawyer (29th District) and U.S. Rep. Derek Kilmer. Additionally, Lutes held debates and forums on education, third-party voting, Islamophobia and Hispanophobia, and gender.

## SIXTH ANNUAL LUTHERAN STUDIES CONFERENCE 'FREE AT LAST? LUTHERAN PERSPECTIVES ON RACIAL JUSTICE'

SEPT. 29, 2016



John Arthur Nunes, Ph.D., has recently been elected president of Concordia College in New York City, a school of the Lutheran Church - Missouri Synod. As the first African-American president of a Lutheran school in the Western Hemisphere, Nunes gave a phenomenal talk on "Where Grace Meets Race: One Lutheran's Insights on Racial Justice."

## FEBRUARY

### RE•FORMING REFLECTIVE VIEWING

**FEB. 23** Lecturer Mare Blocker will lead participants in the practice of Visio Divina, a contemplative, prayerful viewing of selected illuminations in *The Saint John's Bible*, at 6 p.m. in Ingram 100. [www.plu.edu/soac](http://www.plu.edu/soac)

### THE PEOPLE'S GATHERING

**FEB. 24** "The People's Gathering: A Revolution of Consciousness" takes place at PLU 8 a.m.-4:30 p.m. Featured topics at the conference will include implicit bias, institutional racism, cultural awareness and more. [www.ghcdc.org](http://www.ghcdc.org)

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# THE PEOPLE'S GATHERING

## FIERY JADE — CAI YAN

NOV. 17-19, 2016

In the opera titled "Fiery Jade — Cai Yan," the ancient story of Chinese poet Cai Yan proved to be an excellent example of diverse perspectives and student-faculty collaboration. The music for Fiery Jade was composed by Greg Youtz, PLU professor of music and composer, and the script — known as a libretto — was written by poet Zhang Er of The Evergreen State College.

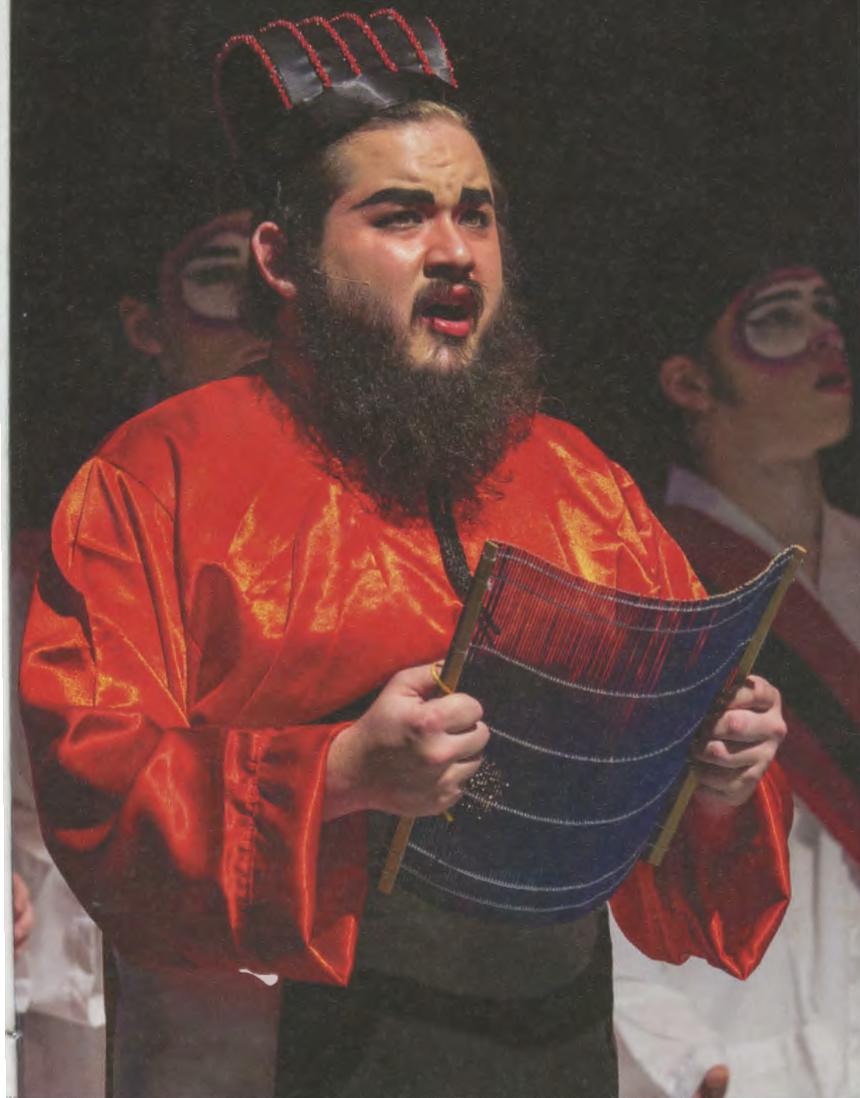


PHOTO BY KAT WATERMAN

## JESS X. CHEN

NOV. 7, 2016

Jess X. Chen's poetry and performance exposed Lutes to narratives of migration, environmental justice, queer liberation and healing from trauma, all from a queer eco-feminist lens.



## POWELL-HELLER CONFERENCE FOR HOLOCAUST EDUCATION

WOMEN AND THE HOLOCAUST  
OCT. 17-19, 2016

The Powell-Heller Conference for Holocaust Education explored a woman's perspective of the Holocaust through music, expert panelists and guided dialogue with peers.



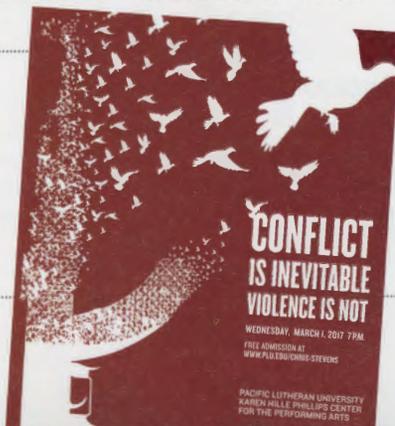
## 12TH ANNUAL BENSON LECTURE IN BUSINESS AND ECONOMIC HISTORY

Oct. 11, 2016

Stephen Mihm, associate professor of history from the University of Georgia, presented the Benson Lecture entitled "The Futures Business: Standards, Grades and the Making of the Modern World." □

## LEGACY MAKERS

**FEB. 27** "Legacy Makers: Historical Narratives on Gender and Sport" will be held 6:30-8 p.m. in the Anderson University Center. The panel will explore the lived experiences of two women who have reached top leadership positions in sports. [www.plu.edu/kinesiology](http://www.plu.edu/kinesiology)



## MARCH

### CONFLICT IS INEVITABLE VIOLENCE IS NOT

**MARCH 1** The third biennial Chris Stevens Memorial Lecture, featuring Shamil Idriss, takes place at 7 p.m. in the Karen Hille Phillips Center for the Performing Arts. [www.plu.edu/chris-stevens](http://www.plu.edu/chris-stevens)

# DISCOVERY **PLU**



## WANG CENTER GRANTS TURN THE WORLD INTO A CLASSROOM

BY ZACH POWERS '10

THROW A DART at a world map, and it's likely to hit a location where Pacific Lutheran University students or faculty members have conducted research.

