Volume II Departmental Reports

A Comprehensive Self-Study Report
Prepared for the Northwest Commission on Colleges and Universities

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Linfield College
900 SE Baker Street
McMinnville OR 97128-6894

www.linfield.edu
503-883-2200
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PREFACE TO VOLUME II

Each academic department and program at Linfield College pursues its individual mission in close concert with the college mission. Faculty who oversee each program bring to bear strong credentials in their respective disciplines, keen dedication to their teaching responsibilities, and a student-centered ethic.

This volume contains the self-study produced by each academic unit on the McMinnville and Portland Campuses—28 in all. Departments also describe their respective relationships to the Division of Continuing Education. Each has been organized according to the following template:

- Mission
- Intersections with the Foundational Education Principles
- Faculty
- Student Profile
- Curricular Evolution
- Relation to the Division of Continuing Education
- Assessment
- Future Directions

In addition, each department has prepared an Exhibit Binder available to the accreditation team in the Exhibits Workroom. Each binder is identified by department and contains the following:

- Faculty CV’s
- Departmental Syllabi
- Accreditation Evaluation Template
- Exhibits as Identified in the departmental report
DEPARTMENT OF ART AND VISUAL CULTURE

MISSION

The mission of the Department of Art and Visual Culture (AVC) is to foster the integration of (a) creative and expressive instincts; (b) intellectual, communicative, and critical skills; and (c) competent studio practices and techniques. The department is thus committed to exploring and teaching inextricable links between images, texts, and critical thinking—in short, visual culture. AVC faculty provide technical, historical, and philosophical instruction in the visual arts. Linfield students may elect to major or minor in studio art and/or minor in visual culture. Additionally, students may earn the Oregon Initial Teaching Licensure in Art through coordination with the Education Department. Art history courses and lower-division studio courses also contribute to the the general requirements of the Linfield Curriculum. The AVC curriculum seeks to develop visual and conceptual literacy and provide the technical and intellectual skills necessary for a wide variety of careers in the fine and applied arts. Studying art prepares students for a world fully dependent on visual fluency. In today’s visual information-based societies, all occupations benefit from such visual management skills.

Intersections with Linfield’s Foundational Education Principles

As practicing artists and scholars, the AVC faculty work to foster an understanding of artistic development and practice. The department thus fosters the institution’s three Foundational Education Principles: Integrated Learning, Global and Multicultural Awareness, and Experiential Learning. In the words of the Linfield College Strategic Plan 2007-12, the AVC Department provides students the ability to formulate and initiate their answers to the question “How will my time at Linfield enable me to make a difference in the world?” The art they produce, particularly as evidenced in the capstone courses AVC 390/391: Portfolio and AVC 490/491: Thesis, demonstrates their initial attempts to formulate answers to such a profound question.

Studio and theory courses integrate numerous liberal arts disciplines to expand and focus the direct experience of making art. Routinely, AVC students confront the philosophical, political and psychological implications of their art vis-à-vis themselves, their peers, their local community, their nation, and the world. Art has the potential to draw on every discipline—it is already integrative and experiential. During studio critiques, concepts routinely encountered, for example, in physics, political science, or philosophy bring intellectual heft to the conversation.

At their core, art studio and visual culture/art history courses also emphasize experiential learning—students develop competency in such skills as throwing clay on a wheel, painting on canvas, developing black and white film, and using library research techniques. By asking students to directly engage in making and discussing art’s personal and social relevance, the faculty construct a cultural milieu whereby integrating theory with practice is recognized as essential for artistic and intellectual success. The versatility of the recently opened Miller Fine Arts Center enables faculty to offer more service-oriented courses within single-use spaces.

The faculty also seek to develop artists who wish to communicate meaningful, sophisticated ideas with open-minded sensitivity to and compassion for global and multicultural awareness. Issues of multicultural identity and global awareness, formulated through insight into one’s relationship with others, and nurturing student ability to communicate effectively through visual means, underscore the department’s key educational principles. All members of the department have developed and/or taught off-campus courses through the January Term and semester abroad programs.
FACULTY

Staffing in the department has increased minimally since 1998, as the faculty line in photography has moved from a .5 FTE to a .8 FTE. In addition, the gallery director position has been formalized administratively into a .5 FTE—not sufficient to the needs of the program but a start in the right direction, as this responsibility had previously been included within one of the departmental faculty lines.

Nils Lou, Professor of Art. B.S., M.A. University of Michigan

Ron Mills, Professor of Art. B.A. University of California, Santa Barbara; M.F.A. Claremont Graduate School. Department Chair

Elizabeth Obert, Associate Professor of Art. B.F.A. College of Santa Fe; M.F.A. Washington State University. Chair of the Electronic Arts interdisciplinary major

Brian Winkenweder, Assistant Professor of Art History, B.A. University of Washington; M.A. in English, M.A. in Art History, University of New Mexico; Ph.D. in Art History and Criticism, Stony Brook University

Additional Support Personnel:
Cris Moss, Director of the Linfield College Art Gallery (.5 FTE). B.F.A. Pacific Northwest College of Art; M.F.A. New York University.

Three of the four faculty have the terminal degree for their discipline; the fourth has an M.A., earned at a time when the M.F.A. was far less common. Professor Lou brings a degree of experience and expertise to the department that fully compensates for the lack of terminal degree. He is internationally recognized and celebrated as an expert on ceramic firing techniques and kiln construction.

Members of the faculty are regularly evaluated by their students and reviewed by the dean of faculty and senior colleagues in accordance with the Faculty Handbook. Annually, the AVC faculty conducts a retreat to evaluate the efficacy of the department’s curriculum. Mentoring of junior colleagues occurs informally but regularly, aided by the small size of the department. Faculty share their professional work with one another and engage in the same (or greater) strenuous critique imposed on students. Through proud departmental advocacy of his accomplishments, Dr. Winkenweder was named in May 2008 as recipient of the college’s first Allen and Pat Kelley Faculty Scholar Award for his outstanding recent publishing record. His successes reflect considerable collegial support as well as his own scholarly acumen.

Since 1998, two faculty have been hired at the assistant professor level and one has been successfully mentored through tenure and promotion. Professors Liz Obert and Dr. Brian Winkenweder have been hired. Dr. Winkenweder was hired to replace the previous art historian in 2005. The position Professor Obert occupies was increased from .5 FTE to 1.0 FTE.

Departmental duties are distributed based on each faculty member’s area(s) of expertise. All faculty manage a set of major advisees generally determined by students on the basis of their specific media interests. Dr. Winkenweder delivers the Art History curriculum and advises minors in that field; he also serves as the department’s first year Colloquium advisor, succeeding Professor Obert in this duty. Professor Obert has been instrumental in the construction of a new major, Electronic Arts, and will serve as the chair of this program beginning spring 2008. Currently, Professor Mills serves as the department’s liaison with the Division of Continuing Education.
All AVC faculty members actively mentor students outside of class. Nearly all upperclassmen are assigned studio spaces within Miller Fine Arts Center, and faculty frequently meet with students in these spaces for one-on-one critiques of their work, often extemporaneously. Faculty also routinely visit each others’ classes and engage in formal critiques of all Portfolio (AVC 390/391) and Thesis (AVC 490/491) students. This fosters culture of publicly sharing each other’s art, aesthetically and conceptually challenging each other, and discussing art as an integral feature of engaging creativity as a lifestyle.

