

ViewPoint

PACIFIC UNION COLLEGE • VOL 40.1





President's Message

It has been suggested that identifying the mission of an organization is a process of discovery rather than one of invention. At the time Healdsburg Academy (later Pacific Union College) was founded in April 1882, it was only the second Seventh-day Adventist institution of higher learning in the United States. Their mission at that time focused on preparing workers to share the Adventist message in the western U.S. while teaching them the job skills necessary to earn a living.

As we fast forward to today, you can see the original mission reflected in our current mission statement: Pacific Union College is a Seventh-day Adventist learning community offering an excellent Christ-centered education that prepares its students for productive lives of useful human service and uncompromising personal integrity.

At our opening convocation ceremony in September, we invited all of our faculty and staff to join together on the platform in the college church to activate PUC's mission statement. It was a moving moment for us as a campus community as we read together to the students seated in the audience the following commitments:

As faculty and staff of Pacific Union College, we are committed to:

1. Sustaining a Seventh-day Adventist learning community
2. Offering an exceptional, Christ-centered education
3. Preparing students for lives of commitment in humanitarian service and uncompromising personal integrity

These commitments align well with the aims of Adventist education identified in PUC alumnus George Knight's recent book, *Educating for Eternity*. According to Knight, the primary aim of Adventist education is to mentor and nurture students as they develop a saving relationship with Jesus Christ. The complementary secondary aims include: the development of a Christian mind; the development of gifts for social responsibility; the development of physical, emotional, and social health; and finally, development for the world of work. We could summarize these aims as follows: student learning in the context of a Seventh-day Adventist Christian learning community where students are nurtured by faithful mentors. This characterizes Adventist education at PUC today.

These commitments are also reflected in how we relate to each other in our campus community. Too often success is measured by how much we earn or what we have accomplished. It is something more for us here at PUC. Success is a sense of satisfaction

with who we are as human beings and how we contribute to the lives of others beyond ourselves. Success comes when we are clear about why we exist and clear about our calling in life and equipped to pursue that calling. For us as faculty and staff here at PUC, our role and place in Adventist education is a calling. It is a calling to reach beyond ourselves and to mentor our students as they begin fulfilling their potential. It is a privilege to partner with students as they identify their own sense of calling and prepare to follow that calling. As a student, finding one's calling is also a process of discovery, not invention. It is taking the time to clearly evaluate who you are, to identify your God-given gifts and skills, and to discover how you can best use those to serve others. It is a blessing to journey with our students during this process of discovery.

Colleagues know how much I enjoy teaching and interacting with students. Many have asked me why I transitioned from the classroom into administration. My response is simple: I love to partner with students in identifying and fulfilling their potential. I realized when I became an academic department chair I had the opportunity to expand that role beyond students and to include faculty colleagues. Later, when I moved into academic administration, that opportunity expanded further to partner with more faculty and staff colleagues across campus. And now, as president of PUC, to once again rediscover what has been lost in the challenges of the last few years, and partner with you, our campus family, our alumni, our constituents, and our regional community to lead this Christ-serving institution forward in fulfilling its potential and its mission to serve others as we are called.

As our PUC campus lives in the moment and plans for the future, we recognize our place in Adventist higher education. God has blessed us with tremendous resources to be utilized in furthering Adventist education here at PUC. It is critical we care for those here now, while we are planning for a future with Christ-centered education as our focus. We are grateful for your continuing engagement and support of Pacific Union College.

Dr. Robert A. Cushman Jr.
President

ViewPoint

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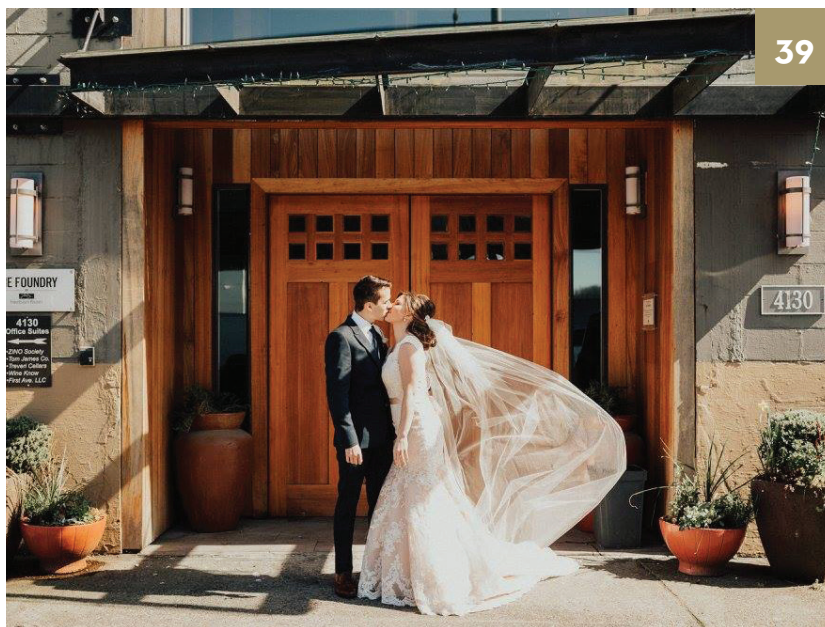
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Cover Photo: Stefaan Dick, '19

Editor
Larissa Church, '08

Managing Editor
Dana Negro, '10

Layout and Design
Carrie White, '11
Heidi Lukowicz, '99

Photographers
Nikki Neumann, '17
Carrie White, '11,
Bob Wilson

Contributors
Herb Ford, '54, Kellie Lind, '82, Becky
St. Clair, Dominique Townsend, '18,
Cambria Wheeler, '08

PUC ADMINISTRATION

President
Robert A. Cushman Jr.

**Vice President for Academic
Administration**
Nancy Lecourt

**Vice President for
Financial Administration**
Brandon C. Parker

**Vice President for
Student Life, Enrollment
& Marketing**
Jennifer Tynen

**Vice President for Alumni
& Advancement**
Kellie J. Lind

Vision Statement: ViewPoint, the journal of Pacific Union College, connects PUC's alumni and friends in a community that celebrates the college's activities and stories, and supports the continuation of its mission into the future. ViewPoint aims to provide quality features about topics relevant to our community; news about the college and alumni; and means to unite, motivate, and inspire.

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Dr. Robert A. Cushman Jr.

Officially Installed as PUC's 23rd President

Larissa Church

In July 2017, Dr. Robert A. Cushman Jr. became the new president of Pacific Union College. On April 20, 2018, the college officially installed Cushman as the 23rd president in a special inaugural ceremony, where he succeeded Dr. Eric Anderson, who served from January 2017 until Cushman's appointment.

The PUC Church was filled with students, faculty, staff, community members, and family and friends, welcoming Cushman and celebrating the college's history and future.

The ceremony included music from Vox Pro Musica, PUC Chorale, the brass quintet, and a special presentation from *The Beatitudes*, a 40-minute cantata based on Matthew 5 and composed and conducted by Asher Raboy, PUC resident artist.

Several responsive readings involved notable dignitaries in attendance, including Dr. Gordon Bietz, associate director of higher education of the North American Division of Seventh-day Adventists; Dr. Ronald Carter, provost of Loma Linda University; Diane Dillon, Napa County supervisor; Ricardo Graham, president of the Pacific Union Conference of Seventh-day Adventists and member of the PUC Board of Trustees; Bradford Newton, executive secretary of the Pacific Union Conference of Seventh-day Adventists and chair of the PUC Board of Trustees; and Dr. Richard Osborn, vice president of the Western Association of Schools and Colleges Senior College and University Commission and past PUC president ('01-'09).

"This morning's ritual is a statement. It's intended to remind us that Pacific Union College has deep roots, and we're part

of a tradition that began long before 1882 and that first day of classes in Healdsburg," said Anderson. He presented the college's gift to Cushman, stressing it needed to be "the right sort of gift" for the intended recipient, and also serve as a reminder of who we are as a college. The unique gift, crafted by Dr. Lorne Glaim, professor emeritus of history, was a mounted rock from the farm of Adventist pioneer William Miller, in recognition of the Lord's promise to create a new heaven and a new earth, as well as Cushman's love of geology. "Consider this rock and the hope it represents. If you do so, we can say, using language that every Adventist understands: your work will never be called a 'Great Disappointment,'" teased Anderson.