The Wang Center for Global Education offers grants that empower Lutes to pursue big questions all over the globe, in addition to the 600-plus locations where they study away. This year, the funding is responsible for projects in nine countries across as many academic departments.

"Wang Center research grants offer our students vast opportunities to grow by turning the world into their classroom," said Professor of Communication Joanne Lisosky, who received funding in 2012-13 to work with several students on a documentary about Islamophobia. "These students grapple with professional production standards, as well as human interactions with people who live their vocations every minute."

During the 2016-17 academic year, grant recipients are conducting research in Canada, Mexico, Belgium, France, England, Ireland, Italy, Japan and Rwanda, representing research in the disciplines of education, communication, religion, history, biology, economics, music, global studies and anthropology. Subjects of the 10 projects include uranium mines, musical education and the history of alcohol.

Wang Center Executive Director Tamara Williams says the grant application process is competitive and scrupulous. It begins with a review process by the faculty-led Global Education Committee and ends with approval from the provost.

### APRIL

#### UNDERGRADUATE RESEARCH SYMPOSIUM

**APRIL 8** Students and faculty members showcase their collaborative research during this first-ever conference, 9 a.m.-5 p.m. in the Anderson University Center.  
[www.plu.edu/provost](http://www.plu.edu/provost)

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"The Wang Center research grants are generally designed for students in the advanced global education continuum," Williams said. "Students who've taken globally focused courses, who have studied abroad, and are well equipped to go abroad and thrive and succeed on their own."

## \$40,000

### INVESTING IN GLOBAL EDUCATION

The Wang Center awards an average of \$40,000 in research grants annually to PLU students and faculty members, as well as an annual average of \$110,000 in Global Scholar Awards to students.

Saiyare Refaei '14 was awarded a Wang Center grant in 2013-14 and used it to return to Oaxaca, Mexico, where she previously studied away for a semester. She examined the impact of the North American Free Trade Agreement (NAFTA) on the formation and continuation of artist collectives there.

"My Wang Center research grant enabled me to expand the areas of interest I had in my Hispanic studies courses and semester in Oaxaca with my personal interests," said Refaei, who earned a degree in environmental studies and now serves as PLU's coordinator for sustainability integration. "Independent research projects provide the full experience and culture that the text can't always teach us. We just have to be there living it out."

Evan Heringer '16, who earned a degree in communication, agrees. "There is nothing quite like getting in the field, doing the work that you are passionate about, and seeing first hand how important your vocation is to so many people," said Heringer, a 2015-16 grant recipient. "That realization isn't something that's guaranteed inside of a classroom."

## STUDENTS CONDUCT 'GUT BIOLOGY' RESEARCH IN NAMIBIA

BY KARI PLOG '11

ANN AUMAN, professor of biology and program director for the study away program in Namibia, is bringing a research component to her students' semester away in spring 2017 thanks to Wang Center funding.

Auman, a microbiologist, is guiding her students in an experiment studying so-called "gut biology." Students will swab stool samples (yes, science can be dirty work) and mail them to a lab for testing before and during their time in Namibia to compare how microbes in their bodies change, due to shifts in diet, environmental conditions and more.

Microbes share a lot of information about human health, Auman says. Imbalances may be affected by diseases, such as diabetes. They also may affect a person's mental health or likelihood of weight gain.

"It's telling you how you compare to the average healthy person," Auman said. "Often the gut influences things we didn't realize."

It's not a glamorous task, of course, but it will offer a detailed look into the students' bodies and provide an educational experience that forces them to look at the research in a new context, Auman said.

"It's important to recognize that science crosses international boundaries," she said.

The Wang Center funded gut microbiome sequencing kits for the experiment. The testing amounts to about \$50 per person, per sample.

The experiment will contribute to a wide-ranging study sponsored by the National Institutes of Health. "They want lots of people to participate," Auman said of NIH.

Auman already has tested a version of this experiment with capstone students on campus at PLU. They looked at their test results and chose interesting data points to reflect upon and analyze.

In Namibia, students will build upon that approach by also reflecting on the factors they believe impacted the changes, as well as what those findings mean for Namibians' microbiomes.

Auman noted that many of the diseases that affect microbiomes are often Western diseases.

"Our Western culture tends to diminish the diversity of microbiomes," she said; the diversity of them correlates with human health.

In other words, more diversity of microbiomes means healthier people.

Auman left for Namibia Jan. 8, 2016, with her 12-year-old son and 15-year-old daughter. Her children are enrolled in a private international school in Windhoek. She's excited for them to experience the same cultural education that her PLU students will experience.

"We need to be culturally aware," she said, "whether we're scientists or just people."

Heringer was part of a student-faculty team of filmmakers associated with MediaLab, an Emmy Award-winning media organization housed in the Center for Media Studies. The team used the grant funding to produce a documentary about higher education titled "These Four Years." The film won numerous awards, including the grand prize in the documentary category in the National Broadcasting Society Electronic Media Competition.

Williams says the experiences supported by Wang Center grants serve as final stepping stones for PLU students preparing for post-graduate endeavors.

"They're high-value, high-impact projects for students at the end of their PLU experience to help prepare them for things like graduate school and Fulbright, Peace Corps, Marshall and Rhodes scholarships," Williams said. "This is the opportunity for our top students to take their global education to the highest level PLU has to offer." □

### LISTEN [WWW.PLU.EDU/RESOLUTE](http://WWW.PLU.EDU/RESOLUTE)

Tamara Williams and Joel Zylstra — who lead the Wang Center and the Center for Community Engagement and Service, respectively — discuss environmental impacts of study away and how PLU offsets its carbon footprint.

### FOUNDERS OF THE WANG CENTER FOR GLOBAL EDUCATION

The Wang Center for Global Education opened in 2002 to fulfill the vision of donors Peter and Grace Wang.

Their endowment emphasizes the role education can play in building a more just, healthy, sustainable and peaceful world. The Wangs' gift has helped prepare students for lives of leadership and service in an interconnected world.

Both are first-generation Americans. Peter Wang graduated from PLU in 1960, and later earned a Ph.D. in probability theory at Wayne State University in Detroit. Grace Wang also holds a Ph.D. from Wayne State, in chemistry.