STUDENT PROFILE

The Department of Art and Visual Culture serves students from first year through graduation. All AVC classes satisfy the Creative Studies Mode of Inquiry in the Linfield Curriculum, though prerequisites render many studio classes unavailable to the general student. This means that a steady stream of non-majors, often upperclassmen, enroll in entry level AVC courses. All visual culture courses (previously art history) are open to every student without prerequisite; several also satisfy the Vital Past requirement, while others meet either the Global or U.S. Pluralisms diversity requirements. All 300-level visual culture courses satisfy the Major Writing Intensive requirement.

Many non-majors also enroll in 100- and 200-level courses as electives. Some enroll in 300-level courses, particularly the visual culture offerings. The department also graduates ten or more majors annually. While many come to Linfield with the intention to earn a degree in Art, others declare an Art and Visual Culture major after changing their original plans to pursue another discipline. Nearly all of AVC courses are open to the general student body (prerequisites notwithstanding), except for Portfolio I and II (AVC 390, 391), and Thesis I and II (AVC 490, 491). The popularity of many AVC classes with the general student body means that the faculty have a difficult time preserving sufficient enrollment space for intended and declared majors, despite multiple sections.

Although no AVC courses serve as requirements for other departments, many departmental offerings complement other majors. For instance, students in such disciplines as Mass Communication or Chemistry enroll in AVC courses to learn how to make more effective visual documents for their respective fields. Many pre-nursing majors have traditionally taken such courses as AVC 120, 220, and 262. Similarly, majors in such disciplines as English or Philosophy enroll in visual culture classes to discover how the methodologies of the visual arts reflect and re-enforce the objectives of their chosen fields.

Additionally, the Department of Art and Visual Culture will act as a primary participant for the recently approved major in Electronic Arts. Prospective students in this major will be required to enroll in several AVC courses. Other classes, such as AVC 217 History of Graphic Design, have been designed with this new major in mind. Such a course typifies the interdisciplinary nature of departmental offerings by appealing to a diverse student population from Mass Communication, Computer Science, and Business.

CURRICULAR EVOLUTION SINCE 1998

General Education
Beginning in fall 2005, the Art Department initiated its first comprehensive review and update of the curriculum in 25 years, giving new attention to course content, approach, and administrative structure. The overarching concerns that drove this revision stem from a desire to give new and special emphasis to the integration of critical skills and competencies (visual, oral, written) in the structure, content, and delivery of all studio and art history/visual culture courses. The faculty undertook the following goals: (1) revamping the foundation for the art major; (2) integrating art history into a wider climate of creativity.
and visual culture; and (3) fostering the growth of analytical and intellectual academic skills such as researching, writing, speaking, and managing imagery.

The previous curriculum reflected a hodgepodge of courses and course numbers patched together in a functional but ultimately awkward way. Most evident among the changes adopted has been the renaming of the department from Art to Art and Visual Culture to more accurately reflect the nature of the department’s shared pedagogy. The faculty then devised a course numbering scheme that preserved logical coherence, in terms of both academic level and artistic media, from AVC 100 through AVC 491. Curricular level is signaled by the first digit, and the media involved is reflected in the second digit. See Art and Visual Culture Binder, Exhibit 1 for itemization of this system by course.

This curricular overhaul has also allowed improved contributions to the education of non-majors as well, given its enhanced integration of scholarly and expressive skills. Non-prerequisite entry-level courses are clearly defined and nearly as numerous as before. The two exceptions, AVC 230 Ceramics and AVC 240 Photography, now have prerequisites to better incorporate design principles and increase student sophistication.

Initial anecdotal commentary suggests that these curricular revisions have both clarified and rationalized the department’s mission for students (both majors and non-majors) by emphasizing, from foundation courses on, what study of the visual arts entails. By focusing on the manner in which art communicates with other artists and those who are not artists themselves, the AVC curriculum encourages majors and minors to reflect on how their aesthetic decisions impact potential audiences, and by extension, all of society.

One goal of the re-designed curriculum was to incorporate in faculty pedagogies the impact of visual technologies (digital photography and video, web-site design, etc.) on the current art world. The new curriculum has already affected the nature of the work students display at year-end Portfolio and Thesis exhibitions, where the presence of contemporary technologies is marked.

The Major
Among the most significant changes made to the AVC curriculum was the establishment of a new set of goals for the major. Previous goals were influenced by Bauhausian pedagogies regarding the integration of form, subject matter, and content. While such formal concerns remain, they are supplemented by the increasing significance of time-based art forms, such as video, performance, and installation art. The new goals emphasize the process of making art and de-emphasize the final product. Students who successfully major in studio art will:

• Be skilled at brainstorming, playing with, and engaging creative resources.
• Demonstrate an intermediate technical mastery in at least one studio medium.
• Possess analytic, research and critical skills.
• Express their ideas and work though visual, written and oral presentation.
• Produce a coherent, cohesive body of work accompanied by an artist’s statement and presented professionally.
• Understand major trends in the history of art and visual culture
• Gain competency in the use of digital images.

These goals are designed to produce independent artists who generate their own ideas, efficiently research them, and effectively produce compelling works of art (as opposed to students who depend on course assignments as the primary means for generating ideas that merit continued investigation). Faculty teach students how to trust their creative instincts and develop skills to shape their impulses into meaningful, sophisticated art.
Previously, the department’s goals focused on 2-D and 3-D design with an emphasis on familiarity with art historical methodologies. Present goals emphasize the fostering of independence regarding one’s self-expression and the ability to defend one’s work based on an awareness and knowledge of today’s visual culture in a technologically dependent society. In short, the curricular evolution of the Art and Visual Culture stemmed from two related concerns: (1) the need to train students in the effective use of digital technology as another tool for making art; and (2) the need to produce independent artists who can make meaningful art outside the context of an art studio course.

Art and Visual Culture courses are designed to lead students in a progressive sequence from broader 100- and 200- level courses that provide basic groundwork in both studio art and art history to 300- and 400- level courses that cover specific media, historical periods, or specific topics in greater depth. All 300- and 400-level studio courses have prerequisites to insure that students who enroll will have adequate skills and background. For the past decade, all majors have been required to complete a comprehensive introduction to professional development course (AVC 390/391 Portfolio) in which they are expected to assimilate the material learned in earlier courses and initiate independent creative work. Majors have the option of completing their studies with this course as a capstone experience or continuing on to a more professionally demanding track by taking AVC 490/491 Thesis, to be taken during the senior year. However students complete their major, they will be expected to produce a coherent, cohesive body of work accompanied by an artist’s statement, and to demonstrate their ability to critique their own and others’ work in oral presentations.

