

2013

2012-2013 President's Report

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2012 - 13
PRESIDENT'S REPORT



LINFIELD COLLEGE



Our Year

2012-13 Achievements

661 degrees awarded at commencement

2 Fulbrights awarded

4 faculty honored for scholarly achievement, contributions to the life of the college beyond regular duties, international scholarship and excellence in the classroom

Katie Corp '14 selected for summer chemistry internship at Universite Paul Sabatier in Toulouse, France

Jasper Erickson '13 named a RISE professional scholar and research intern at the Federal Institute for Vaccines and Biomedicines in Germany

Ana Gutierrez-Lemus '15 selected for summer chemistry research at Virginia Tech

Baseball team won national championship

Softball team captured its 10th consecutive conference crown and secured a 10th straight NCAA playoff berth

Nursing alumni returned to Portland Campus for a special celebration in their honor

Dillin Hall renovation project started

Riley Hall coffee shop renovated into a Starbucks

Tuition Free Day hosted by Student Alumni Association. Tuition and fees only cover 86 percent of the cost of a Linfield education

Chemistry Professor Jim Diamond received alumni award from USC for strong mentorship of students

College recognized by The President's Higher Education Community Service Honor Roll for leadership in civic engagement and service learning

Oregon Nobel Laureate Symposium featured Brian Schmidt, co-recipient of the 2011 Nobel Prize in Physics

Linfield College one of 16 schools in the U.S., Afghanistan and China to participate in a Debate Without Borders tournament

Linfield College named to the Princeton Review Guide to Green Colleges, which highlights the most environmentally responsible colleges in the U.S. and Canada

Mary (Mallie) A. Kozy named dean of the Linfield-Good Samaritan School of Nursing

Created the Glicksman Chair in Political Science held by Professor Dawn Nowacki

The Lacroute Arts Series at Linfield College continued with "The Arts and Social Change" featuring exhibitions, performances and discussions with artists

Political Science Professor Nick Buccola nominated for Oregon Book Award for The Political Thought of Frederick Douglass: In Pursuit of American Liberty

English Professor Daniel Pollack-Pelzner named scholar-in-residence, Portland Shakespeare Project

Chaplain David Massey '78 elected president of Ecumenical Ministries of Oregon

World premiere of UMW, an original play by New York playwright Rob Urbinati

Students, professors and staff took part in Alternative Spring Break, volunteering with Habitat for Humanity, on a wolf reserve and empowering youth

Oregon Public Broadcasting's talk show Think Out Loud broadcasts a live interview from campus with Mark Potok, Southern Poverty Law Center

70 students and faculty volunteered in Day of Service honoring Martin Luther King, Jr.

Institute of International Education ranked Linfield 25th in the nation for study abroad participation

Student Alumni Association hosts Happy Birthday Linfield

party, celebrating 155 years

Concert Choir 10-day tour to Costa Rica

Duncan Reid '10 named environmental stewardship and sustainability assistant at Linfield

Paulina Rodriguez '15 received 2013 Dr. Juan Andrade Scholarship; attended the National United States Hispanic Leadership Institute conference

Staci Doucette '12 received the Ad Rutschman Award at the 61st Oregon Sports Awards

DCE's online degree program rated one of the nation's best by U.S. News & World Report

Anthropology Professor Thomas Love and two colleagues published Cultures of Energy: Power, Practices, Technologies

Hillary Crane, associate professor of anthropology, co-edited Missionary Impositions: Conversation, Resistance, and other Challenges to Objectivity in Religious Ethnography

Matthew Creech '14 attended the Genome Institute to take part in the Genomics Education Partnership

President's Advisory Committee on Diversity appointed

14 Linfield College students volunteered at a "Know Your Numbers" health awareness campaign for employees at Bailey Nurseries in Yamhill

Football team made it to the quarterfinals in the NCAA Division III playoffs.

Computer Science Club finished among top teams at 2012 Pacific Northwest regional qualifier of the International Collegiate Programming Contest

National Philanthropy Week, with events hosted by the Student Alumni Association. Donations support scholarships, faculty development, technology and campus improvements.