In the inaugural homily, titled *Mt. Blessing*, Carter stressed the challenges facing higher education, and small colleges in particular. However, he urged the college administrators and Cushman to persevere, saying he believes PUC is uniquely prepared to meet these challenges, as a prestigious institution in a unique and incredible location, a "beacon on Howell Mountain." Carter believes as a geologist and fellow scientist Cushman is well-equipped to lead PUC into a bright future, with an analytical mind grounded in biblical context. Carter also shared examples from when he served as campus chaplain at Walla Walla University during Cushman's time as a student, saying he felt the anecdotes portrayed Cushman's good nature and kindness.

In a presentation bequeathing the college's historic medallion to Cushman, Newton offered him and his wife Judy encouragement for the journey ahead. Strung together on an elaborate gold chain, the medallion features each name of PUC's past presidents, representing the symbolic history of the college, and as a reminder of those who have carried the burden and responded to the call to be president. "The medallion serves as a reminder throughout your tenure as president you will never be alone on your journey," Newton said. "This college community walks with you. The body of Christ, the church, will continually hold up your arms in the battles ahead. Most importantly, there is One who promises when you pass through the waters, 'I will be with you.'"

The campus and the surrounding community shared in the excitement and celebration of the event, and offered their praise and commendations to Cushman on his leadership thus far, and their hopes for his success in the future.

"Dr. Cushman's vision of inclusivity for Pacific Union College upholds its long-standing tradition of academic excellence and service to the community. I look forward to our continued partnership and welcome Dr. Cushman to the Napa County community," said Diane Dillon, Napa County supervisor.

Kenzie Hardy, business and communication major and Student Association president, remarked, "This school year, I have first-handedly experienced Dr. Cushman's active participation in student-led programs and activities. He has quickly become appreciated for his availability and leadership style that prioritizes listening. With a shared love of our campus' surroundings, I am encouraged and excited to work with him toward the vision that students, faculty, staff, community, and board members have crafted for PUC."

"When I first met Bob, I was intrigued by his sincerity and down-to-earth personality," said professor Michelle Rai, chair of the department of communication. "I've appreciated his transparent and strategic leadership during his first year at PUC. He listens to all sides before making decisions and has fostered trust between the administration and faculty. I am optimistic about PUC's future with Bob at the helm."

J.R. Rogers, associate vice president for student life, shared, "As an alum, PUC is very near and dear to my heart. As an employee, every day I look forward to working with our student leaders, student body, and Dr. Cushman. Knowing his goal is to continue helping PUC be a vibrant and collaborative learning community assures me PUC is in great hands."

"I first met Bob over 20 years ago at Loma Linda University when he became my major professor. Bob taught me so much in that time and that has made me a big part of who I am today," commented professor Aimee Wyrick, chair of the department of biology. "He was the first professor to ask me to use his first name—and I love him for that! He also taught me challenges are much more fun and interesting than the alternative. Through it all he has modelled a life committed to Christ, his family, and education. I'm thrilled to have Bob teach you all as well as he has taught me."

A reception by the Paulin Hall fountain immediately followed the inauguration, where the campus community gathered together to celebrate the bright future of Pacific Union College and Cushman's steady leadership.



High-Impact Learning:

Senior Thesis Projects Inspire Campus

Becky St. Clair

In 2008, the National Institute for Learning Outcomes Assessment developed a collection of “High-Impact Practices” (HIPs) based on many years of data from the National Survey of Student Engagement (NSSE). These experiential learning practices promote student learning through active engagement. Since then, most colleges and universities across the country have begun moving toward incorporating many of these HIPs into their curriculum.

The curriculum at PUC already included several of the HIPs, such as collaborative learning, internships, undergraduate research, study abroad, writing-intensive courses, and service-learning. While the college was already providing capstone opportunities, in 2010, it intensified efforts to make “culminating experiences” available to all bachelor’s students. This included experiences such as a capstone course, internship, senior project or thesis, comprehensive exam, or portfolio.

“Students are more likely to be engaged with their education when the High-Impact Practices are included as part of that experience,” says Nancy Lecourt, academic dean and vice president for academic administration at PUC. “This translates into improved learning, as well as higher retention and graduation rates.”

“It’s different in every discipline,” says Lecourt. “Music majors compose something or produce a concert; physics majors work with national laboratories on research; film majors produce something to be shown in an end-of-year film festival. There’s a variety of ways this culminating experience takes shape, and that’s what makes it so interesting.”

“The capstone project synthesizes, reflects, and practices,” says Lecourt. “It’s a chance to pull everything together for the student in a way that makes sense to them.”



Department of World Languages & Cultures, Sierra McMillan

Tell us about your project.

I examined a collection of 17th century French letters housed in PUC’s library. I looked into their context, and the kind of historical language change that can be observed by looking at this type of text. As part of my project, I transcribed a few of these letters and attempted to translate one.

Why did you choose this topic?

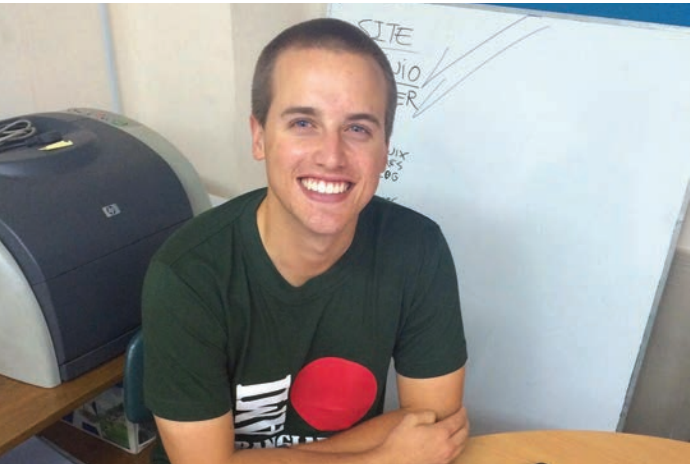
I chose to focus on a project that had a hand-on component because I had two other thesis projects. I wanted to do something different than the type of paper that I wrote for my English thesis and for Honors. This project gave me the opportunity to work closely with archival materials. An integral part of my plans for graduate study will involve interacting with archival materials, and this project gave me experience in that area of research.

How did your PUC experience prepare you for this final project?

My time in France prepared me with the French language skills I needed to approach the letters. My Advanced Language Studies and Linguistics classes in English both helped me cultivate a sense of broader linguistic topics that I dealt with in my thesis.

What’s something you learned that surprised you?

Transcribing handwriting is hard! I didn’t expect this to be the hardest part of the project, but it was by a long shot. I have a newfound respect for scholars who have to work with it.



Department of Business, Brett Dickinson

Tell us about your project.

My essay was a case study on the strategy and operations of Oracle Corporation. It was split into four parts:

1. Analyze how their company is structured and managed
2. An internal analysis of finances and how they operate
3. An external analysis of competitors and industry trends
4. Recommendations for how the company can improve

Why did you choose this topic?

I chose Oracle because I’m interested in data and technology, and they have some amazing innovations that support the work of a lot of organizations.

How did your PUC experience prepare you for this final project?

The biggest preparation came in learning how to do proper research and think critically and analytically.

What’s something you learned that surprised you?

I learned how to use those skills to think outside the box. How could I as a college student recommend some way an extremely large corporation could improve? But doing proper research and using critical thinking can create great things. Using those, all of us can have great ideas to bring to the table.



Department of Visual Arts, Celeste Wong

Tell us about your project.

19 Perspectives is an installation that includes brief stories from 19 PUC students (including myself) who have racially mixed ethnic backgrounds. My hope is to not only bring awareness to the mixed racial community but also bring the viewer to reevaluate their thoughts and how they treat others.

Why did you choose this medium?

I chose agateware, in which I combine clays without fully mixing them, so when they are made, uncontrollable swirls of different colors are shown. I feel this technique represents people in general; we do not decide ourselves how our genetics will affect our appearance.

How did your PUC experience prepare you for this final project?

All art classes as a whole focus on how to conceptualize rather than only being good at the technical aspects, and I feel that this skill has strengthened me personally as an artist. For my senior thesis in particular, the diversity at this school allowed me to explore my own ethnically mixed background.

What’s something this project taught you?