### HITLER'S PINK VICTIMS

**APRIL 19** Samuel Torvend, Ph.D., will give his farewell lecture as university chair in Lutheran studies at 7 p.m. in the Scandinavian Cultural Center. The talk is titled "Hitler's Pink Victims: Robert Oelbermann and the Persecution of Homosexuals in Nazi Germany."

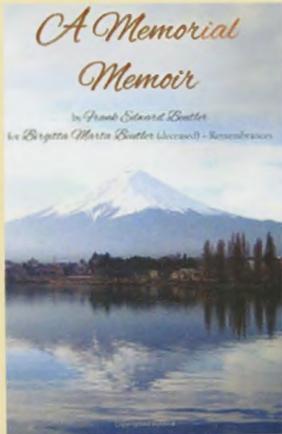
[www.plu.edu/lutheran-studies](http://www.plu.edu/lutheran-studies)

### NORWEGIAN HERITAGE FESTIVAL

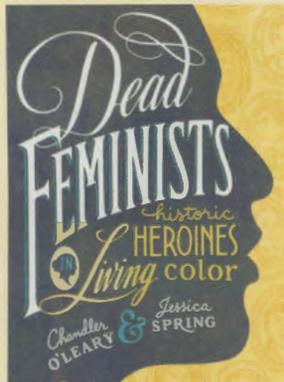
**APRIL 29** 11 a.m.- 3 p.m. A collection of events honoring PLU's Scandinavian heritage, including food, vendors and entertainment.

[www.plu.edu/scancenter](http://www.plu.edu/scancenter)

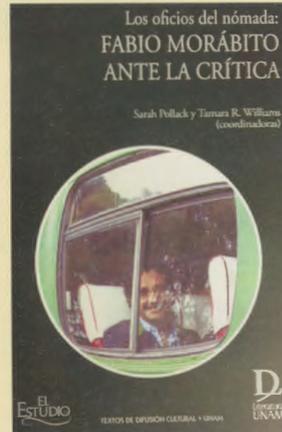
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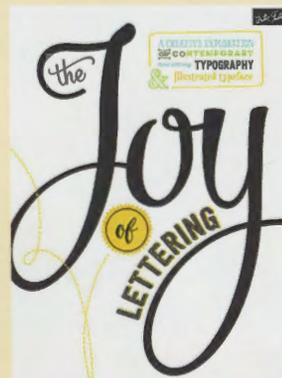
**Frank Edward Beutler '53** did a lot of traveling with his wife, Bibi, before she died in 2010. He has compiled haiku verses and images depicting the natural phenomena they encountered, using the collection to honor her memory.



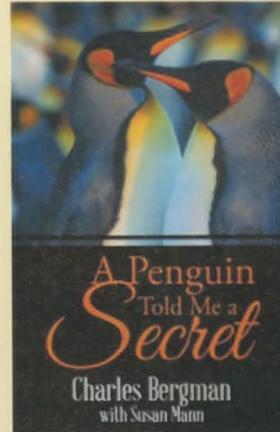
**Jessica Spring**, resident artist in the Department of Art and Design and manager of the Elliott Press, co-authored the book *Dead Feminists: Historic Heroines in Living Color*, along with Chandler O'Leary. It features 27 women who have made a mark on the world. Illustrations, images and archival photos are paired with stories of feminists such as Eleanor Roosevelt, Gwendolyn Brooks and more.



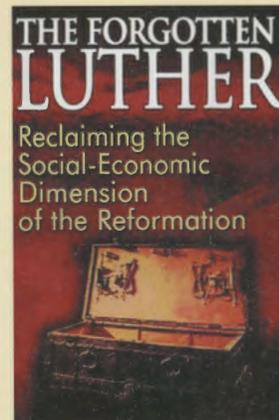
*Los oficios del nómada: Fabio Morábito ante la crítica* was co-edited by **Tamara Williams**, professor of Hispanic studies and executive director of the Wang Center for Global Education, and Sarah Pollack (City University of New York). It's an anthology of 18 critical essays focused on the work of Fabio Morábito, one of Mexico's most important living writers. The collection features essays by scholars from Argentina, Colombia, Germany, Mexico, the U.S., Spain and Venezuela, as well as shorter reflections by well-established writers in the field of Hispanic letters.



**Gabri Joy Kirkendall '09** is a published author and artist who recently released the book *The Joy of Lettering*. It's a creative exploration of contemporary hand lettering, typography and illustrated typeface.



Professor of English **Charles Bergman** authored the book *A Penguin Told Me a Secret*, with contributor Susan Mann. It tells the true story of a face-to-face encounter between the author, his wife and a curious, talkative penguin on an island near the edge of Antarctica.



In November 2015, the Metropolitan Washington Synod of the ELCA and the German Embassy in Washington, D.C., sponsored a conference on *The Forgotten Luther*. It featured historians, theologians and ethicists who spoke on Luther's economic writings and their significance for a troubled economy. Among the authors of the corresponding publication is PLU's University Chair in Lutheran Studies, **Samuel Torvend**.

SERVING THE  
LOCAL COMMUNITY

# STUDY AWAY IN TACOMA

Pacific Lutheran University now offers an immersive study away experience right in its backyard, a location rich in culture, history and more. To learn more, visit [www.plu.edu/resolute](http://www.plu.edu/resolute).

## ACCOLADES



To commemorate the 50th anniversary of soccer in Washington state, Professor of Kinesiology **Colleen Hacker**, Ph.D., was honored in September as one of the top 50 influential people in the sport. She also was featured on the Olympic Channel, on a show broadcast worldwide called "Gold Metal Entourage." The episode, which aired in early October, highlighted Hacker's work with athletes and teams over the course of five Olympic games. Hacker also has been elected to Distinguished Fellowship in the National Academies of Practice in the Academy of Psychology. She will be inducted March 2017 in Philadelphia.



Professor of Psychology **Jon Grahe**, Ph.D., presented at the Society for Personality and Social Psychology's annual conference in San Antonio on Jan. 20. His presentation was titled "Evaluating Institutional Variation and Emerging Adulthood: A Preregistered Hypothesis."



**Tolu Taiwo**, outreach and prevention coordinator in the Center for Gender Equity, was honored by Region V of NASPA, Student Affairs Administrators in Higher Education. She earned the NUPF Champion Award, honoring her instrumental work developing PLU's chapter of the NASPA Undergraduate Fellows Program, which helps mentor students — primarily with marginalized identities — who are interested in student affairs work.



**Bridget Yaden**, Ph.D. and chair of the Department of Languages and Literatures, earned the Wilga Rivers Award for Leadership in Foreign Language Education, which is awarded annually by the American Council on the Teaching of Foreign Languages.