Traditional gateway studios in the curriculum—Design: Two-dimensional (ART 100) and Design: Three-dimensional (ART 101) served the department well but became outmoded by current art educational practices. Because the faculty are sensitive to the realities regarding the creation of culturally relevant art in today’s social context, they have abandoned the presentation and exercise of Bauhausian concepts and pedagogy. Given the importance of time-based and electronic media, video and performance art, the curriculum now incorporates relevant video and web-based technologies from AVC 100 through AVC 491. This pedagogy does not eschew the formal concerns of traditional media, but rather incorporates them into a broad aesthetic regarding the viewer’s willingness and ability to interact critically and competently with the art.

The AVC 100-101 sequence incorporates all of what was done in the previous sequence ART 100-101, but with an enriched sense of the importance of discovery as an element in the creative process, along with a much wider exposure to diverse media and studio practices. The art faculty now takes greater ownership of the entire foundation program by scheduling 100 and 101 courses at an hour when they are all available to assist the lead course professors in focused workshops, special critiques and presentations.

The major is designed to foster student development through three distinct phases: (1) the foundation, (2) intermediate practice, and (3) advanced, independent work. Foundation courses consist of AVC 100/101, AVC 110 Introduction to Visual Culture, and AVC 120 Drawing. Students may declare a departmental major after having completed either AVC 100 or 101, at least one additional foundation course, and being currently enrolled in a third. Those not “sponsored” by at least three AVC faculty members are encouraged to complete a minor instead of the major.

Students seeking the studio art major must demonstrate proficiencies (visual, oral, written) through the presentation of a portfolio to a faculty panel during the spring semester. This portfolio consists of examples of foundation coursework, independent art work, a questionnaire regarding their knowledge of, immersion in, and attitudes towards the historical and contemporary art, and a writing sample. Students will be asked questions at their presentations that they must answer extemporaneously.
The department has also developed a thesis-track for students who plan either to pursue studio art in graduate school or to work in a professional capacity within the art world. In addition to completing AVC 490/491, the thesis track also requires students to take AVC 242 Electronic Media, and an additional visual culture course (beyond the basic requirements for the major). By completing the thesis track, majors automatically complete a minor in visual culture and become eligible for departmental honors.

As a testament to the importance of experiential learning within the major, faculty provide a van for majors (and other interested Linfield students) to attend the First Thursday monthly gallery openings in downtown Portland. Similarly, AVC 319 Postmodern Art incorporates an overnight trip to Seattle to visit such prominent art institutions as the Henry Art Gallery, the Seattle Art Museum and Outdoor Sculpture Garden, and Western Bridge. Other visual culture courses routinely take day trips to the Portland Art Museum. Majors enrolled in AVC 391 and AVC 491 take an overnight trip to the Oregon Coast to create temporary works of art, discuss art theory, and establish an esprit de corps prior to the hanging of the year-end student exhibition.

Minors
The AVC department also offers minors in both studio art and visual culture whose shape has also been informed by the curriculum changes above. See the departmental catalog copy for requirements.

Electronic Arts Major
Given the creation of this new major, overseen by Professor Obert of AVC, the department has increased its offerings to respond to the technological challenges and opportunities of the 21st century.

Division of Continuing Education
Since the last self-study report, the Department of Art and Visual Culture has participated in the Division of Continuing Education (DCE) through summer on-campus courses, three weekend intensive courses, guided study, and online offerings. Courses have included art history, two-dimensional design, drawing, fiber arts, figure drawing and electronic media. Professor Mills offered an online drawing course (AVC 160) in summer 2008 and may later offer painting in that format as well. Plans call for increased online offerings in the area of art history and perhaps electronic photography. As of this writing, the AVC art history offerings in DCE are taught by adjuncts. Professor Mills serves as AVC liaison to the DCE. Whenever requested by DCE, members of the department assess portfolios for students seeking credit by prior learning.

ASSESSMENT
Assessment of the Department of Art and Visual Culture unfolds through numerous informal and formal mechanisms. Foremost among these is a culture of critique that permeates all aspects of the department, from foundation courses through the manner in which the faculty, as artist, interact with one another to foster a vigorous interrogation of one another’s aesthetic desires, conceptual objectives and the art produced. Therefore, this informal practice of critique within the AVC community serves as the primary locus for determining whether departmental goals for the studio art major are being met. One-on-one conversations between faculty members provide feedback to departmental advisors about individual students as they disperse across the curriculum each semester. The Studio Gallery primarily exhibits the work produced in each studio course every semester, a public presentation of student work that permits all AVC faculty to observe students’ aesthetic development. However, informal critiques work best when buttressed by an archival system that tracks majors’ progress across their time in the program.

Prior assessment efforts have led the faculty to recognize the need for a more formalized and effective means of tracking students’ artistic growth so as to make clear to students and others what is already
happening informally in terms of individual student assessment. The recent departmental adoption of e-portfolios will allow faculty to ascertain the degree to which goals for the major are being met. Given the importance of qualitative and subjective analysis of student work, the pedagogy of art is substantively different from many other academic disciplines. The creation, exhibition, and interpretation of art works defy objective, quantifiable analysis. Therefore, the value of tracking students’ work over their time in the major provides visual evidence upon which to determine whether they are developing self-reliance, technical competency, and critical thinking skills. Previously, students did so with slides and/or the actual work, an unwieldy system compared to the plasticity of e-portfolios.

E-Portfolios include samples of work from every AVC course a student completes. A typical e-Portfolio will include documentation of at least (1) three works of art completed through the studio foundation courses and a short essay written for AVC 110 Introduction to Visual Culture; (2) examples of art produced in a minimum of three 200- and/or 300-level studio courses; (3) samples of writing (with evidence of library research) from both AVC 310 Modern Art and AVC 319 Postmodern Art; (4) all independent work presented for critique in AVC 390/391 Portfolio and AVC 490/491 Thesis (when appropriate); (5) an artist’s statement; and (6) answers to a questionnaire initially written upon declaring the major and revised each subsequent academic year. Students are responsible for establishing and developing their e-Portfolio, from the time they declare the studio art major until they graduate, in the form of an artist website linked with Catfiles (Xythos) and stored on a Linfield server. This portfolio creative project thereby ensures student competency in the use of digital imagery (one of the goals for the studio major).

The faculty consistently discover that students display growth both in terms of their technical mastery of a medium and the conceptual sophistication of the issues they wish to address through their art. E-portfolios not only demonstrate for the students their individual development and trajectory but also provide the faculty with opportunities to assess the efficacy of its pedagogical goals. By charting how students move from course-based assignments through independent projects, e-portfolios demonstrate the degree to which students are constructing a self-sufficient artistic identity.