I learned I want to emphasize my art career in ceramics and clay. It’s a medium with which I can express myself best, and no matter how many hundreds of hours I put into handling clay, I never get bored of it.



Department of English, Dominique Townsend

Tell us about your project.

I explored self-construction in Sylvia Plath’s novel, *The Bell Jar*. I examine the “scripts” for womanhood the novel presents to the main character, and how she rejects each one in favor of creating her own model for adulthood. Interestingly, Plath leaves Esther’s story unfinished, so her struggles aren’t actually resolved in the text.

Why did you choose this topic?

I fell in love with the novel when I took British Modernism. Plath is better known for her poetry, so her novel is punctuated with beautiful language, but it is also raw and vulnerable in its portrayal of mental illness and the difficulty of being a young woman in American society.

How did your PUC experience prepare you for this final project?

I think college marked a “coming of age” for me; just being away from home, encountering new ideas, and looking ahead to my future. That prepared me to tackle the idea of growing up.

What’s something you learned that surprised you?

After I sent my fifth draft to Dr. Gill, concluding with a tidy image of Esther finishing her journey and living happily ever after, she told me I could actually say that Plath didn’t leave us with a tidy ending. I was surprised to think I could just say “we don’t know.”



Department of Communication, Rolan Flournoy

Tell us about your project.

I was part of a team of four students who surveyed more than 200 individuals from varying backgrounds to find out the demographics of people who knew more about their healthcare rights. We found only two led to an increased literacy in rights as a patient: Being older and identifying as white.

Why did you choose this topic?

We chose this topic because we couldn’t answer straightforward questions about the privacy notes we regularly sign at our doctor’s offices. Studies show being more literate in healthcare rights leads to better treatment, so we thought our study would be pertinent to the medical community.

How did your PUC experience prepare you for this final project?

A concentration of communication classes and copyediting helped us develop the rationale for an understandable and accessible law code regarding patient rights.

What’s something you learned that surprised you?

We thought it was fascinating, although not unexpected, to find that patient rights literacy was pretty terrible across the board, despite significant helping factors.



Department of Biology, Michelle Tang

Tell us about your project.

I worked with Dr. Herbert in studying the possible habituating behaviors of rattlesnakes upon repeated threats, which, for purposes of research in our case was a saline-filled glove bumping their heads.

Why did you choose this focus?

My main study interest involved anything with regard to the human body, rather than animal life. I chose this focus because it was a part of biology that I never felt like I really connected with—Zoology. I wanted to expand my horizons.

How did your PUC experience prepare you for this final project?

PUC prepared me for this research by educating me well in courses such as animal behavior and intro to research so that I was able to understand what was going on with the rattlesnakes and how to present my findings.

What’s something this project taught you?

To be honest, the biggest thing I learned was not all snakes—especially rattlesnakes—are evil! Each rattlesnake I studied had its very own temperament and personality and there were even some that were scared of the saline glove and did not attempt to bite it. Not once; not at all.

Every PUC alumnus has a unique story. Each one is different, but they all started at the same place: the college on the mountain.



Our Classroom Without Walls

What We Love About Our Land



“I wish as a student, I took more advantage of our beautiful back 40 property. But now as a staff member, I really enjoy wandering the trails with my furry sidekick.”

– Dana Negro,
Communications Specialist



“I’m mostly known for teaching English, but to recharge my energy, I go on a quest for natural photos of abundant treasures in the back 40.”

– Maria Rankin-Brown,
Professor of English



“Since 2017, students enrolled in Conservation Biology and Biological Foundations have devoted more than 100 hours to remove invasive plant species along back 40 trails.”

– Aimee Wyrick,
Associate Professor of Biology



“Biology students Natalie Tran and Amanda Garcia with a trail camera used for an ongoing collaborative research project studying the habitat use and activity patterns of mammals in the back 40.”

– Floyd Hayes,
Professor of Biology



“Our forest is one of PUC’s best and most unique assets, helping support the mission of the school through its pairings with academics, student life, alumni use, and community outreach. The continued use and active forest management will help our forest thrive and continue to support the school and community into the future.”

– Peter Lecourt,
Forest Manager



“PUC’s forest is the hidden gem of Angwin. For me, my family, and our friends, it is one of the centers of life at PUC. The back 40 hosts Sabbath walks with multiple families, morning runs with friends, and mountain biking with my kids. It is where we shed stress, where we stay healthy, and where in thousands of quiet moments each year we get to see and hear the nature our Creator designed to bring us rejuvenation and peace.”

– Howard Munson,
Associate Professor of History



“Everything about the PUC forest is so good. There are great trails for all levels of riders and the views are beautiful. The last time I took a group of students back there one of the students I was with had never even been before. He was so impressed with how beautiful and peaceful it is. Get a friend and go explore! If you’re unsure, find someone who knows the area and go with them. Take a good book and some water and go enjoy it.”

– Dave Carreon,
Worship Pastor, PUC Church



“The back 40 has always been one of my favorite places to run. It has provided me and my teammates great training for cross country team. I especially appreciate some of the more intense hills that help with our endurance. There’s something so nice about being back there; it’s peaceful and freeing because it’s just you and nature. Truth be told, you’ll never find a place quite like the back 40.”

– Blanca Daisy Martinez, Women’s Cross Country



A Mission Worth Planning For

PUC's Strategic Plan Focuses on a Thriving Future

Cambria Wheeler

Nowhere is the interface of past, present, and future more obvious than on a century-old college campus. Walking Pacific Union College's mountaintop paths is to see architectural elements of 1909 in direct interaction with 2018's technology and trends. Chalkboards hide behind digital "smart boards" and students in jeans and sneakers walk up and down stairs that were once travelled by students in suits or long dresses. On a campus founded before their parents were born, those students ready to be the teachers, scientists, nurses, and more who will use the skills learned at their college on the mountain for productive lives of useful human service and uncompromising personal integrity.

This juxtaposition of times and cultures could be disorienting, but not at PUC. Instead, the legacy of the past and the vibrance of the future engage in a lively conversation, united by the deeply held mission that has guided the college since 1882. Ensuring conversation continues for generations to come is the treasured responsibility of the college's administration, led by President Robert Cushman, Ph.D.

With that goal in mind, the college is crafting a five-year strategic plan to guide its progress and ensure its mission remains a timeless source of inspiration.

The Right Time, the Right Partner, the Right Process

As the new college president, Cushman brought an energized vision for the future and fresh perspective on its purpose. A spirit of optimism regarding continued transitions began to spread across campus, as the celebratory milestones of graduation and the start of a new school year reminded staff and faculty once again of the deep value of their work. Given the college's current strengths and challenges, the time was ripe to reevaluate, recommit, and plot the course to a thriving future.

Experts recommend drafting a strategic plan every two to five years, and more often during times of rapid change. And while necessary, the idea of drafting a strategic plan often leaves an organization groaning, or worse, flinching. But by engaging the services of Credo, a higher education consulting firm, PUC's administration ensured they had a process that would incorporate input from multiple voices and a resulting plan that was action-oriented, data-driven, and adaptable.

Credo provided the college a framework to not only create the best plan, but to track progress and make sure initiatives are being completed and objectives met over time. Intentional listening sessions with the PUC board, faculty, staff, and students en-

sured the strategy reflects the unique PUC culture and includes ideas and solutions from those who know the challenges best. The process helped everyone envision a future of what could be, instead of focusing on current frustrations and concerns. With the input of Credo's experts, what "could be" has timelines and accountability measures to take the collective vision from ideas to action.

"We haven't created an impressive-looking document to check a box and then file it away," Cushman asserts. "Instead, the strategic planning process allowed us to prioritize the many good ideas coming from across campus and is relevant to the work we do today, as well as setting a foundation for the years to come."

Honoring PUC's Legacy: Four Themes

The result of many hours of listening, research, introspection and innovative thinking, the Pacific Union College Strategic Plan is organized around four themes central to the college's mission: Our Students, Our People & Place, Our Story, and Our Relationships. The context provides the backdrop for each of these themes and their respective initiatives is honor: honoring the people, place, and story that makes PUC what it is.

"The big picture," explains Cushman, "is to honor PUC's legacy and to create a sustainable future. We want to reclaim our past, while also reframing our future."