Assistant Professor of Education **Jan Weiss**, Ph.D., earned a Fulbright Specialist Award for work in Namibia in 2017. She's already received two previous ones for past work there. The Fulbright Specialist Program links U.S. scholars and professionals to their counterparts overseas, allowing them to engage in short-term collaborative projects at eligible institutions abroad.



**Grace Zimmerman '18** was one of 2,800 students nationwide to earn the Benjamin A. Gilman International Scholarship. More than 10,000 people apply each year. Zimmerman is the only PLU student to receive the award, and only the second Lute to earn it in a decade.



In October 2016, **Maria Chavez-Pringle**, Ph.D., associate professor of politics and government, participated in a panel presentation on the United States presidential election at Simon Fraser University in Vancouver, British Columbia. Chavez-Pringle was also quoted in numerous national news articles about the 2016 election and was featured as NPR's "Source of the Week" in August 2016. □

# ALUMNI NEWS

## LUTE LINK

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#### RUNNING AWAY WITH THE CIRCUS

Nicole Laumb '11



#### HONORING A LUTE LOST TOO SOON

Brian Bradshaw '07

# HOMECOMING 2016

MORE PICTURES ONLINE  
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**RETURNING HOME**

David Akuieni '10



**LIGHTS, CAMERA, ACTION**

"The Gamers," a group that includes a handful of Lutes



**PRESIDENTIAL HONORS**

Jessica Anderson '07

## ANTARCTICA

### Cold, messy and totally worth it

BY ANDRIANA FLETCHER '10

I HAD never done anything like it before. It was thrilling. It was daring. It was freezing and, well, messy. But totally worth it.

I squealed joyously as I slid down a glacier, belly side down mind you, not caring that I was about to land in penguin poop any second. One of my classmates was sliding next to me also not giving a crap about our shared outcome.

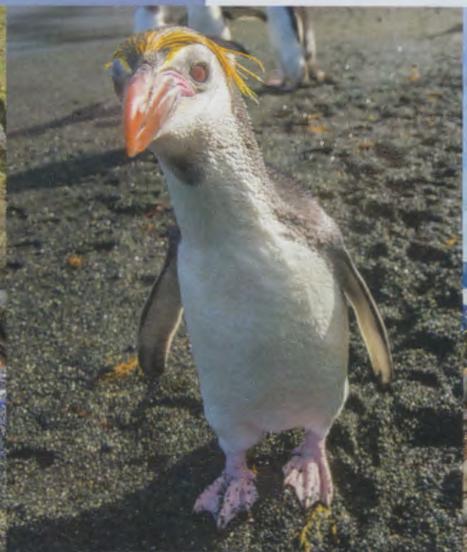
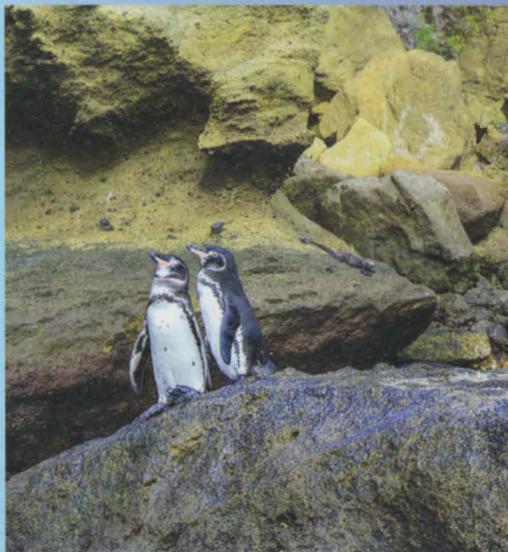
Not every day do you get the chance to go sledding on your stomach in Antarctica. And if you ever do, seize the moment. My jacket smelled odd for the rest of the J-Term trip, but I didn't care, nor did anyone else. It was probably not just the jacket that smelled, but most of my clothes since we were on a ship for 10 days straight with no access to laundry facilities. But like I said before, totally worth it.

In January 2010, I traveled to Antarctica thanks to Pacific Lutheran University's study away programs. It was an experience I never in my wildest dreams thought I'd get the chance to live, and to this day I still talk about it as though it was a dream.

The landscape was so pristine. Icebergs floated around you as humpback whales swam in the distance. Every day we'd board a Zodiac to visit an island or step foot on the continent to explore. Seals would lazily lie on the shore sunbathing and curious penguins would waddle around you as though you were just a weirdly shaped rock in the way of their daily routine.

By the way, penguins smell horrible and are obnoxiously loud, but they're still ridiculously adorable — just to give you a reality check.

The entire 10-day voyage was breathtaking, to see a land where there weren't city skylines or cars and more wildlife than people. Everything was snow white or glacial blue and gorgeous. It's a place that should be conserved and kept wild. The trip renewed my sense of adventure and wonderment. It's an experience I'll truly never forget. □





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PHOTOS BY CHARLES BERGMAN

# CLASSNOTES

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**1959**

**Deeann (Duea) Sverdsten** died March 24, 2016.

**1961**

**Judith (Sannerud) Billings** was recognized by Continental Who's Who among Pinnacle Professionals in the field of consulting.

**Phyllis (Nybakke) Cavens**, a pediatrician, was honored for a lifetime of humanitarian work.

**1965**



On Jan. 15, 2016, **Cynthia (Weaver) Bennett** and her husband, Walter Bennett, celebrated their 50th wedding anniversary. They were married in the Tower Chapel at Pacific Lutheran University. Walter died April 25, 2016.

**Eilene Emly** received the Paul Silverstein Community Service Award for her work aiding people with Parkinson's disease.

**1967**

**Robert Krieger** died on July 26, 2016.

**1969**



In July 2016, **Rich Siatta** retired after 36 years of service as professor of history at North Carolina State University. In recent years, he also directed the university's First Year Inquiry program and taught study abroad courses in London and Prague. He also published his 11th book, *Latin America: An Interactive History Lab*, an online learning environment including text, primary sources, hundreds of illustrations, quizzes and other learning modules. He looks forward to travel and dabbling in photography.

**1971**

**Janis Simons** died on Sept. 26, 2016.

**1976**

**Joy Lingerfelt '76** and **Kristin Guigley Brye '90** participated in the NorthWest Women's Chorale holiday concerts in Sequim and Port Angeles, Washington, in December 2016. Lingerfelt is the founding director of the choir. Brye was the pianist for the performances.

**W. Preston Woodall, D.O.** graduated from Seattle University's School of Theology and Ministry with a Master of Divinity. In May 2016, he became a candidate for minister of word and sacrament in the Presbyterian Church, USA (PCUSA). After a full career in the U.S. Public Health Service and the U.S. Air Force as a physician, he is the first openly gay candidate in the Southwest Washington presbytery.