Assessment of students from the previous several decades informed the overhaul of the departmental curriculum. In doing so, the faculty determined that they need to encourage independence and a simultaneous interest in contemporary art practices, especially regarding the technological revolution that has affected virtually every academic discipline. The department can already demonstrate through visual examples that current students are increasingly tackling more ambitious formal and conceptual concerns, and that they are becoming much more self-reflexive regarding their emergent identities as artists than previous students.

Since 1998, the Department of Art and Visual Culture has instituted a series of curricular, pedagogical and syllabus design changes. Foundation courses effectively represent what now occurs. At a recent retreat, the faculty crafted a template syllabus for both AVC 100/101 that all instructors of record (be they tenure-track or adjunct) must follow. Although these foundation courses assign a set of specific, prescriptive projects, they also require independent projects that introduce students to the need to translate their artistic skill-set into an independent body of work not based on merely completing course assignments but stemming from their own emergent identities as artists. That is, from the outset students are faced with the value of artistic independence.

The capstone course, AVC 390/391, acts as a primary source of data to determine if the goals for the major are being met. Given that this course emphasizes the student’s independent integration of all the concepts, skills and knowledge presented in previous coursework, it enables the faculty to assess the degree to which departmental objectives are internalized by its students. In order to produce a unified body of work, students must demonstrate creative independence. They must be able to brainstorm, play
with, and engage creative resources to generate ideas worth pursuing and translating into finished works of art; in the process they must also demonstrate intermediate mastery in at least one studio medium. In AVC 390/391, students must write artist’s statements and present their work in a professional setting, such as the Linfield Art Gallery (for two of the last three years, Thesis students have exhibited their work at the Portland Art Center, a preeminent institution within Portland’s vibrant gallery scene).

Complementing the above, AVC 310 and 319 require students to write research essays related to specific trends, themes, and periods of both Modern and Postmodern Art. In order to earn a C or better in these courses, students must demonstrate an advanced understanding of major trends in the history of art since the 1850’s, possess analytic, research and critical skills, and present them through visual, written, and oral means.

In order to foster a stronger community, the department has created a “living room” area to foster the community that produces the best conditions for serious critique. For example, students enrolled in AVC 310 and 319 gather there informally to discuss issues related to the conundrums and paradoxes of Modern and Postmodern art. The department also hopes to establish an annual overnight trip for declared majors to enhance an esprit de corps that carries across the academic year. However, such endeavors require additional budget dollars.

It is still too early to tell if the new AVC curriculum generates studio art graduates better prepared to live life as artists, but at least the mechanisms are in place to determine how well goals for the major are being internalized by students. Increasingly, faculty demand that students become personally accountable for the art they produce without relying on specific course assignments to demonstrate their ability to continue as artists once they graduate from Linfield College.

**FUTURE DIRECTIONS**

*The Linfield College Art Gallery*

The foremost concern facing the Department of Art and Visual Culture is the need to establish a joint faculty-staff full-time position for the management of the Linfield Art Gallery and Studio Gallery. For most of the past decade, this responsibility has fallen on the shoulders of the tenure-track faculty. Within the last several years, the college has funded a gallery director, initially on adjunct status and more recently as a .5 administrative FTE. The AVC Department—indeed, the college—needs a .8 FTE gallery director who is also mindful of the pedagogical needs of AVC students, as is the current director. To this end, the department will propose a new two-credit course, AVC 486 Gallery Practices to be required of all majors. In this course, students will work closely with the gallery director to hang shows, write press releases, generate promotional materials for openings and artist's talks, act as docents offering guided tours through each exhibition, and serve as gallery sitters able to answer visitors’ questions.

The Miller Fine Arts Center and Linfield College Art Gallery have together dramatically increased public visibility. Likewise, the creation of the gallery director position has facilitated greater professionalism and deeper liberal arts programming across the campus. The AVC faculty nevertheless consider the existing situation to fall far short of realizing the full potential of either the facility or the position. The gallery directorship should be increased to .8 FTE to incorporate curricular enhancement through such proposed courses as “Gallery Practices” and the training of student docents and gallery sitters. The department has been very lucky in its current curator, Cris Moss, recently named by PORT (the local art blog and one of the most widely read art blogs in the nation) Curator of the Year in 2007. To effectively run a college art gallery that responds to curricular needs and exhibits local, national, and international artists should be a full-time job, especially since such facilities tend to be scheduled 18 months to three years in advance. At present, Cris Moss donates countless unpaid hours of his time during the summer months. This pattern should not continue given Linfield’s new state-of-the-art gallery space, one that is as elegant and spacious
as numerous non-profit gallery spaces in Portland, New York, or other cities where prominent cutting-edge art is shown.

A notable example of what Mr. Moss has accomplished for the Linfield Art Gallery involves his invitation to artist MK Guth to debut a major conceptual work of art at the college. She was subsequently selected as one of the artists included in the 2008 Whitney Biennial based on the strength of the work on display at her exhibition at Linfield. At the same time that MK Guth was recognized as a leading up-and-coming artist, she further served the college as guest curator for the inaugural Linfield College Biennial. As such she visited the studio spaces of all students enrolled in AVC 390 and 490, and also met with many other Linfield students. Her contributions to the department in 2006-07 and 2007-08 have significantly benefited the department and the college.

The exhibits at the Linfield Art Gallery not only create an effective interface between the college and the community, but also serve as important learning laboratories for AVC students to experience thoughtful, sophisticated and cutting-edge art in a meaningful way. Many of those enrolled in AVC courses, including majors in studio art, confess to having never visited an art museum or gallery. This makes it all the more important that the college gallery provide an ambitious slate of contemporary exhibits. Such effort also helps to insert Linfield College into the growing, significant visual arts community in the Willamette Valley and the Pacific Northwest. Through artist talks and guest curator opportunities, the gallery provides numerous experiential learning opportunities for students to witness the career possibilities available to those who major in the visual arts.

Other Departmental Needs
The AVC Department also needs an increased adjunct support, particularly for instruction of foundation courses where enrollments point to the desirability of offering more sections of AVC 100, 101, 110, and 120. This is especially important in the face of departmental inability to provide openings in these courses to serve all interested first year students, particularly those who express interest in studio art. It is not feasible for the tenure-track faculty to simultaneously staff these courses and offer the required 200- and 300-level courses to enable majors to complete their coursework in four years.

Miller Fine Arts Center power tool shop facilities, wood and welding, have not yet realized their full potential. The department presently has no Instructional Associate to provide ancillary services, unlike several other departments on campus whose issues are quite similar. The department has requested a part-time position, perhaps .5 FTE, to develop training programs, certify competency in the use of power tools, keep the tools and facilities in order, and maintain regular hours when students can check out tools and be assisted one-to-one. The request goes unmet, and so the policy of the department has been to keep the shops locked when faculty are not able to supervise student use of the facilities. While Linfield has a Safety Officer assigned to insure campus-wide OSHA compliance, identify safety issues, and train work study students, the position does not include practical services to non-work study students using the facility. One trained work study student cleans the shop and assists professors prepare instructional materials but cannot be expected to accept full responsibility for what should be a staff position.