Each theme includes actionable initiatives, organized around reachable milestones and ranked by level of importance and impact. "As with any project, starting is key, and also perhaps one of the most difficult steps," he says. "We've opted, for many reasons, to begin with the initiatives with the potential to generate revenue. It will allow us to get a foothold in the plan and begin climbing steadily and confidently."

Our Students

There is no question a focus on students is at the center of the college's five-year plan. "The students drive the success of our programs and are the reason for our being here," Cushman says definitively. "The transformational learning experience at PUC is unique and valuable. To ensure access to that experience, we have to prioritize enrollment growth and create pathways for this to happen easily and naturally."

The initiatives in the Our Students theme are organized around four objectives: a transformative learning experience; investing

Our Students

CREATING PATHWAYS FOR STUDENT SUCCESS

One of the strategic plan's most innovating initiatives has already been completed: in August 2018, PUC announced its support of a new partnership orchestrated by Marlo Waters, '05, associate academic dean, between the Association of Independent California Colleges and Universities and the California Community Colleges chancellor's office, designed to create a clear transfer pathway for students earning associate's degrees at community colleges to complete their bachelor's degree at a private four-year college such as PUC.

"There were a surprising number of Adventist students accepted into PUC last fall who chose to stay closer to home and attend the local community college. We would like to make it easier for them and those throughout California to matriculate to PUC after completing their degree at a community college," says Cushman.

Students earning an Associate Degree for Transfer (ADT) in a broad range of disciplines are guaranteed admission if they meet certain requirements and will be given junior-level standing and a minimum of 90 quarter units of transfer credit. This allows for a simple transfer and the completion of a baccalaureate degree at PUC in two years if students take an average of 17 credits each quarter. Assistance from a transfer student enrollment counselor and scholarships for transfer students make the decision to complete a degree at PUC even easier.

Our People & Place

STRENGTHENING CULTURE:

A Conversation with
Scott Ormerod, '81, LEAP Solutions

Ormerod is the founder of LEAP Solutions, a business and human resources consulting firm, and has more than 30 years of experience in management, organizational development, and human resources. PUC has partnered with Ormerod on its campus culture initiative within the Our People & Place theme.

What are the most important elements to a strong culture?

It really is the ability to transmit the “way of life” from one generation to the next based upon shared assumptions that provide a way to perceive, think, and feel about all aspects of one’s daily life. These assumptions not only help define the internal way of addressing what comes but creates a feeling of safety through meaning and predictability. The act of transmitting these learnings form the basis of the community interactions, creating the defined behaviors and shared meaning.

Are there any elements that make PUC’s culture unique?

Absolutely. During a recent Cultural Engagement Taskforce (established by Dr. Cushman), we completed an anthropology exercise, and what we learned about the PUC culture was eye-opening and confirming. Core elements include historical heritage and tradition that isn’t stagnant and lives across generations.

A strong employee culture seems so intangible. Where do you start?

The process will include an online survey, listening sessions, stakeholder interviews, and focus groups. As the project moves forward, the community will be reaching an understanding of the past and current elements in order to create the desired shift. This shift will be the result of embracing a vision of what can be in light of what exists.

in the student experience and retention; creating pathways for student success; and prioritizing enrollment growth.

“Our students deserve a vibrant learning environment,” says Dr. Nancy Lecourt, vice president for academic administration and academic dean. “Initiatives in this theme will focus on using PUC’s distinctive surrounding locations and natural resources—forest, farm, Napa Valley, Bay Area, and the Pacific Ocean—as a living laboratory for more intentional active learning opportunities.” To meet that aim, programs and departments will be instructed to integrate the natural environment or therapeutic value of nature into their curriculum.

Another top priority is emphasizing the spiritual transformation that is at the center of a Christ-centered education. “At first an initiative around ‘transformative spiritual development experiences’ might seem out of place in a strategic plan, but because faith and learning are integrated into everything we do, it actually belongs at the center of our vision,” explains Jennifer Tyner, vice president for student life, enrollment, and marketing. “We are committed to staying intentional about our mission and identity as an Adventist college.” Service-learning and mission opportunities and a reimagined spiritual experience are in development to encourage students to discover their God-given strength and apply them to all aspects of their lives and God’s calling for their future.

With the administrative team focusing in the short-term on experiential learning opportunities, financial aid assistance, and enrollment growth initiatives, with additional initiatives to be phased in over coming years, PUC is poised to reinvigorate its educational mission. “It is important to us that PUC faculty, staff, and administration continue its 100-plus year tradition of fostering a culture of collaboration and problem-solving that integrates classroom learning with real-world experience,” says Lecourt. “We are excited to do that in innovative ways that prove useful as they pursue career and calling over their lifetimes.”

Our People & Place

“God has blessed us with tremendous resources waiting to be utilized in furthering Adventist education here at PUC,” Cushman says. “It is critical we care for those here now—our students, staff, and faculty—while we are planning for a future with Christ-centered education as our focus.”

The strategic plan focuses the college’s efforts on its greatest resources—its place and its people—toward four objectives: an empowered and engaged community; increased productivity and new revenue streams; establishing models and systems for success; and creating a research and data-informed culture.

“Of the four themes of PUC’s strategic plan, Our People & Place addresses the ‘how,’” says Brandon Parker, vice president for financial administration. “These initiatives will empower and engage our campus community through data-informed initiatives around culture, remuneration, retention, recognition, and accountability. We will also aggressively address the multiple ongoing challenges of our vast and beautiful, but aging, campus and infrastructure.”

The theme is two-fold, in that it focuses on improving engagement and processes campus-wide. Cushman and team understand buy-in from faculty and staff is the most important ingredient in the college’s success. “I want to create a healthy workplace culture where people feel empowered and engaged, and look forward to coming to work every day because they know they are contributing to an incredibly valuable mission,” Cushman explains.

The Our People & Place theme also includes an objective to update the campus physical master plan. This update would create a hierarchy for capital improvement, including residence hall renovation and rightsizing, and would consider strategic building and land usage. In addition, the college is working to expand Howell Mountain Enterprises holdings (such as the College Market and Chevron station); create a strategic employee compensation plan based on benchmarks; and develop an aggressive debt-reduction strategy.

“While these are large initiatives and will require many hands and heavy lifting,” Parker adds, “they are transformative and will position the college for a successful and sustainable future.”

Our Story

As a 136-year-old institution with a rich history, diverse and successful alumni and student body, and the broad offerings of a liberal-arts institution, PUC has a great story to tell. Yet the task of telling that story well has never been more urgent or more challenging. PUC’s strategic planning partner, Credo, explains future students and their families will only invest if a college’s value proposition is strong and its messages are clear and targeted enough to carry it to the right people at the right time. Because a healthy enrollment is key to a thriving college, the strategic plan’s Our Story theme directs the college to articulate and share its unique story in a focused, targeted way.

Our Story

A NEW PUC.EDU:

A Conversation with Haley Wesley,
Associate Vice President for
Marketing & Enrollment

On November 7th, PUC launched a new website. The newly launched website is part of the college’s Our Story theme and was created by a team in the college’s public relations office.

Why is a website so

important? An average of 1,000 users visit the PUC website every day. It’s our best way to reach a broad audience at the same time, anytime.

What was the process like in developing the new site?

This was an exciting and challenging process. The previous website consisted of over 4,000 pages all needing to be updated and moved to a mobile-friendly environment. We thought carefully about our audience to make the site easy to navigate and made decisions based on the user experience. Our webmaster, Nic Hubbard, '05, and team including Larissa Church, '08, Dana Negro, '10, Heidi Lukowicz, '99, Carrie White, '11, Cameron Mitchell, '16, and Becky St. Clair, worked collaboratively to build a website that shares what makes PUC so unique in an online environment. Ultimately, this is the way the PUC story is told visually.

What are your favorite elements or features of the new site?

First, it’s now mobile-friendly which is so important for users. It’s also incredibly easy to navigate.

How does this website help PUC tell its story better?

Our technology goes with us everywhere, in our purses or our pockets. By creating an interactive experience for everyone—alumni, future students, parents, friends, partners, faculty—we’re letting people take PUC with them wherever they go.

Our Relationships

CONNECTING THE PIONEER FAMILY

Earlier this fall, the alumni and advancement office, under the guidance of Nic Miller, '17, soft-launched a pilot program as a new way for its community to communicate and network: Pioneer Connect.