**1977**

**Frank Miller** was named the executive director at Burbank-Glendale-Pasadena Airport.

**Nancy (Holmes) Milliron** retired from Oregon's Bend-LaPine School District in June 2014. It marked the end of 37 years teaching music to elementary students in Salem and Bend.

She continues to be involved with students making music, mostly through accompanying. She also does private lessons for students and substitute teaches. She also welcomed her first grandchild in July 2016 and is looking forward to a second one in April.

**1978**

**Ray Pulsifer** entered in the 100-meter and 400-meter dashes at the 14th annual Alaska International Senior Games.

**1980**



**Dr. Michael Haglund** received his master's in academic medicine from the University of Southern California and was named vice chair of education for the Department of Neurosurgery at Duke University. He completed his 14th trip to Uganda, performing 25 complex brain surgeries in October 2016. He continues as the distinguished professor of neurosurgery and global health at Duke University.



**John Swanson** moved to Alameda, California, where he is serving as the United States Coast Guard Pacific-area chaplain. Navy chaplains serve the Navy, Marine Corps and Coast Guard. He is responsible for the religious ministry program throughout the Pacific area, which includes the West Coast, Alaska, Hawai'i, Guam and Japan.

**1981**

**Dr. Dianna (Koneman) Johnston** completed a Doctor of Nursing Practice in nursing executive organizational leadership from the University of New Mexico in May 2016. Johnston works as a nursing education consultant for Assessment Technologies Institute, specializing in curriculum development.

**1983**

**Julie (Pitsch) Christianson** retired from MultiCare after 33 years in nursing. Her husband joined her June 30, after 33 years at West Pierce Fire & Rescue. They have two daughters. They look forward to traveling and future grandchildren.

**1984**



**David Chun '84** met up with **Kevin Aoki '84** for a Los Angeles Dodgers game this past summer and ran into old Lute baseball and football teammate, **Greg Perlot '85**.



**Lisa Creasey '84** and **Dan Galley '85** performed together in a Jazz at Joe's concert in Bend, Oregon, accompanied by three world-class musicians from Portland.

**1985**

**Todd Kinkel** is a Secret Service agent who was recently promoted to be one of the new supervisors on the president-elect's security detail in Washington, D.C. As a result, Kinkel and his wife, Kim, sold their Dallas home and are currently moving back to Haymarket,

Virginia. They are empty nesters who celebrated their 28th wedding anniversary in November 2016.

**Kathleen Martin** attended a screenwriter's retreat in Ireland and stayed at the Renvyle House in Galway where William Butler Yeats spent his honeymoon. She followed his path there and became inspired by writing a screenplay. She studied him and other Irish writers in a British literature class one summer at PLU. Her family is from Ireland and her great uncle is Robert F. McGowan, the original director of the "Our Gang/Little Rascals" movies at Hal Roach Studios.

**1987**

**Kevin Walczyk** is a composer who eschews technology in favor of writing music by hand.

**1988**



**Barb (Benevento) Eisner** ran the 2016 New York City Marathon on Nov. 6 with two friends. She also qualified for the Boston Marathon and hopes to run it in 2018.

**James M. Left** was sworn in as one of 15 new immigration judges in Adelanto, California.

**Karla (Fullner) Satchell** was elected to the rank of AAAS fellow with the Council of the American Association for the Advancement of Science.

**1991**



**Eric Cultum** was selected as a commissioner to the Planning & Zoning Commission of the City of Surprise, Arizona. In addition to this role, he

has also served commissioner roles with the Revitalization & Quality of Life and Arts & Culture Boards from 2009-15. Son, Andrew, was selected in 2015 to Arizona Governor Doug Ducey's Youth Commission and also serves on the National Distracted Driving Commission in Washington, D.C. (Cultum pictured with Arizona Governor, Doug Ducey.)

**1994**

**Tina Hagedorn** was appointed to serve as chairwoman of the National Board of Directors for the National Association of Women MBAs (NAWMBAs).



**Gina (Procopio) Remington '94** earned her second dan black belt for Taekwondo in 2015. With her husband of 23 years, **Travis Remington '91, '93**, they try to keep a lid on three willful children (Dezmond, Ava and Stellen). Gina continues working as a family doctor in Dallas, Oregon, while running her Salveo Family Practice.

**1995**

**Gennette Guan Simmons** is the new marketing manager at America's Credit Union.

**Mark Vinciguerra** was hired as a new science teacher by the Hoquiam School District.

**1996**

In June, **James Lamb '96**, Lori Lamb, Rachel Lamb and **Ben Lamb '09** relocated to Burbank, California, for James' newly created role at Activision Publishing.

**1997**

**Lorelei Juntunen** was featured on KLCC, a Eugene, Oregon, NPR affiliate, discussing the question of whether inclusionary zoning will help solve Eugene's housing affordability crisis.



In 2010, **Andrew Wilson** and his wife, Sarah, walked in the footsteps of Martin Luther, recreating his famous pre-Reformation pilgrimage from Erfurt, Germany, to Rome. Their trek has now become a book, published in November 2016. Find out more at [hereiwalk.org](http://hereiwalk.org).

**1998**



**Matt Bliss** was awarded a trademark for the Modern Christmas Tree that he has recently received, inspired by his grandfather's original Modern Christmas Tree design. In commemoration of the 50th anniversary of his grandfather's tree, he recently released the Jubilee, a tabletop version of his grandfather's original design.

**1999**

**Eric Woodyard** presented on advanced technologies for vegetation management at the CEATI International Vegetation Management conference in Scottsdale, Arizona, in December 2016. Woodyard is the program manager for technology and innovation programs at PG&E.

**2000**

**Ann Ober** was hired as the city manager in Milwaukie, Oregon. She moved from Park City, Utah, where she worked as the regional policy and energy director.



**Robyn Rost** moved to Minneapolis in July 2016 and began work as an associate development officer in the College of Liberal Arts at the University of Minnesota.

**Matt Rygg** is the new associate vice president for student affairs at University of Portland.

**2001**



**Julie Wade** won the Southern Indiana Review's Thomas A. Wilhelmus Creative Nonfiction Prize for her essay "Meditation 36."

**2002**

**Patricia (Meyer) Sattler** received the 2016 National Association of Social Workers - Nebraska Chapter (NASW-NE) Southern Region Social Worker of the Year Award.