Other resource needs include moving the black and white photography darkroom from Renshaw Hall to the Miller Fine Arts Center to fully integrate all AVC programs in one central area. This move is scheduled to take place in time for spring semester 2009.
DEPARTMENT OF BIOLOGY

MISSION

The faculty and staff in the Department of Biology are committed to helping each student achieve his or her potential. The program prepares students for graduate and professional programs, as well as for careers in biology and related fields. Faculty interaction with students fosters an atmosphere of intellectual stimulation, critical thinking, and scholarly activity. The department also provides exposure to the latest information in all major areas of biology, and promotes the study of the liberal arts as a unifying basis of all learning. The mission of the department also intersects with the Foundational Education Principles in significant ways.

Foundational Principle One--Integrated Learning—has long been a goal of the department accomplished in two ways:

1. In each biology course, faculty use techniques to help students integrate information from various sources. This occurs within the classroom and laboratory through discussion with students; some faculty also utilize evaluation instruments explicitly aimed at this outcome. For example, the introductory sequence Principles of Biology (BIO 110/111) is presented as a combination lecture/discussion class. Students work in groups to analyze lecture material during class, rather than simply being passive recipients of information. This approach promotes independent learning and increased student engagement. Advanced courses such as Evolution (BIO 450) and Molecular Cell Biology (BIO 400) use formal writing assignments and oral presentations in which students are graded on how well they have synthesized material from disparate sources. The Biology faculty have also begun informal seminars to prepare students for the Senior Comprehensive Examination. This capstone experience required of all biology majors helps the department assess its effectiveness in achieving its educational objectives. In both venues students must verbally communicate what they have learned about biology, with the emphasis on synthesis and integration of information across the curriculum.

2. The Biology Department also integrates learning across disciplines. Biology courses are central to the curricula of, or are electives chosen by, students majoring in anthropology, biochemistry, environmental studies, health and human performance, health sciences, nursing, and psychology. Students from a variety of other departments choose Biology as their minor field.

Foundational Education Principle Three—Experiential Learning—is also integral to the biology major. All courses include a laboratory or field component to provide students with hands-on experience doing science. In addition, most biology majors undertake one of two important non-course activities: (1) they perform research within the Biology Department or through one of several off-campus research programs (such as the Murdock Scholars’ Program at OHSU, Portland-area hospitals, or via NSF-REU research programs at other universities); (2) they participate in directed internships with hospitals, clinics, or research organizations. These experiences help students learn advanced theory and experimental approaches; enrich and explore concepts from the classroom; and help students develop critical thinking skills by increasing their direct experience with hypothesis testing and the scientific method. Biology faculty are all active researchers in their own right, regularly presenting their work at national and international meetings (in several cases as invited participants). The faculty are especially proud of the papers published in reviewed journals with student co-authors.

In relation to Foundational Education Principle Three—Global and Multicultural Awareness—several department members have participated in the off-campus January Term program involving students in
overseas study. In addition, the department will in 2008 hire an additional faculty member to establish a teaching and research emphasis in global health. In addition to contributing to the basic biology major, this hire will bring an expertise in global health that will present a unique perspective for students pursuing careers in the health professions, as well as for biology majors and general education students interested in global health topics. The interdisciplinary Environmental Studies program will also benefit from a global health perspective that will illuminate how human alterations of natural ecosystems, as well as environmental policies, may contribute to the spread of certain diseases. The department looks ahead to fruitful opportunities for its majors to benefit from semester-abroad opportunities in Ecuador, New Zealand and Australia, where institutional partnerships have been explicitly designed to enable science majors to keep up with their requirements while studying overseas.

FACULTY

All members of the Biology Department hold the Ph.D. The department finds itself in a period of great change. Three retirements since 2006 have led to three successive years of hiring; by 2009, four of the six biology faculty will be untenured. These searches process have provided an opportunity to assess the relationship of the department to the greater field of biology. Moreover, with each vacancy, the department seeks to contribute to the college’s overall goals, such as the global and multicultural awareness initiative mentioned above. In addition, the program is committed to offering important majors’ and non-majors’ courses, as well as to establishing valuable research programs that foster student and faculty vitality.

Tenure-track Faculty
J. Christopher Gaiser, Professor. B.S. University of Washington; Ph.D. Oregon State University
Anne Kruchten, Assistant Professor. B.A. Transylvania University; Ph.D. University of Minnesota
Michael Roberts, Professor. B.A. University of California, Berkeley; M.A., Ph.D. University of Wisconsin
Chad Tillberg, Assistant Professor. B.S. University of Kansas; Ph.D. University of Colorado.
John Syring, Assistant Professor. B.S. and M.S. University of Michigan; Ph.D. Oregon State University.
[6th faculty member to be hired in 2009]

Affiliate Members (McMinnville Campus)
Nancy Broshot, Associate Professor. B.S., M.S., and Ph.D. Portland State University. Primary appointment in Environmental Studies
Deborah Canepa, Associate Professor. B.S. Eastern Mennonite College; Ph.D. Oregon Health and Sciences University. Primary appointment in Health, Human Performance and Athletic Training

Affiliate Members (Portland Campus)
See Health Sciences Program in this volume.

Visiting Faculty (non-tenure track)
Elisha Wood-Charlson, Visiting Assistant Professor. B.S. University of California-Santa Cruz; Ph.D. Oregon State University

Adjunct Faculty
Ned Knight, B.S., M.S. Oregon State University; Ph.D. University of California at Davis

Laboratory Coordinators/ Instructional Associates
Heather Long, B.S. Oregon State University
Kenneth Kebisek, B.S. University of Chicago; M.S. University of Wisconsin
All duties within the Department of Biology, including equal time spent teaching in Principles of Biology, teaching non-majors’ courses, advising, attendance at student recruitment events, and leading Freshman Colloquium, are shared equally among all members without regard to rank. Each member's load is defined essentially the same way: a majors course that will contribute to the core biology curriculum; two courses (offered in alternate years) in the area of the faculty member's specialty; a non-majors (general education) course; and one semester of Principles of Biology. Swelling enrollments in Principles of Biology has thrown off that plan, however, so that Dr. Anne Kruchten has not had the opportunity to provide her specialty courses as originally planned, though that will be corrected going forward.

The Department of Biology adheres to Linfield's established mechanisms of faculty evaluation by encouraging all members to become excellent instructors, independent researchers, and productive contributors to college governance. The department holds weekly departmental meetings to discuss curricular development, teaching approaches, and research. In recent years, the unprecedented enrollment growth in lower division biology courses has led to considerable conversation about the pedagogical challenges experienced in those areas. At these meetings the faculty regularly share advanced course syllabi, especially those of new or revised courses, to provide individual instructors a better sense of how their courses fit into the overall program. In general, untenured biology faculty are encouraged to seek committee assignments that are not overly time-consuming but provide insight into the workings of the college. They are also advised to focus relatively more of their time on scholarship and teaching. As they move up through the ranks, faculty find additional opportunities to assume leadership roles within the department and the college.