Members of Pioneer Connect can post status updates or share photos, but the platform's biggest draw is it provides a venue for professional PUC alumni to share advice and encourage students as they begin working toward careers after graduation. The goal of Pioneer Connect is to involve as many people as possible in hopes to create a more connected group of alumni and to pull people in who may have wanted to keep in touch with the college but did not know how.

“Our Students is about providing more intentional educational and career opportunities,” Cushman explains. “Pioneer Connect offers students additional opportunities to connect with alumni and potential employers for internships during their time at PUC and for employment opportunities after they graduate. Likewise, Pioneer Connect supports the strategic theme of Our Relationships. Initiatives within this theme are all about building and improving relationships with our alumni and our community to further enhance the sustainability of PUC. Pioneer Connect helps us identify people who may not be engaged with PUC in other ways or venues and it allows them to connect and interact with fellow alumni.”

Those interested in joining are encouraged to explore the current website at pioneerconnect.org. Keep in mind impending changes will make its navigation and use much more streamlined in the upcoming months. The official launch is expected to be in the next few months.

“Establishing an organizational marketing model and developing priorities for marketing resources will help us achieve our strategic initiatives,” says Tyner. “This will allow us to develop a sustainable plan for sharing the PUC story to our various audiences.”

By focusing on internal and external communication initiative and investing in marketing resources, the college plans to ensure its deep heritage continues into the future by growing enrollment and improving student retention. The Our Story theme also includes an initiative to grow a network of ambassadors—alumni, parents, and friends—to share the PUC story nationwide. New digital and print platforms will allow the college to share its messages in a sustainable, open and accessible way.

“This is a demanding time for PUC and Adventist higher education,” Tyner adds. “Our plan will provide the road map for our future. It will position us to better tell our story in meaningful ways that will help us cultivate relationships, build community, foster enrollment growth, and enhance the vitality of our academic programs.”

Our Relationships

The fourth theme of the strategic plan directs the college's efforts to establish strong relationships with alumni, neighbors, and key partners. The theme of Our Relationships includes developing its historic place as a legacy endowment; increasing alumni and donor engagement; developing responsible and sustainable stewardship; and developing strategic partnerships.

Cushman and team recognize a network of support and investment helps PUC continue to thrive in a competitive, fast-changing business and higher-education environment. Given its strong academic program, deep heritage as a faith-based liberal arts college, natural setting, and recent decision to maintain its landholdings, the college is also an attractive partner for fellow Napa Valley and North Bay nonprofits.

“We have a legacy, a sense of place, and a calling,” Cushman says. “Our role in the history of Adventism on the west coast is significant, and we recognize our place in history as it influences the mission of PUC. We have to recapture who PUC is and what we represent, then strengthen our relationships with our students, staff, faculty, alumni, and the community around that identity.”



To follow the progress of the college's strategic plan, and to see how you could be part of the initiatives, visit the PUC website at puc.edu.

Alumni and donor engagement is crucial and invaluable to the Our Relationships theme. To achieve this objective, the college intends to be strategic about communicating and visiting PUC alumni, and creating pathways for them to more easily connect with the college.

“The relationships students make with their classmates, roommates, professors, and the staff while they are students at PUC give our alumni and advancement office momentum and purpose,” says Kellie Lind, vice president for alumni and advancement. “It's fulfilling for us to help old friends re-engage with each other and to align them with projects at PUC they have passion for. Ensuring students have a positive experience here will transform into a collection of engaged graduates who will support PUC for years to come. All of that begins and ends with relationships.”

Looking Ahead

While the college has an impressive list of initiatives in the works, the strategic planning process doesn't finish once objectives are established and tactics deployed. Instead, it is a living process, adaptable to emerging opportunities, continued innovative thinking, and the momentum that develops when the first phase of a big project is complete.

Though not all initiatives come with an immediate financial impact, Cushman sees them each as important investments. “We have to invest in the student experience to see increased retention,” Cushman continues, “and we need to invest in our employees if we expect to see increased morale and productivity, which will lead to increased enrollment.”

Cushman emphasizes it's the basics that need to improve first: building processes that make sense and work; improving the way campus data is gathered, stored, and accessed; investing in Human Resources and Information Technology Systems and Services; and building relationships with constituents and community members and deepening trust.

Establishing and executing on a strategic plan is not always a comfortable process—change never is—but it is already showing results, including those profiled here. “The strategic planning process has been an important way for our campus community to come together to face new challenges and spur innovation,” says Tyner. “Through the process, we have come to know ourselves better and to appreciate what we do well and to see what we could do even better.”

With a leadership team focused on a bright future, an alumni community connected to a deep heritage, and students, faculty, and staff engaged in the very best academic and spiritual experience, there's much to look forward to on this next stage of the college's journey.

“We want to nurture the mission of our college into the future,” Cushman concludes. “If we want to create a different tomorrow, today is our opportunity to really mentor and shape our students, to shape the conversation for them to learn and grow, and help them create a society that watches out for those who are marginalized and less fortunate in our society.”

**“The best classroom and the
richest cupboard is roofed
only by the sky.” — Margaret McMillan**





Following in Jesus' Footsteps

Family of Pioneers Does Medical Missions Together

Becky St. Clair

Lauren Chang plans to be a cosmetic dentist someday. Her twin brother, Alex, wants to be an orthopedic surgeon. Working toward fulfilling these dreams, both Lauren and Alex are seniors at Pacific Union College—Lauren as an English pre-dentistry major; Alex as a biochemistry pre-medicine major.

Perhaps this is not surprising when you consider the twins' dad, Andrew, '86, is a gastroenterologist, who also graduated from PUC. This family interest in the medical field, combined with their shared passion for mission work, has been the driving force behind Lauren's and Alex's career goals.

"My dream since I was three has been to become a doctor," Alex says. "Missions has redefined that dream and I feel God pulling my heart toward being a missionary doctor."

The Chang family has a history of mission work. In 2006, Alex, Lauren, and their parents went to Mexico on a mission trip together. The twins were 10-years-old at the time, but they still helped in the medical clinic.

"That was my first personal exposure to missions, and it was an absolute paradigm shift for me," Alex explains. "It opened my eyes to the deep needs of those around me in the world, and I was able to get a taste of the many ways God works in the mission field."

The seed planted in 2006 has blossomed over the years into a fully developed and expanded passion, as the Chang family continued to travel the world in search of those they could use their skills to serve.

Typically, the mission trips in which the Changs participate hold medical and dental clinics in conjunction with local health professionals. The medical clinics consist of physical exams, BMI (body mass index) calculation, prescriptions, and eye check-ups, including a free pair of reading glasses for those who need them. The dentists on these trips set up a temporary clinic to do oral exams, including necessary extractions, all while educating the patients about oral health.

"These experiences have definitely influenced and shaped my passion to use my education in dentistry to help others, both through non-profit/affordable dental care in the States and internationally," says Lauren.

Dr. Chang participated in his first medical mission trip while in medical school at Loma Linda University. His interest was immediately sparked.

"There is a deep satisfaction in giving something with no expectations of receiving anything in return," he says. "I am grateful for the ability to use my skill, and the knowledge that God provides, to help the less fortunate."

Over the last 12 years, the Chang family has gone together on medical mission trips to Mexico, Belize, Ecuador, India, Kenya, Costa Rica, and Fiji.

"These trips are something we can all do as a family to help others," Lauren says. "We have all enjoyed growing closer to each other, the local communities, and God while serving as a team—no matter what our age. The experiences and relationships we have made on these trips are invaluable to us as a family."

Mission work alongside their parents has inspired Lauren and Alex to branch out and try serving internationally on their own, as well. For Lauren, this took the form of building mud houses and conducting medical and dental research in Uganda with the Kellerman Foundation.

Founded by Dr. Scott Kellerman, the foundation works with the Pygmy people who have been removed from their native homes in the mountains of Uganda, building the top-rated hospital in Uganda and the Batwa Development Program, which provides vocational skills, mud houses, and community centers which collect rainwater.

"In Uganda, I was able to research what it would take to improve the hospital's eQuality health insurance to make it even more affordable and self-sustainable in the community," Lauren explains. "The dental research focused on ebino, the procedural removal of canine teeth in infants, which locally are thought to cause the symptoms of nausea, vomiting, and fever."

More than just the medical and dental work, however, Lauren was pleased to be part of spreading the love of God by serving the physical needs of the people.