# PICTURE PERFECT



Paige Calhoun '02 and Charles Gardner were married on Oct. 24, 2015, in Meridian, Idaho. Jenna Calhoun '08 and Allison Calhoun '10 were the bride's matron and maid of honor. Lutes in attendance included Kari (Keller) Rallo '02, Annalee (Nelson) Tobey '01, Amanda (Miller) Stanelle '01, Anne (Grimm) Cooper '01 '03, Melissa Proctor '02, Sara (Poole) Holland '02, Michelle Smith '03, Chris Rallo '05 and Jack Rubenkonig '13. Paige and Charlie currently live and work in San Jose, California.



Six PLU alumni recently returned from a tour of "Luther Land" in Germany. Pictured in front of Castle Church in Wittenberg are: Karen (Seely) Halvorson '70; Kathy (McCosh) Brodniak '70; Philip Petrasek '69 and Linda (Simundson) Petrasek '70; and Don ('58) and JoAnn (Hanson) Clinton ('59). Behind the group, listed on the door, Luther's *Ninety-Five Theses*.

MORE ONLINE AT [WWW.PLU.EDU/RESOLUTE](http://WWW.PLU.EDU/RESOLUTE)

## 2003

**Joey Mertlich** received "40 Under Forty" recognition through the *Business Examiner*. He is a business development executive for Albers and Co.

## 2004

**Bridget Baeth** has become a shareholder at JayRay, an advertising and public relations firm in Tacoma, Washington. As a senior advisor and principal, she will continue leading work with clients while participating in JayRay's business strategy and operational decisions.

**Nathan Thomas** is a Rainier Valley Corps Fellow.

## 2005

**Erin McLaughlin** was recently promoted to mental health therapist with Providence Health and Services Alaska. Her emphasis is working with families and individuals across the lifespan with developmental and intellectual differences, as well as general mental health concerns and wellness.

**Sudon DeSuze** was hired as the head varsity basketball coach at Thomas Jefferson High School in Auburn, Washington.

**Tyler Nugent** is Peninsula High School's new cross country coach in Gig Harbor, Washington.

## 2006

**Sara Burkes** moved to Honduras and started a nonprofit, Chispa Project, to promote reading with mobile libraries and school libraries.

**Carol (Bronsdon) McKay** was named the 2017 Regional Teacher of the Year by the Capital Region Educational Service District.

**Laura (Benage) Sawyer** married Bryan Sawyer in Coeur d'Alene, Idaho, on July 29, 2016. **Nissa Iversen** officiated.

## 2007

**Jessica Anderson** received Montana Teacher of the Year recognition and the Presidential Award for Excellence in Math and Science Teaching.

**Kristen LaBate '07** married Andrew Wheeler on Sept. 25, 2015, in Buena Vista, Colorado. Lutes in attendance were **Kareen Kanjo '08**, **Michelle DeBeauchamp Olafsen '08**, and **Rory Stillson '08**. Kristen was promoted to partner in the Colorado General Office of New York Life in July 2015.

**Melissa Lomax** has been named the new marketing director for Dark Horse Comics.

## 2008

**Genell Patterson '08, '10** married **Rachel Wheeler '10** on July 9, 2016, in Des Moines, Washington. Lutes in the wedding party include **Elise Friedrich-Nielsen '09** and **Kristen (Little) Pingel '09**.

**Maggie Smith** teaches at Maplewood Elementary School in Puyallup, Washington, where her marimba band performed at the

state music teacher's conference this year. They were also one of six schools in the nation to win a grant from the National Association for Music Education and Radio Disney. As part of the grant, Disney brought a film crew to the school and filmed the students for a short commercial highlighting the importance of music in schools.

## 2009

**Justin Huertas** made his professional debut as a playwright with "Lizard Boy" at Seattle Repertory Theatre and won the Gregory Award for Best New Play and Leading Actor in a Musical.

**Matt Palmquist** was recently hired as a park ranger at Silver Falls State Park, the largest state park in Oregon, where he is responsible for running the interpretive program, which provides nature-based educational opportunities for more than a million visitors annually.

## 2010

**Bryanna Plog** is a park ranger at Zion National Park, after leaving her post at Yosemite National Park in October 2016.

**Jennifer (Thompson) Reinhardt** was promoted to head nurse of surgical services for Madigan Army Medical Center at Joint Base Lewis-McChord in July 2016. She received the Daisy Award for Extraordinary Nurses in May 2016.

**Rachel Wheeler** was awarded the Sandy C. Marks, Jr. Poster Presentation Award at the American Association of Clinical Anatomists (ACA).

## 2011

**Nicole Laumb** toured with the Mendocino, California-based Flynn Creek Circus for three months in summer 2016. She performed Spanish web aerial routines for 63 audiences throughout 10 cities.

**Ron Martin-Dent** moved to Rochester, New York, to accept a new position as the director of publicity and production at BOA Editions, Ltd.

**Jennielee Szolomayer** married Joshua Romero on Aug. 4, 2016, at San Francisco City Hall.

**Alyssa (Zakrzewski) Kuwik '11** married Jordan Kuwik on San Juan Island, Washington, on May 15, 2016. Lutes in the wedding party included **Kari Plog '11**, **Karyssa (Allbritton) Daigneault '12** and **TJ Hecker '11**.

## 2012

**Alonah (Loni Grinnell) Greninger** received her master's degree in public administration, with an emphasis in tribal governance from The Evergreen State College on June 10, 2016. She works as the tribal administrator within the Washington State Behavioral Health Administration, Department of Social and Health Services.

**Tessa Heck-George** graduated in May with a Master of Fine Arts in visual studies from Pacific Northwest College of Art in Portland, Oregon, and received her first grant in October 2016. She

currently has a studio practice in painting. In August 2016, she and her partner were married at Holland Lake in Montana. Lutes in the wedding party included **Tyler Russell**, **Courtney Karwal** and **Anna Milliren**.



**Kristin Lentz** married **Thomas Stauder** on May 28, 2016, in Omaha, Nebraska. Fellow Lute **Annie Norling** was the maid of honor. The couple is living in East Wenatchee, Washington, where Kristin works as a nurse practitioner for Confluence Health and Tom is a personal banker at U.S. Bank.

**Alex Mesick '12** and **Lauren Fairley '13** were married at St. Patrick's Catholic Church in Tacoma, Washington, followed by a reception at Fort Nisqually Living History Museum. Lutes in attendance include **Katie Huddle '11**, **Allen Hefflefinger '13**, **Brian Dennis '12**, **Robert Nichols '12** and **Nate Schoen '15**. Alex now works at Nisqually National Wildlife Refuge. The couple live in Bremerton, Washington.



**Annie Norling '12** and **Alex Schisel '11** were married on June 25, 2016, at Cama Beach State Park on Camano Island. The ceremony was officiated by former PLU president Loren Anderson, Ph.D. Lutes in the wedding party included **Kristin Lentz '12** (matron of honor), **Brian Kostol '11** (best man), **Savannah (Stevenson) Taylor '11** (ceremony musician). Annie and Alex live in the Seattle area where Annie is a practicing veterinarian and Alex works in development for the YMCA.