Tenured department members take special care to mentor newer faculty by visiting each other's classes, holding frequent discussions regarding scholarship and research, and evaluating the best ways to provide service to the department, the college, and the community. While the track record of the department over the years has been quite successful in seeing colleagues through to tenure and promotion, in summer 2007, an assistant professor (who held a partial appointment in Environmental Studies) chose not to come up for tenure the following fall and left Linfield in mid-year. This situation contributed to several years where the department has been reliant on adjunct support to deliver its heavily enrolled lower division curriculum.

**STUDENT PROFILE**

Students served by the Department of Biology primarily fall into four categories: (1) mostly first- and second-year students from other McMinnville Campus academic department who enroll in general education biology courses for non-majors in the Natural World (NW) and Quantitative Reasoning (QR) Modes of Inquiry; (2) mostly first- and second-year students from the Departments of Chemistry, Health and Human Performance, and Nursing who enroll in Biology’s two semester introductory biology sequence Principles of Biology; (3) third- and fourth-year students primarily from the Department of Chemistry, the General Science major, and the Environmental Studies Program who enroll in biology majors' courses; and (4) biology majors from all years.

Since 1998, the number of biology majors has risen from 15-20 graduates per year to 25-30 per year (numbers that do not include minors or General Science majors with a biology emphasis). More dramatic has been the growth in service provided by Biology to students other majors, particularly those seeking careers in health related professions and Environmental Studies. The greatest impact has been felt in Principles of Biology and General Microbiology.

*BIO 110/111: Principles of Biology (POB)*

In the past five years, enrollment in Principles of Biology has steadily ballooned in both halves of the sequence: fall enrollment has gone from 92 (2002) to 155 (2007); while spring enrollment went from 67...
(2003) to 118 (2008) (see Biology Binder, Exhibit 1). POB serves as a requirement in the biology major as well as a prerequisite for academic/pre-professional programs such as medicine, dentistry, pharmacy, veterinary medicine, physician assistant training, nursing, athletic training, exercise science, naturopathic medicine, and midwifery training. Beginning in 2005-06, approximately 30-40 entering first year students matriculate on the McMinnville Campus planning to major in nursing and transfer to the Portland Campus upon completion of their introductory classes; this has also contributed to the swelling enrollments in Principles of Biology, which have made it difficult to serve all students adequately. To address the challenges presented, the department has added a second lab coordinator and has benefited from the teaching contributions of an Affiliate department member in Health Sciences/Environmental Studies, Dr. Nancy Broshot (originally assigned to the Portland Campus). The department is currently seeking a seventh faculty member to help stabilize this staffing situation, which has vacillated among a variety of options for several years. In addition, Principles of Biology will become a 200-level sequence in 2008-09 to signal entering students about its challenges before they enroll.

**BIO 361: General Microbiology**
Enrollment in BIO 361 has also grown in the last decade, from 18 students served in 2002-03 to 26 students served in 2007-08 [Biology Binder, Exhibit 2]. A particularly large bump was experienced between 2005-07 but this appears due to an increased need for the course among McMinnville Campus majors in biology and exercise science. As a result, Microbiology currently serves two distinct student populations: (1) biology majors interested in graduate and professional schools, most of whom have already taken a number of biology courses; (2) health professions majors, many with junior or senior standing who have not taken a biology course since POB. As many as 30 students a year who plan to pursue a nursing major on the Portland Campus will very likely seek entry into BIO 361 in coming years. To address this challenge, the department plans to launch a lower division Introduction to Microbiology in 2009 to better meet the needs of non-biology majors.

### CURRICULAR EVOLUTION SINCE 1998

**General Education**
Since 1998, the Department of Biology has not dramatically altered delivery of its general education (Linfield Curriculum) courses. The biology faculty firmly believe that the best way to serve non-science majors is to offer courses that: (1) illustrate the impact of science in their lives; (2) provide the scientific background required of a liberally-educated citizenry; (3) teach them to think critically and scientifically. Each department member teaches such a course each year. Since the revised Linfield Curriculum will require students entering the college in 2008-09 to complete a course in a new Mode of Inquiry, Quantitative Reasoning (QR), the Biology Department has also identified one course (BIO 285 Principles of Ecology) as eligible for QR credit.

In 2006-07 the department substantially changed the delivery of Principles of Biology by moving from a single lecture class team-taught by multiple department members, to an approach whereby two faculty members each assume full responsibility for their own section of the course (each section serving half of the enrollees). Because of rising class enrollments, the department will add a third section in fall 2008. Course instructors are currently working to expand the combined use of lecture and discussion in all sections.

**Biology Major**
The performance of students on the Senior Comprehensive Examination (described below) showed the biology faculty that some departmental majors were escaping without thorough coursework in cell biology. This observation, coupled with the fact that some department members felt that the organismal category of the major was ill-defined, led to a shift from a curriculum based upon "levels of organization" to one based upon "core areas" of biology. Starting in fall 2007, biology majors are required to take at
least one course in each of three Core Areas: cell biology, hereditary biology, and evolutionary/ecological biology. The evolutionary/ecological category will be further divided into two separate categories, given the recent hiring of a new faculty member in plant evolutionary biology, who will offer courses in ecology as well as evolution. As retiring faculty are replaced, new hires will contribute the core courses required to make the four-category system even richer.

Division of Continuing Education
The Department of Biology has not significantly increased the number of courses offered through the Division of Continuing Education since 1998. These courses, drawn from Biology’s non-majors roster, serve students fulfilling their Natural World general education requirements. Increasingly, they are offered in an online format. One full-time faculty member has so far offered a course in the DCE and one newly-retired member plans on doing so in the very near future.

ASSESSMENT PRACTICES

One of the Biology Department's more useful assessment tools is the Senior Comprehensive Examination (BIO 486; see Biology Binder, Exhibit 3) and a survey that seniors must fill out after the exam. Student performance on the examination indicates that biology majors are meeting one of the department’s goals—the ability to synthesize information from a variety of different sources. The exam also explicitly tests for two additional goals for Biology majors: an understanding of the basic principles and concepts of biology, and an in-depth knowledge of three different areas of biology. On a practical level, most biology majors are preparing to take a graduate or professional school entrance exam while they are preparing for the Comprehensive Exam. Both processes likely reinforce each other. Figure 1 below offers a graph of success on the exam compared to students’ grade-point in four years of biology courses. Table 3 provides responses to the survey.