"Dr. Scott embodies what a close walk with God and willingness to follow His will looks like," she says. "He shows by example how to do this by compassionately helping and loving others, and that is exactly what I hope to do every time I participate in a mission trip. Everyone, no matter where they live, needs love, acceptance, support, affirmation, and care. Indeed, I've learned loving relationships are truly the best way to experience a high quality of life and share God's love."

Alex's independent missions journey took him to Pohnpei, where he served for a year as a high school Bible teacher for



grades 9-11. On top of teaching, Alex also took on the roles of elder in the local church, youth Sabbath School leader, church pianist, youth group leader, high school varsity basketball coach, campus ministries director, and praise band director. He returned home this past summer for a few weeks with family before returning to Pohnpei to teach for the first semester of the 2018-19 school year.

Dr. Chang emphasizes any type of mission trip is equally important and effective, whether it be doing construction, VBS, outreach through meetings, or evangelism. He also believes medical mission work is unique in that it meets the immediate needs of the people in a real and practical way.

“They often come with serious medical conditions or questions that have a major impact on their lives,” he explains. “When we are able to help them with these issues and provide some relief or healing, they are so grateful that they become much more receptive to hearing the gospel.”

Dr. Chang also uses Jesus’ ministry as a guide when doing what he does in the mission field.

“You will notice Jesus first took care of the people’s needs by healing them, feeding them, etc., and only then did He preach the gospel to a receptive audience,” he says. “Medical mission work provides us an opportunity to follow that same blueprint.”

Alex agrees that medical mission work is a special form of spreading the gospel. With so many countries lacking the quality of medical care available in the U.S., the need for medical care is great. He points out, whether it’s lack of

infrastructure and ability to get to medical care, the money to pay for travel or pay for medical care, or just a lack of trained professionals to take care of patients, many people around the world are in deep need of medical care.

“Medical mission work opens the door for us as Christians to minister to and heal not just the physical, but also the mental, spiritual, and emotional aspects,” he adds. “In doing so, we can follow in Jesus’ footsteps in a very unique and special way.”

The Changs all agree serving together as a family has been a blessing. Relationships are a huge part of the draw of this work, and that happens in a special way for Alex, who places high value on the father-son connection.

“My dad and I are able to share experiences, understand each other better, and grow closer as father and son,” says Alex. “Being in the mission field with him highlights my dad’s compassion, patience, flexibility, joy, and love for others, and only strengthens my desire to follow in my role model’s footsteps.”

Dr. Chang makes it clear, however, one need not travel beyond country borders to serve incredible need. He participates in free clinics for the medically indigent as often as possible, and is involved in setting up programs to improve medical care to those who need it.

“I try to remember there is always a mission field around us,” he explains. “I do not have to jump in a plane or travel outside my own community to find those in need of my help. I do not have to be on a mission trip to serve those around me.”

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PUC's New Athletics Director

Introducing Ralph Perrin

Becky St. Clair

It's impossible not to smile at Ralph Perrin, new athletics director at Pacific Union College. It doesn't matter if you're only just meeting him or have known him for decades, the grey-haired gentleman's face lights up as soon as he sees you. His office, hidden between exit doors at the side of the basketball courts in the PUC gym, boasts awards given not to Perrin himself, but to his daughters.

The lack of presence of awards with his name speaks not to his ability, but rather to his focus and his humility. Perrin played varsity basketball in high school, while also enjoying on the side racquetball and football.

"I have played it all," he says with a laugh. "The bouncing ball is like a siren call to me. If I hear of a sport going on, it draws all my attention."

Perrin says he finds joy in virtually all sports, but some of his favorites include volleyball, baseball, snow sports, and water sports, and he raised his kids playing them as well.

Despite—or perhaps as a result of—his interest in athleticism and sports, Perrin found himself more interested in the biochemical part of nutrition. This led to his undergraduate degrees in biology and chemistry, his master's degrees in nutrition, biochemistry, and health education, and his doctorate in preventive care. He did clinical work for a few short months, then moved into a professorship.

"I've been in academics all of my career," says Perrin. "That's what I love."

It doesn't take much to recognize that love; Perrin taught health sciences and physical education before entering the administrative realm, and even went to Rwanda to help start a medical school. Over the past 25 years, he's been dean of students, academic dean, and vice president for student development, as well as athletics director.

His deep-seated experience in academia, combined with his profound love for all things active make for a well-rounded and

passionate athletics director, which is exactly what a college athletics department needs. Especially one at a Christian liberal arts college like PUC, where holistic living is not only encouraged, but taught.

"What I'm interested in professionally in academics is development of the whole person," Perrin says. "I'm interested in every dimension of our students' personhood, and have identified six dimensions of this, which I developed into the acronym PRAISE: Physical, Relational, Affective, Intellectual, Spiritual, and Environmental. And the word PRAISE reminds us to give praise to God consistently and constantly, in everything we do."

Perrin incorporates PRAISE into his athletics directing in many ways. For example, the "I," which stands for Intellectual. He points out obviously, athletes need to improve in their skills, but just as important are their attitudes and behaviors.

When Perrin first got into the athletics education business, intramurals were considered "extracurricular." Perrin worked hard to change that to "co-curricular," noting involvement in sports activities should be considered an integral part of the academic experience, rather than a side note of convenience.

"You don't have to be an athlete to be interested in physical activity," he adds. "Not everybody gets into chamber choir, but everyone has a musical component to who they are. Not everyone gets to participate in College Bowl, but academics and intellectual growth is part of each of us. The same can be said of physical activity such as sports."

In his classes, Perrin requires his students to complete a health behavior change project. He acknowledges there are many who think they don't have time to exercise because they have to study, but says that is flawed thinking.

"I tell my students if they had a regular exercise program, they would find they would be able to learn more in a shorter amount of time because of the exercise program than they could without one," he says. Then he adds, "I never had one student come back and say it didn't work." Perrin firmly believes "achievement" in his profession doesn't mean walking into a classroom and spouting words of wisdom. It is, rather, to help every individual student be successful.

"The mark of a good teacher is being able to open the doors of understanding for someone who may not otherwise without your help really grasp a concept," Perrin says. "That takes a lot of effort and work, and due to the varied needs in each classroom, we're forced to think beyond teaching how we were taught. The bottom line for me is to help make our campus a safer place, a better place, for our students to come, grow, learn, and be successful."

Perrin carries this concept into his athletics director role, as well, making sure each of his athletes gets the teaching and training they need, as well as encouraging whole-person health. This includes the social aspect.

"I really enjoy connecting with students outside of the classroom, off the court and field," he says with feeling. He's taken students water skiing and had them over to his house. "Inviting students into my home and engaging with them socially was probably the start for me of realizing how important the whole person is."

Perrin passionately expounds upon his belief that athletics are an integral part of campus life, even for those who are not gifted in physical coordination.

"It's not just people running up and down a field or court playing ball," he says, punctuating his statement by tapping his desk with his hand. "Physical activity, especially that which also brings about community in the form of a team sport, is essential to the development of the whole person, and if it's done well, it permeates campus."

He adds PUC's administration have been very supportive of both his role and the athletics program, and he is confident and optimistic for the program's future. He envisions the college as a train, with academics as the engine and student life—including athletics—as the fuel helps the engine run.

"Our college is better because we have research opportunities; our college is better because we have a music department; our college is better because we have athletics," Perrin concludes. "In a liberal arts college we need to have departments fuel the engine of the train. We need programs that are in tune with whole-personhood. PUC offers that many times over, and I look forward to continuing to be a part of that from an athletics perspective."



PUC's SA President

Get to Know Kenzie Hardy

Becky St. Clair

Kenzie Hardy is what is commonly known as a “super senior.” This is her fifth and final year at PUC, having spent one of those years as a student missionary in Madagascar. She will graduate in June with two degrees: A Bachelor of Business Administration with an emphasis in international business, and a Bachelor of Science degree in global development studies with a business emphasis.

She considers Roseville, Calif., to be home, and completed her high school years at Pine Hills Adventist Academy in Auburn. While there, she served as student association treasurer, was a

member of the honor society, and helped out during Week of Prayer. When it came time to decide on a college, Kenzie says, “PUC was the college I felt was most responsive and provided the best answers to the questions I had.” Her path was clear: She chose PUC.