World premiere for Kickin' Sand and Tellin' Lies, written by Professor Jackson Miller and Chris Forrer '13, and inspired by the project "Launching through the Surf: The Dory Fleet of Pacific City"

More than 150 students, professors and staff spread out through the community to offer volunteer support on Make a Difference Day

A record 669 alumni attended Homecoming

The exhibit, "Linfield-Good Samaritan School of Nursing: A Legacy Empowering a Community," created by Rosa Gimson '12, highlighted the legacy of the nursing school from 1873-1985

Football team clinched its 57th winning season, the longest among all divisions in the country

National Science Foundation grant funded state-of-the-art microscope

The Program for Liberal Arts and Civic Engagement (PLACE) launched to provide rich, integrated learning experiences while heightening global and multicultural awareness

Linfield students welcomed community members to campus to celebrate the fifth annual Hispanic Heritage Day in honor of Hispanic Heritage Month

Business leaders from Yamhill County joined with Linfield to raise \$394,732 during the annual Partners in Progress campaign

Linfield Victory Bell restored and unveiled at Homecoming

Athletics Hall of Fame redesigned and rededicated in the Paul Durham Foyer of the Health, Human Performance and Athletics Complex

Before orientation, iFOCUS gave new science students an early introduction to field and lab work, and First C.L.A.S. students immersed themselves in community service

T.J. Day Hall received a LEED Gold certification for sustainable building

The Princeton Review named Linfield as a top school

\$8,000 grant received from the Oregon Cultural Trust to support the Oregon Wine History Archives

Anna Keesey named first Renshaw Distinguished Professor
in Literature and Writing

Robert Wood Johnson Foundation provided \$50,000 for
nursing scholarships

Inception of Linfield College 2012-18 Strategic Plan



Our Vision

Dear Friends:

You play a key role in the education of our students. Philanthropy drives the success of our college, and we are grateful for the difference that you make in the lives of tomorrow's leaders and citizens.

As you will read in the following pages, Linfield experienced a very successful year in 2012-13. Not only was it the year of a national baseball championship, an international choir tour, and dozens of awards for our outstanding faculty and students, it was also the first year of our 2012-18 Strategic Plan. Thanks to the hard work of Linfield faculty and staff – and of our alumni and donors – we accomplished a lot.

At the heart of the plan is our goal to enrich the student learning experience. Indeed, that's at the heart of everything we do at Linfield. We continued to enhance students' academic experiences. They gave research presentations at national conferences, and this summer they are doing research in McMinnville, Portland, France, Chicago and Washington, D.C. The quality of teaching and learning improves every year.

That is primarily because of our great faculty. Our Strategic Plan calls on us to develop and enhance the expertise and teaching abilities of our faculty, and to fund additional positions in new subject areas. This past year we increased financial support for faculty/student research and faculty development by nearly \$200,000. A new faculty award was created – the Henberg Award – rewarding faculty for work in the international arena. Thanks to significant gifts from alumni and friends, we funded two new "chairs" (and created two new positions): the Renshaw Chair in Creative Writing and Literature, held by Professor Anna Keeseey; and the Glicksman Chair in Political Science, held by Professor Dawn Nowacki. As I write this, we are finalizing a \$2 million endowment for a new position in economics, the Dave Hansen Chair.

We continue to strive to keep Linfield accessible for students from a variety of backgrounds. Our form of education is more personalized and thus more expensive. Financial aid is already a large portion of Linfield's annual budget, and this will continue to be true. Yet, we must continue to supplement and increase our scholarships to ensure that all students share in the same experience as previous generations.

The Strategic Plan calls for Linfield to take advantage of its location. Thanks in part to the Linfield Center for the Northwest, Linfield faculty and students worked on a number of projects that brought credit to the college while affording great learning experiences. The "Dory Project" resulted in a series of research and artistic experiences, culminating in a documentary by Oregon Public Broadcasting. And Linfield's relationship to the wine industry flourished in many ways: the Oregon Wine Archive received grants to conduct new projects and gather more materials; Professor Sharon Wagner and her students conducted research that was cited by the Oregon Wine Board; and Professor Jeff Peterson and Career Advising Director Michael Hampton founded a new year-long study program on the wine industry.

There were many other accomplishments: our student diversity continued to grow; we increased our outreach to transfer students from community colleges; we created an additional nursing simulation lab in Portland; we developed new interdisciplinary science programs for incoming freshmen. In short, we made significant strides to enhance the learning experience of our students. This wouldn't have been possible without the fine work of our faculty, staff and students; it wouldn't have been possible without you.

There is still much to be done at Linfield. And I will be

asking for your help as we move forward. But I want to pause, to say thank you, because your contributions – which come in many forms – have made us successful, and have made a real difference in the lives of our students. The power of a small college ultimately stems from its community of alumni, parents, friends, faculty, students and staff. Thank you for the role you have played in making us stronger.

– Thomas L. Hellie, President



Our People

The power of a small college is exemplified best by our people.

At Linfield, students, faculty and staff forge deep relationships. Faculty challenge students to pursue their dreams and passions by helping them find answers to academic questions and by refining their goals. Students build collaborative, cross disciplinary relationships with peers. Staff members at all levels aid students through work study, support programs or just by lending their expertise and compassion. Our alumni reach back to mentor students by providing career advice, networking and through their philanthropic support. Everyone is invested in our students' success.