Figure 1: Success in BIO 486 in relation to success in Biology Major

Senior Comprehensive Examination (BIO 486)
The graph indicates that individual students’ performance on the exam can largely be predicted by their earlier success in biology classes. This indicates that the exam is a fair and appropriate measure of what students have learned. It also requires them to ‘think on their feet’ and to do well on a wider range of questions than they would encounter in any single class. The biology faculty are intrigued to see the better-than-expected exam performance of the few students who had low biology GPAs. These students
were not necessarily of lower ability than the others – they simply had not been as engaged by the classroom setting. When the time came for them to demonstrate their overall knowledge of the field, they committed themselves to the task and showed welcome professionalism. See above for changes in the biology major predicated upon other results of this exam.

Senior Survey

Students are given a survey after they complete the Comprehensive Exam [Biology Binder, Exhibit 4]. On it they are asked questions about the biology major, courses they have taken, and the Senior Comprehensive Exam itself. The faculty review student responses annually. In general, the survey indicates that biology majors are enthusiastic about the department and the curriculum. Table 3 illustrates answers to the four substantive departmental questions.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses (5=top)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the exam aimed at the appropriate level</td>
<td>4.4</td>
</tr>
<tr>
<td>Did exam help you prepare for MCAT, GRE, etc</td>
<td>3.7</td>
</tr>
<tr>
<td>Did POB prepare you for advanced classes</td>
<td>4.4</td>
</tr>
<tr>
<td>Did the Biology program prepare you for career</td>
<td>4.4</td>
</tr>
</tbody>
</table>

The survey shows that students see the benefits of the department’s approach to their biology education. Exhibit 5 in the Biology Binder shows all answers provided by pending 2005 graduates. Student enthusiasm for the program does not blind them to concerns and recommendations for improvement. These center on a desire for a greater diversity of courses and greater frequency of certain offerings (to facilitate a semester’s study abroad, for example). Students keenly realize how the lack of laboratory space and resources constrains the biology program. The recent diversification made possible by new faculty hires is alleviating some of these stresses but two remain: the Biology Department will be strapped for space until a new facility is built (see below under “Future Plans”), and the faculty will remain unable to expand its repertoire of courses until it secures approval to hire a seventh biology faculty member.

The question earning the lowest response scores related to preparation for the exam itself. The department has since expanded the Comprehensive Exam to include a semester-long weekly seminar wherein seniors meet with one or two faculty members to discuss major ideas in biology. In these sessions they have the opportunity to answer questions that mimic the examination itself. Student response has been uniformly positive, and the department has made the seminar a permanent addition to the Comp experience. This more rigorous seminar format should also assist will students in taking the MCAT’s and GRE’s.

Graduate and Professional School Acceptance

Another form of assessment used by the Department of Biology is informal "Exit Interviews." Together with post-graduate achievements such as graduate or professional school admission, these interviews make clear that biology majors experience considerable success beyond Linfield. Since 1992, the medical school admission rate for competitive Linfield graduates (those with GPAs of 3.3 and above in biology, chemistry, physics, and math, and total MCAT scores of 29 and above) has been 87% (20/23); the overall admission rate was 56%, well above the national average (34-44%). Biology majors also succeed at a high rate in entering graduate or other professional schools.

Assessment of Student Preparation for Principles of Biology (BIO 110/111)

In 2008 the Biology Department will begin use of a placement examination for first year students to make recommendations regarding enrollment in Principles of Biology [Exhibit 6]. This exam is based on the department’s Competitive Scholarship Examination taken by prospective students each spring. The placement exam was administered in fall 2007 to all enrollees in Principles of Biology during the first
week of class; scores were later correlated with the final grades earned by those students who completed the course. Results allow the department to make reasonable predictions regarding success in POB based on placement exam score. Students who score below a particular value will be recommended to get more college experience (especially in mathematics courses) before attempting Principles of Biology.

Assessment of Learning in Principles of Biology (BIO 110/111)
The department also administered the Competitive Scholarship Exam to many of the POB students after both semesters of the course. Scores were significantly higher after taking Principles of Biology (increase = 13 points ± 1 point [S.E. by a paired t test, n=88]). This increase was heartening; it likely reflects knowledge attained and maturity gained from experience following a year of college [Biology Binder, Exhibit 7].

Informal Departmental Assessment
Recent retirements have provided the department with an opportunity to rethink its direction and goals. This has happened through faculty retreats, informal discussions held in addition to weekly department meetings, and individual faculty research. The process has produced a far-ranging and future-oriented vision of a department with special ability to engage student energy. Each new faculty hire has introduced a new dimension to the program. Dr. Anne Kruchten, a cell biologist, has brought a research interest in cancer cell metastasis; Dr. Chad Tillberg, an ecologist, researches invasive species; Dr. John Syring, a plant evolutionary biologist, studies genetic and phylogenetic change in North American pine species. The new faculty member projected to start in 2009-10 to replace a conservation biologist will instead specialize in infectious diseases and will also contribute to courses and research in genetics or cell biology. By 2009-10, four of the six faculty members in Biology will assistant professors in the growth phases of their careers. The department aims to foster their and encourage development of new course offerings that will widen student learning opportunities. In the process the Biology Department hopes to continue its history as a cohesive and forward-looking group.

FUTURE DIRECTIONS
Several initiatives stand out as a direct result of this self-study:

• To meet the enrollment pressure on Principles of Biology and to deliver the best introductory course possible, the Biology Department must reduce the effective class size in Principles of Biology. This is scheduled to be implemented in fall 2008, with three separate lecture sections of 48.

• To meet the demand for microbiology caused by an increase in the number of students pursuing careers in the health sciences, the department is developing a second introduction to microbiology (BIO 275) for these students (keeping the existing course to serve primarily biology majors). BIO 275 will focus on disease states caused by microbial organisms and will deal heavily with epidemiology. The global health hire projected for 2009-10 will teach this offering.

• To help with the above goals, and in order to expand the biology curriculum in keeping with the Foundational Education Principles, the department will hire a faculty member with an emphasis in global health to begin at Linfield in 2009-10. The department has also requested a seventh faculty position and has received the recommendation of the faculty Staffing Committee for the plan; the request is pending deliberations on the 2009-10 budget.

• To better attain departmental goals for non-majors biology courses, the faculty would like to add required laboratories to each of them.
Not surprisingly, the above innovations require both additional staff and additional space.

**Staffing**

The Biology Department prefers to teach a Principles of Biology as its sole introductory course in the discipline. To keep up with enrollment demand, and to maintain manageable class sizes, the number of individual sections has expanded. Combined with sabbatical absences, retirements, and resignations, these additional POB sections were necessarily taught by adjuncts, an unstable staffing situation that neither Biology nor the Office of Academic Affairs regards as in the best interests of students or the smooth operation of the department.

High enrollment in Principles of Biology without sufficient full time faculty support also stresses the entire biology curriculum. All faculty must devote more of their load to POB and therefore have less time to teach Linfield Curriculum and majors’ courses. Additional faculty lines will relieve some of this pressure and benefit the broader curriculum both within the major and in general education. Lastly, more faculty would redress the increased load associated with offering laboratories in all non-majors biology courses.