This year, Kenzie is not only finishing up her college career, but she’s also serving her fellow students as their Student Association president. We caught up with her between classes and meetings so we could get to know her a little better.



What do you feel is one of your most important roles/duties as president?

I think being visible, accessible, and present to students. Also, making sure information is being collected and transmitted between the student body and college administration.

What’s the best way for students to have their voices/concerns heard by student leaders?

There are several student leadership bodies that are empowered to make changes, but it all starts with communication. Finding out who represents them in the Student Senate, SA, and other committees, is the first step. I’d like to encourage anyone with concerns to actually address them to someone—any leader can take it to the appropriate channels. The invitation also goes to those entrusted with listening, to make sure they are getting to those channels or individuals who can make changes.

What’s the best class you’ve taken at PUC thus far, and why?

My freshman year I took Psych 121 (General Psychology) and at that time it was taught by Dr. Charlene Bainum. The class was fascinating and to this day, I still reference some of the concepts learned in that class almost daily.

Tell me about a time you stepped out of your comfort zone and how it’s benefitted you.

I worked as the programming coordinator at Pine Springs Ranch this past summer, and the position was somewhat out of my comfort zone. Creating programs for different purposes (comedy plays, activities with spiritual messages, interactive stations with a theme, etc.) and overseeing their development from start to finish was not something I had experience doing. It was definitely a summer of growth; I developed the skill of quick problem solving.

Tell us about a positive role model in your life.

I have a very special place in my heart for Dr. Gideon Petersen, president at Université Adventiste Zurcher in Madagascar, and his wife, Pam. During my time as a student missionary they cared for me and I experienced firsthand their servant leadership style, their passion for helping others, and their humble lifestyle. We had candid conversations about various topics and they are part of the reason I am completing the major I am.

Where and when can students find you if they want to chat about life at PUC and voice their opinions?

In-between classes, meetings, and other such events, my default location is my office in the Campus Center. Whenever I am in here, unless I’m having a meeting, I keep the door open and everyone is welcome to come chat. I also love writing emails, so I am always checking my email and answer relatively fast.

What’s your favorite Bible verse, and why?

One of them is Luke 1:45; “Blessed is she who has believed that the Lord would fulfill His promises to her!” I love that this verse specifically says “she” and the benefit of trusting in God and His faithfulness is feeling happy, secure, and blessed.

When did you first get that spark of interest in leadership?

I unofficially participated in SOL club (the Student Organization of Latinos) my freshman year, attending and offering help during some events. But I became a life group leader as a sophomore. As a freshman, I had a great leader, but knew of others who didn’t have the same experience. I saw the benefits of continuing the program but also saw an opportunity to be part of changing those things that weren’t working as well.

Tell us your leadership philosophy.

I truly think individuals are motivated to thrive in any position if the environment is designed to allow individuals to grow. Also, I really take into heart the idea of leading by example, instead of demanding or requiring things I wouldn’t of myself.



“PUC offers me the best of both worlds: Relaxing nature, and art and culture of city life.” — Bruno de Oliveira, '21

PUC's Educator of the Year

Honoring Dr. Peter Katz for the 2017-18 School Year

Larissa Church



Prolific author. Honors program faculty member. Amnesty International faculty sponsor. Campus philosopher. Ninja warrior. Community cat whisperer. These are just a few of the descriptions of Dr. Peter Katz that were shared when he was named the 2018 Educator of the Year. During the annual colloquy program at Pacific Union College on Thursday, April 5th, 2018, students, faculty, staff, and administration celebrated with Katz as he was recognized with the award for the first time. A 2010 alumnus of the college with degrees in English literature, European history, and music, Katz has taught at PUC since 2015 and currently serves as assistant professor of English.

“I love seeing students choose a new, young faculty member like Peter as their Educator of the Year,” says academic dean and vice president for academic administration Dr. Nancy Lecourt. “He is challenging them to work hard and think in new ways about difficult ideas.”

As is custom, last year's titleholder Dr. Kent Davis gave a short address before he revealed the 2018 award recipient and, as part of a more recent tradition, knighted Katz with a toy lightsaber.

Katz's wife, Ariane, narrated a slideshow of his life over the years. She shared stories and anecdotes of how they met at PUC, places they have lived, various trips they have taken, and unique hobbies he enjoys, all of which provided insight into what makes Katz the impactful professor he is today.

Senior English major and Maxwell Scholarship recipient Dominique Townsend gave a hilarious tribute to Katz. As his teaching assistant, she jokingly chastised how often he leaves her without work because of his commitment to provide his students with the highest level of support and feedback, and called him “the worst delegator I've ever known.” She also teased Katz about his height, saying she has to wear a neck brace during his lectures so she can look up at him for the entire class period. Townsend spoke of Katz's love and dedication to his students, saying, “Peter goes above and beyond for his students, coworkers, and hyper anxious, overactive TA. He's always there when we need to chat, by which I mean show him cat memes, and pushes us to stay on our toes intellectually.”

The audience also heard from several faculty members who work with Katz, all of whom spoke glowingly about him. Dr. Sara Kakazu, professor of English, shared how as a new professor at PUC while Katz was a student she was already intimidated by the prospect of teaching such a bright pupil. Instead, she found him to be charming, insightful, and engaging, and too polite to point out she may not have known exactly what she was doing. Kakazu noted several other things set Katz apart besides his manners; like his “advanced scarf-wearing skills” and the *Lord of the Rings* illustrations that would sometimes accompany his test answers. “I remember a student unafraid to be funny, to be strange, to be himself,” she says. “He gave us things we as professors are glad to remember and gave us a person we are glad to know, as he does in a different way for his own students now. And this is unsurprising—who wouldn't want to take a class from this man?”

Dr. Maria Rankin-Brown, professor of English as well as the chair of the department of English, and Dr. Linda Gill, professor of English, presented a commemorative acrostic poem about Katz and his qualities that had the audience roaring with laughter. They also shared interesting tidbits about Katz, their appreciation of him evident, and several anonymous quotes from students praising his classes. “We cannot think of any higher honor students can give to a professor. Peter is clearly gifted, but I also want to add he works hard to be the kind of professor he is. He does this not only by preparing for his classes and grading thoughtfully, but by actively engaging in the scholarship of his field,” said Gill.

“Any successful class is a team effort between students, teachers across departments, and an institution that prioritizes education,” Katz graciously explained when asked about the award. “I'm honored and humbled by this (probably undeserved) award, and want to thank the students back for their commitment to learning.”

Katz now joins a special group of inspiring faculty, all of whom have blessed our campus with their unique approach and tireless dedication to education.



A Fun Conversation with Professor Katz

Dominique Townsend

Dr. Katz is full of great advice for students. He spends long hours meeting with student after student—not just for papers—but also to give them general college tips, help them with their thesis projects, and make sure they're doing okay. And when he's done with that, you will probably find him teaching kenpo (martial arts) in the Wellness Center, or at a nearby coffee shop preparing another presentation for Choir Room Sabbath School.

So, you're actually an alum yourself. Why did you choose PUC as a student?

It was mostly an accident. I'm a 5th generation PUC child, so it was sort of a default.

Okay, on to the interesting stuff. Cats vs. Dogs vs. Aliens?

Are they fighting? I think your premise is moving in the right direction, but we want to move beyond just a premise, so we want to come up with interesting characters first, and develop the setting from there.

What's the secret to your awesome hair?

It's actually a sentient being. It's a symbiote. It's an alien xeno-ethnologist and it's here to learn about our literature. I'm actually bald.

If you still got toys for Christmas, what would be on your list this year?

I don't know what toys are; I never used them. My kids are really into plastic balls with jingle bells inside. [For the record, his “kids” are his two cats, Jabberwock and Bandersnatch.]

Let's get political: Red Vines or Twizzlers?

Gross. The answer is Linketts.

What advice would you give a new student?

That's heavily contingent on what the student's problems are. It's very much about balance, so some people need to get off the hill more, and some people need to get in the library more; some people need to realize they don't know as much as they think, and other people need to realize they know more than they think they do. So ask your professors for advice, and listen to them, because they know how to help you.

Greetings from Alumni & Advancement

Help Power The Pioneer Fund



In 2017, 317 alumni and friends gave unrestricted gifts to PUC’s Pioneer Fund that helped power Seventh-day Adventist education for the more than 1,100 young men and women studying at the college. Together, we can show increased support this school year by dedicating new and meaningful gifts to the next generation of PUC alumni.