Hear from the people who know Linfield best, in their own words.



Our People

Brenda Devore Marshall, Professor of Theatre and Communication Arts - Tyrone Marshall, Professor of Theatre Arts

Ford Hall is alive with creative energy 24/7. It is a building where it's fun to explore ideas. This year the department produced two original plays, a musical and continued a two-year research project on the Pacific City Dory Fleet. We couldn't have accomplished these projects without external funding.

The Pacific City dory project was truly collaborative and really illustrates the notion of college community engagement. We were invited into homes and sat around kitchen tables to record the stories of the fishing community. As individuals talked, students learned the importance of storytelling in preserving tradition and history.

We commissioned an original play, UMW, thanks to support from the Lacroute Arts Fund. It involved students from across campus -- theatre majors and non-majors alike -- and was a unique opportunity to see how a play comes together from day one to closing night. We sent three students to China to participate in a debate, and with the help of Rachel Mills '11, we've been using Skype to debate students from Afghanistan.

Through these experiences, students put into practice what we talk about in the classroom. They get a chance to hone their skills and interests. They also find things in themselves that they didn't realize were there, and that is exciting. They are learning, through collaboration, to use their ideas and those of someone else to create even greater ideas and visions.

We give to Linfield because we see the talent and passion of our students, and we want to ensure a Linfield education is affordable for them.



Our People

Catherine Reinke, Assistant Professor of Biology

Through collaborative research, students learn how to be scientists. The practice of science is much more real to students when they do the work themselves. They make decisions, and that's a completely different experience than reading a textbook or hearing a lecture. Students don't think of themselves as scientists until they tackle their own project.

When I arrived on campus in summer 2012, iFOCUS was my introduction to the Linfield sciences and it was tremendous – faculty doing research with incoming students. For the project in my lab, I started by having them simply look at the features of fruit flies, to get comfortable with the importance of observation. After classes started, I noticed iFOCUS students were likely to seek me out to ask questions. They were forming a community of learners.

My research, looking at gene expression, uses Linfield's new fluorescence microscope system, made possible by a grant from the National Science Foundation. Funding is essential to student research -- we couldn't do the research without it. Gifts to the college enable members of the Linfield community to contribute to the national conversation as scientists.

I give to Linfield because, if not for external funding of undergraduate education, I would not be a scientist. I was a first-generation college student and I relied on scholarships. One of the important things about Linfield to me is that we serve so many first-generation college students. The strategic plan fosters this community and it's essential to focus on the fact that we have a diverse student body with a lot of different needs to meet.



Our People

Craig Geffre '11, Program Assistant for the Oregon University System's International Programs in Asia

Study abroad was a big step out of my comfort zone. But I became interested in China and East Asia and decided to spend a semester in Hong Kong. Backpacking around China and Southeast Asia taught me a lot about independence and self-reliance. The study abroad experience really fueled my career trajectory. It wasn't until after I came back that I realized how different I was, that this experience changed me in a very fundamental way.

When I returned I missed that exceptional level of diversity so I volunteered in the International Programs Office. I applied for, and was awarded, a Fulbright grant to teach in Thailand. Professor Hillary Crane inspired me as a teacher and made me want to dedicate as much as I could to education. When I taught in Thailand, she was the ideal of what I wanted to be as a teacher.

The support and close relationships I had with so many of my professors was a special experience, the kind you can really only get at a small institution. I curated museum exhibits, did collaborative research, wrote a thesis, worked in the department office, took advantage of internships.

It became clear to me that my financial aid, scholarships and research opportunities came from contributions from donors. Linfield provided me with a great experience and I owe it to the college to continue that tradition of donating and making those same kinds of opportunities available to future students. Even if I can't give much, I want to establish that habit.



Our People

Elizabeth Guzman Arroyo '14, International Business

Linfield has given me multiple opportunities. Just knowing that someone can open the door is always helpful, but especially for first-generation students. My parents don't have that ability so it's really nice to know that faculty can help there.

Linfield professors are very passionate about what they teach. They know me on a personal level as well as what I want to do with my career and my life. You build connections that really do last a lifetime.

Now I'm more independent and assertive, not afraid to go out and get something and it could be anywhere. Eventually I want to start my own business. Linfield has taught me you can go in any direction. I'm looking at marketing, at management, at communication. I just took a business law class and now I'm considering law school.

A lot of Hispanics don't go to private schools just because they are so expensive, but scholarships made it possible for me to be here. Sometimes it really is a matter of \$1,000 or \$3,000 that makes the difference in a student attending. I know that a small school with a sense of community is a lot more helpful for me.

I will give back because Linfield has given so much to me. The years that we study here shape who we are. Giving back will allow Linfield to continue making that impact on future lives.



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