**Abigail Pishaw** has been hired as the production stage manager with Taproot Theatre Company in Seattle.



**Riley Youngren** and **Kylie (Lewinski) Youngren** are living in Ephrata, Washington. Kylie just started a new position with the Kittitas School District as an elementary music teacher after three successful years as a middle school choir director at a performing arts school. Riley has been enjoying executive management at his family's dairy farm in Quincy and has been instrumental in expanding the business. They both still love to make music together!

## 2014

**Alonso Brizuela** is the new men's choir director for the Tacoma Youth Chorus.



**Michelle (Domini) DenAdel** and **Alan DenAdel** were married on July 29, 2016, in Mount Vernon, Washington. Lutes in the wedding party included **Desiree Domini**, **Kolter Grigsby**, **Kyle Smith** and **Stephen Kraakmo**. Many other Lutes were also in attendance. The day after the wedding, the couple flew to Boston where Michelle started medical school on Aug. 1. Alan is a bioinformatics scientist at Illumina.

**Kyle Menday** received a Daisy Award for nursing excellence in December 2016.

## 2015



**Salina Ellison '15** married **Nick Kaylor '14** on Sept. 10, 2016, at Lord Hill Farms in Snohomish, Washington. Many Lutes were in attendance. Lutes in the wedding party include **Chris**

## #LUTESAWAY

See live social media updates from Lutes around the world. [www.plu.edu/resolute](http://www.plu.edu/resolute)

**Ellison '04**, **Mike Ellison '05**, **Shaq Townsend '13**, **Taylor Angevine '14**, **John Zeglin '15**, **Dalton Darmody '14**, **Jordan Gonzales '14**, **Allie Spangler '16**, **Amy Isaksen '15** and **Jade Garcia '16**.

**Trevor Hamilton** and **Emma Reinhart** were the first in recent memory to be married on the Murray Morgan Bridge in Tacoma, Washington, on Sept. 4, 2016.

**Thomas Kim** is one of the recipients of the Spirit Service Scholars for working on community issues because of his goal to help immigrants pursue college.

**Sean Lechleiter** received the Society of Financial Service Professionals annual scholarship. He is currently an intern on the global equities team at Russell Investments in Seattle.

**Amy Wooten** graduated from University of Washington with her master's degree in intercollegiate athletic leadership at the top of her class, earning the MVP award for her outstanding degree project. In July 2016, Amy began her new job at Concordia University Portland, Oregon, as the athletics marketing, sponsorship and game day coordinator.

## 2016



**Natalie DeFord** was recently hired at Premier Media Group as a staff writer for the company's three publications and their prospective websites: *South Sound Magazine*, *425 Magazine* and *425 Business*.

## FUTURELUTES

### 2003



**Aaron Lunday** welcomed his son, **Odin Beech Lunday**, on July 20, 2016.

### 2004



**Kerry (Weathers) O'Flaherty** and her husband, **Ryan**, announce the birth of their second daughter, **Rylee Marleen O'Flaherty**, born Nov. 28, 2016.

### 2006



**Robert Grolbert '06** and **Beth (Zimmerman) Grolbert '07** welcomed their second son, **Quinten John**, on Aug. 10, 2016, joining older brother **Owen Robert**.

The family lives in Fircrest, Washington.

### 2008



**Cory** and **Lauren (McNally) Cumming** welcomed their first child, **Brennan Kent Cumming**, on Jan. 25, 2016.



**Danjel** and **Rachael (McWilliams) Lessard** welcomed their first child, **Margaret Evelyn Lessard**, on Aug. 7, 2016. The Lessards

live in Golden, Colorado, where **Danjel** is a records coordinator and **Rachael** is a choreographer and event coordinator.

## 2009



**Steven Davis '09** and **Kimberly (Henry) Davis '08** welcomed **Marlowe Jean** on April 18, 2016.

**Mitch** and **Laura (Comstock) Dietz** welcomed their child on Oct. 11, 2016.



**Tawnya (Curtis) Schwartzentrub** and **Arthur** welcomed **Leona Ivy** on Oct. 28, 2016, joining older brothers **Gavin**, 7, and **Ethan**, 1.

## 2010



**Amber Schlenker** and her husband, **Kyle Betts**, welcomed a baby boy Oct. 14, 2016. The couple were married Feb. 21, 2015. After five years of working in the journalism world, **Amber**

## 2011



**Jonathan Kranich '11** married **Tessa Davis** on May 13, 2016. Other Lutes in the wedding party included **Tim Allen '11** and **Barrett Bollen '12**.



The couple welcomed **James Douglas Kranich** on July 7, 2015. **Courtney (Hills) Moore** and her husband, **John**, welcomed daughter, **Aria Nicole**, on Nov. 29, 2016. The couple got married in June 2015 in Greece and moved to North Carolina.

## 2012



**Cassie (Kelsey) Bieker '12** and **Tyler Bieker '13**, '15 welcomed son, **Daniel James Bieker**, on Oct. 26, 2016.

## 2013



**Jacob Deines '13** and **Molly (Swanson) Deines '12** welcomed **Milo William Deines** on June 21, 2016.

## 2014



**Amanda McCarty** and her husband, **Luis Leandro**, welcomed **Tiago Evan McCarty Leandro** on April 18, 2015. **Amanda**, accompanied by **Tiago** and **Luis**, traveled to France to negotiate for the United States at the United Nations 21st Climate Conference of the Parties, which produced the Paris Agreement, an ambitious global effort to address climate change. □

Pacific Lutheran University, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, does not discriminate in the administration of any of its educational programs, admissions, scholarships, loans, or other activities or programs on the basis of race, gender, sexual orientation or preference, national or ethnic origin, color, disability, marital status, age, or religious belief.

Inquiries regarding compliance with these statutes and regulations may be directed to the Office of the Vice President for Student Life, (253) 535-7191; PLU's Title IX Coordinator, **Teri Phillips**, (253) 535-7187; or to the Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Ave. S.W., Washington, D.C. 20202.

## Lute revives rowing career in foreign waters continued

Britain. In addition to competing in several bumps races, she watched the famed Boat Race between Oxford and Cambridge University clubs. **Lindberg** also raced with the women's squad, who was down a rower, at Versailles in France.

"I think rowing is one of those sports where once you start you're never really out of the rowing community," **Lindberg** said. "I just love watching races and being in the races or participating in any way."

Upon returning to PLU, **Lindberg** spent the 2015-16 academic year as a coxswain — the person in charge of the boat — for the men's club team.