Your gift can help PUC students like Silvia Sousa, a first-generation college student who works two jobs to finance her college tuition. Even with her busy work and school schedule as a business healthcare management major, she makes time to lead a Fusion group for incoming students and to participate in the college’s cross country team. The scholarship she received this school year will help her to focus on her studies without worrying about how she will finance her education.

Powered by a newly implemented and strong strategic plan, PUC is now positioned to grow the Pioneer Fund to provide sustained financial assistance for students. By giving to the Pioneer Fund, you empower PUC’s leadership to maximize scholarship impact, strengthen academic programs, and act on opportunities that support development across campus.

Even now, we begin to see the results of committed giving to the Pioneer Fund with efforts like a library expansion project introducing new collaborative spaces for learning, and residence hall renovation plans all paving the way for improved campus life.

Under the steady leadership of President Cushman and with the new strategic plan as a firm foundation, now is the time for all of us to show our support by giving to the college.

As a PUC alumna, I feel empowered by the positive changes I see happening on campus. In many ways, I see us “returning” to the positive parts of our past, as we move forward towards a secure future. PUC has an ambitious plan and all of us alumni that support the Pioneer Fund are going to help PUC reach its goals.

Earlier this year, I started making a monthly \$100 recurring gift with my credit card, using the giving page at puc.edu/give. In easy, monthly payments, I am able to support PUC’s Pioneer Fund and all the ways this fund is improving campus life.

I invite you to join me in showing your support for PUC students and campus life by making a recurring gift to the Pioneer Fund, today!

Thank you for believing in PUC as a Seventh-day Adventist learning community. Together, we are reclaiming our past and reframing our future.

Kellie J. Lind, '82
Vice President for
Alumni & Advancement

Celebrating

19091102019

YEARS ON THE ANGWIN CAMPUS

Pacific Union College

HOMECOMING

Save the date April 19-21, 2019

WEEKEND HIGHLIGHTS

Friday - Pioneers Dinner

Saturday - Worship Service and Honored Class Parties

Sunday - Angwin to Angwish Trail Run

Honored Classes: '40s, '59, '64, '69, '79, '89, '94, '99, '09

For a full schedule of events and to register, please visit puc.edu/homecoming, email alumni@puc.edu, or call the alumni office at (707) 965-7500.

Alumni News

CLASS NOTES

Arthur D. Dahl, '53, celebrated his 100th birthday recently in Walla Walla, Wash. His youngest daughter **Connie (Dahl) Streifling, '71**, coordinated the event. Elder Dahl was joined by Mr. & Mrs. Arturo Lomelli, from his last “planted” church in Ogden, Utah, and Mr. and Mrs. Fred King, from the first church he pastored in Ogden, Utah. Family and friends came from near and far, but his nephew Dan Dahl, came the furthest, flying in from Daejeon, Korea, specifically to celebrate this special event. Pastor Dahl had the opportunity to speak at the

church he now attends, the Sabbath before his birthday celebration, after being given a plaque by the church members, thanking him for being a teacher, preacher, and friend. Elder Dahl shared he has long hoped he would live to see the second coming of the Lord he loves so deeply, and is grateful for the fact that those who fall asleep under the third angel’s message, will partake in a special resurrection, to see their Savior come. He is covered however it happens, and finds comfort knowing he will awaken beside his beloved of 73 years, Ethel (Purdy)

Dahl, who left this life in 2011. They lived love, selflessly, and we are so glad we were able to celebrate this milestone birthday with him!

Navi Kristi Ganancial, '07, My company (I’m the co-founder) will host its second annual Consumer Discovery Show. Speakers include Bobbi Brown, Jay Manuel, Daphne Oz, Huda Kattan, and over 100 of the top CPG brands. consumerdiscoveryshow.com

Trisha Marie Groschel, '14, is featured in an *Adventist Health International* article for her work in Haiti. She is a

volunteer missionary nurse supervisor and educator at Haiti Adventist Hospital.

Christopher S. Lowry Ph.D., '00, has been promoted to associate professor and awarded tenure at the University at Buffalo in the department of geological sciences. He has also been appointed director of graduate studies in the department. He teaches courses in hydrogeology, continues his own National Science Foundation research, and advises masters and doctoral level students.

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ANNIVERSARIES



Walt and Ruth Comm, both class of '51, returned to the PUC campus on September 8 to celebrate their 70th wedding anniversary. The couple was surprised by their family, who planned a small celebration at Window Tree.



The Comms at Window Tree with their grandchildren and great-grandchildren. (From left to right: Front row — Austin Comm, **Walt Comm, '51**, **Ruth Comm, '51**, Avry Comm. Back row — **Anthony Craig, '09**, **Allison (Comm) Craig, '07**, **Dustin Comm, '07**, and **Heidi Comm, '07**.)

IN MEMORY
PUC Alumni & Friends

Timothy G. Wall, DDS, '76, died Tuesday, May 8 in Sacramento, Calif., of ALS. He was born January 3, 1942 to Ruby and George Wall in Modesto, Calif. He married Diane Vonde Veld in 1964 and had three girls, Susan, Bethanne, and Sheryl.

After receiving his dental degree from Loma Linda University, he set up dental practices in Oakdale, Calif. and Georgetown, Guyana. In 1975, he settled in Oroville, Calif., establishing a family dental practice where he practiced until retirement in 2009.

He leaves his wife, Diane; three daughters, Susan, Bethanne, and Sheryl; two sons-in-law Konrad and Andres; his brother Joe; and seven grandchildren, Olivia, Julian, Leo, Felix, Calvin, Emilia, and Gabriel.

William J. Bourbeau, '66
May 31, 2018

Lottie M. Cline, '88
June 7, 2018

Duane Cronk
February 20, 2018

Melva Wright Cummings, att. '46-48
January 23, 2018

Dorothy O. Johnson, '46
March 6, 2018

William E. Maxwell, '60
May 31, 2018

Suchat Albert Pusavat M.D., '57
January 10, 2018

Othoniel Rosado, '65
May 23, 2018

Miriam M. Ross, '64
February 2, 2018

Fedalma H. Ruhl, '46
June 1, 2018

Raylene E. Sturges, '50
May 17, 2018

Pieter VandenHoven, M.D.
January 14, 2018

We remember our lost brothers and sisters in Christ and pray for the day we are reunited with our Heavenly Father. For full obituary information, please visit puc.edu/alumni.

BIRTHS & WEDDINGS



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1 Shiloh David James, son of **Tawny (Crow) Baker, '15**, and **David Baker, '13**, was born in Saint Helena, Calif. on May 3, 2018

2 **Sierra Driver, '18**, and Jacob Peters, in Emmett, Idaho, on September 2, 2018

3 Kira Jarilyn, daughter of **Erin Truex, '12**, and Greg Passano, was born in Salem, Mass. on June 25, 2018

4 **Whitney Weems, '18**, and **Zachary Seifert-Ponce, '16**, in Healdsburg, Calif., on June 16, 2018

5 Adaline Violanda Mayzus, daughter of **Kaela (Violanda) Mayzus, '12**, and Anton Mayzus, was born in Renton, Wash., on June 7, 2018

6 Emily Fletcher and **David O'Hair, '15**, in Seattle, Wash., on March 19, 2017

7 Eva Michelle Hunter, daughter of **Lauren (Savino) Hunter, att. '06-08**, and Matt Hunter, was born in Tillamook, Ore., on May 19, 2018

UPDATE US

Let us know about your adventures, careers, family, and service projects! Alumni News come from a variety of sources but we like it best when they come from you. alumni@puc.edu | puc.edu/alumni | (707) 965-7500



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Upcoming Events

We love our PUC family and can't wait to catch up with you throughout the year. We look forward to seeing many of you soon!

- **February 28, 2019 – Heubach Lectureship Series**
featuring: Dr. Jon Paulien
- **March 9, 2019 – Annual Lecture of the Percy & John Christian Civil Rights Conference Center** featuring: Ronald D. Graybill
- **April 19-21, 2019 – Homecoming Weekend**
- **April 21, 2019 – Angwin to Angwish Trail Run**

STAY SOCIAL

See what's happening on campus daily by following PUC on social media!

PUC NOW NEWSLETTER

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puc.edu/admissionsblog



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