"One of the biggest things I learned was just taking risks," she said. "I had no idea how I'd



do on this men's boat with these people I had never met before and I just absolutely loved it. I made some really close friends in the boat. It has gotten me more willing to just put myself out there." □

# LEGACY LUTES

Each fall, we welcome new students to our campus. The Office of Alumni and Constituent Relations extends a special welcome to our Legacy Lutes — those students whose parent(s) attended PLU. We recognize this extra special commitment to their alma mater and are thrilled to have their children carry on their legacy. Please note that only the parents who attended PLU are listed below.

**Kenneth Ake**

Cari (Dennerly) Ake '99

**Logan Albert**

Courtney Albert '01

**Aaron Bailey**

Stacie VanDePutte '90, '93

**Michael Berge**

Paul Berge '86 and Laura (Whitworth) Berge '87

**Logan Black**

Jodi Black '91

**Emily Bond**

Vo Bond '96

**Alexander Brost**

Troy Brost '92 and Cheryl (Kragness) Brost '93

**Nicholas Brundage**

Seth Spidahl '96

**Andraya Conger**

Robin (Eckert) Conger '87

**Nathan Couch**

Aaron Couch '79

**Sarah Cornell-Maier**

Benjamin Maier '91 and Lisa Cornell '90

**Keaton Craft**

Carol (Medley) Craft '87

**Nicholas Demers**

Eric Demers '93

**Samuel Driver**

Margo (Blecha) Driver '76

**Rebekah Dumestre**

Gretchen (Geldaker) Dumestre '84

**Dawson Faker**

Anna (Eklund) Faker '92

**Jayson Fatur**

Catherine (Bennette) Fatur '79

**Megan Finley**

Paul Finley '90 and Julie (Stenersen) Finley '91

**Elise Freund**

Krista (Brown) Freund '96

**Kietra Frey**

Karen (Mulkey) Frey '88

**Kerstin Holl Gillespie**

Jack Holl '59 and Jacqueline (Olsen) Holl '62

**Holden Gjuka**

Joel Gjuka '99

**Julianne Golding**

Janice (Deck) Golding '91

**John Halsey**

Carol (Rybak) Halsey '90

**Samantha Hoskins**

Kristine (Kvale) Hoskins '84

**Alexander Jones**

Thomas Jones '86 and Heidi (Emerson) Jones '85

**Brian Julian**

Conrado Julian '13 and Adriana Julian '07

**Daniel Kaiser**

Carl Kaiser '76

**Griffin Kees**

Matthew Kees '93

**Hannah Lantz**

Darrel Lantz '93 and Karra Kimple '87

**Michael Larson**

David Larson '83 and Jennifer Larson '84

**Bill Le**

Dung Le '04

**Erica Lee**

Karen (Swanson) Lee '88

**Emma Lund**

Gregory Lund '79 and Denise (Christianson) Lund '80

**Emma Mack**

Crista (Starwich) Mack '91

**Emily Madsen**

Samuel Madsen '80

**Samuel Martinson**

David Martinson '90 and Kristin (Ford) Martinson '92

**Elijah Mathew**

Jacob Mathew '88 and Theresa (Wallace) Jenkins '87

**Max Matunis**

Erika (Mortenson) Matunis '86

**Hannah McAllister**

Vermont McAllister '89

**Millicent McBride**

James McBride '90 and Krista (Stewart) McBride '90

**Christopher McGraw**

Jodi (Murphy) McGraw '94

**Adrian Milanio**

Mary (Vallarta) Milanio '02

**Meghan Moor**

Scott Moor '91 and Kristine (Barry) Moor '92

**Samantha Morris**

Karen Morris '05

**Janson Pederson**

Bradley Pederson '83

**Talia Pernorio**

Lorinda Pernorio '93

**Alexandre Raphael**

Dawn (Lamont) Holman '94

**Ian Rice**

Joan Sorensen Rice '85

**Nathaniel Sager**

Scott Sager '91 and Julie (Vraspir) Sager '91

**Madison Sanders**

Michelle Payne-Sanders '88

**Kirsten Schuele-Vanaken**

Katherine Van Aken '88

**Liam Sigman**

Erin McGinnis '90

**Danielle Skibiell**

John Skibiell '90 and Angena (Miller) Skibiell '91

**Spencer Smith**

Roger Smith '90

**Stephanie Smith**

Jennifer (Grigsby) Smith '83

**Andrew Spangler**

Timothy Spangler '88 and Lisa (De Bell) Spangler '89

**Nicholas Spangler**

Rita (Larsen) Spangler '84

**Natalie Steinert**

Thomas Steinert '95 and Angela (McAfee) Steinert '91, '12

**Kellie Stephens Jackson**

Kristena (Sherley) Jackson '86

**Erik Straume**

Steven Straume '82

**Ingrid Straume**

Arvid Straume '86 and Liza Vemo-Straume '90

**Kelsey Van Ogle**

Leslie (Fogde) Van Ogle '87

**Maria Wallace**

Jack Wallace '81 and Elizabeth (Constantino) Wallace '84

**Jakob Waters**

William Waters '01 and Gail (Tuvey) Waters '95

**Abigail Welch**

Deborah (Anderson) Welch '87

**Bronte Wetherington**

John Wetherington '92 and Katherine Schultz-Wetherington '83

**Emma Williams**

Mary Forslund '97

**Joseph Williams**

Thomas Williams '93

**Daniel Yadon**

Laura Yadon '11

**Jaisen Zurfluh**

Jon Zurfluh '82



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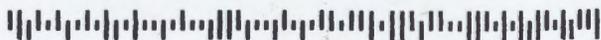
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TAMARA WILLIAMS, executive director of the Wang Center for Global Education, says Gateway programs are entry points to regions with a deep educational partnership with Pacific Lutheran University. They develop lifelong transformation and establish a cultural exchange between campuses in both places, she says.

The Gateways punctuate PLU's educational mission that was established in 1890 by Norwegian pioneers — a commitment to the values of Lutheran higher education.

Two of the most important Gateways connect PLU to its heritage — programs in Telemark and Oslo, distinctively different locations in Norway.

Claudia Berguson, program director for the Telemark Gateway, says both programs look beyond Scandinavian heritage and focus on the "needed element" of studying contemporary Norway.

"Our courses (in Scandinavian-area studies) and study away both strive to move students from an interest in heritage to an interest in how Norway approaches disciplines like

business, alpine ecology and literature from their perspective," she said.

Students studying in Telemark have the opportunity to learn Norwegian and participate in field trips that underscore outdoor life and regional identity. Lutes in Oslo focus on conflict resolution and peacebuilding, topics Norway is deeply committed to, Williams said. The country is engaged in a dynamic discussion defining and redefining its international roles, and PLU students participate in dialogue on issues such as European integration and multiculturalism in schools. □