To accomplish the above initiatives, the department envisions growing to 8 or 9 Biology FTE (versus the 6 FTE currently budgeted). At present Biology has received the recommendation of the faculty Staffing Committee for a seventh faculty member but action awaits the 2009-10 budget deliberations that begin in fall 2008. Current need has been somewhat alleviated by the recalibration of the load of the sixth faculty member to dedicate the full FTE to Biology rather than share it with Environmental Studies (as had been the case before 2008-09). Currently a visiting assistant professor holds this slot, pending a national search in fall 2008). In addition, a Portland Campus faculty member who is relocating to the McMinnville Campus in 2008-09 has begun sharing responsibilities for delivery of POB on the McMinnville Campus and will do so at least through 2008-09 (her larger load responsibilities shifting gradually to Environmental Studies). These measures help the department temporarily manage a difficult situation, but the long-term solution will require additional faculty in the near future.

**Facilities**

In 1998, the college commissioned an outside consulting firm to conduct a study of teaching space on the McMinnville Campus. The resulting Paulien Report identified science facilities at near-capacity even then and in need of both major renovation and expansion (see Standard Eight, Exhibit 6 for the full Paulien Report). Of the three science departments analyzed — Biology, Chemistry, and Physics — the Biology Department was identified as having the most pressing need. Since then the college has also completed a science feasibility study (2005) through the architectural firm SRG Partnership and has begun the phased renovation process involving other campus buildings that must necessarily precede the science buildings project itself (to create the relocation space to support the phased science build-out).

In the decade since completion of the Paulien Report, however, the Biology Department’s enrollments have dramatically increased in some areas without commensurate additional space; in effect, then, available lab space has actually decreased since two courses might have to share the same laboratory space in the same semester. To manage this situation the department has reduced the
number of labs each student takes, and has reduced course credits from five to four in a number of cases (at present over 50% of biology courses earn four credits). Environmental Studies will receive its own lab space in spring 2009 that should also provide some relief for Biology-specific lab needs.

The space needs of the Biology Department are thus dire. It is impossible to consider offering additional laboratories for non-majors courses without a substantial increase in laboratory space. It perhaps goes without saying that the Biology Department strongly supports the idea of an ambitious capital campaign designed to raise the funds necessary to increase laboratory space at Linfield College. The number of students entering science is increasing, and the need for a science-literate citizenry has never been greater.

DEPARTMENT OF BUSINESS

MISSION

The mission of the Business Department is to provide a high quality educational experience in business as an important component of a comprehensive liberal arts education. The Business faculty believe that learning is a life-long process of which formal higher education is an important part. The department shares this objective with the entire college and encourages its students to participate in coursework, programs, and other learning experiences outside of the department.

Intersections with Linfield’s Foundational Education Principles

Integrated Learning
The Business Department creates programming activities outside the classroom using internships, field trips, student assignments that require student interaction with the business community, frequent guest speakers, and the like. Students in the Business program have extensive opportunities to connect classroom learning and the fields in which they seek employment. Marketing and management concentrations permit the inclusion of one class from the departments of Mass Communication, Theatre/Communication Arts, or Psychology to enhance the interplay between liberal arts disciplines and the study of business. The international business major, which requires foreign language study through the second year and one semester abroad, exemplifies the intersections between business and non-business curricula at Linfield.

Global and Multicultural Awareness
The Business Department provides many opportunities for its students to develop global and multicultural awareness through January Term off-campus courses. Recent examples include courses in Europe (on the European Union) and South Africa (on post-apartheid business practices). As part of the course in South Africa, students encountered AIDS orphans and entered various townships. At the end of the experience they established a fund for the orphanage. Plans are also under way for a January Term business course in Latin America. Many business majors spend 1-2 semesters studying abroad, acquiring a multitude of global experiences, especially those in international business, for whom overseas study is a requirement.

Numerous business courses include segments on global and multicultural awareness or even make such study the focus of the class (as in many international business classes). Deepening of multicultural awareness also occurs through the participation of foreign students in the Business program. The Business department would welcome more financial support for its faculty to expand their multicultural and global
training and experiences, as the opportunities already available through the Faculty Development Fund and the International Programs Office have proven extremely valuable in this regard.

Four members of the business faculty are actively involved in international opportunities. Mike Jones has made considerable inroads toward establishing increased cooperation and classroom involvement with partnering Chinese universities. Tyler Magee continues to teach in China and has integrated this experience into her Linfield classes. Michelle Nelson and Rich Emery regularly offer international January Term courses.

**Experiential Learning**

The Business Department recommends that all students in its program take advantage of internship opportunities. Team and leadership learning is fostered throughout the curriculum, including a seminar dedicated to the study of leadership. International study also furthers this principle among the department’s majors, as does Scott Chambers’ regular January Term off-campus course taking finance majors to Wall Street.

**FACULTY**

Michelle Nelson, Associate Professor of Business. B.A. University of Bonn, Germany; MBA, Ph.D. Washington State University. Department chair.

Scott Chambers, Professor of Finance. B.A. University of California, Santa Barbara; Ph.D. University of California, Davis.

Rich Emery, Professor of Accounting. B.A. Lewis and Clark College; M.B.A. Eastern New Mexico University; M.B.A. Golden Gate University; C.P.A.

Malcolm Greenlees, Glen and Helen Jackson Professor of Business. B.C. University of Alberta; M.B.A., Ph.D. University of Washington.

Thomas Hirons, Visiting Assistant Professor in Business. B.S. Portland State University; B.S. Fitchburg State University; M.A. Fielding Institute.

Michael Jones, Harold C. Elkinton Professor of Business. B.A., M.B.A. University of Oregon; C.P.A.

Sandie Kiehl, Associate Professor of Business. B.S. DePaul University; M.B.A, Ph.D. Portland State University.

Tyler Magee, Visiting Instructor of Business. B.A. Marylhurst University, M.A. University of Portland; currently pursuing doctoral studies at George Fox University.

Bonnie Long, Instructor of Business. B.Ed. Seattle University; M.A. University of Portland.

Four of the seven full time faculty members in the department hold a Ph.D., one of them in accountancy. The other two members of the accounting faculty hold the college’s terminal degree required in that field, a combination of M.B.A and C.P.A. A seventh member is on a terminal contract and will retire in January 2009. Two faculty are holding visiting positions, one of whom is currently pursuing doctoral studies. The department has also relied for many years on well-qualified adjuncts to provide needed courses in business law and finance. We lost the adjunct faculty member in business law to cancer in January 2008.
The Business Department at this point in time does not include any junior faculty members due to repeated recruiting difficulties over the last decade. Six of the regular full time faculty have tenure and are at least at the associate professor level, a situation minimizing the need for mentoring. The seventh full time faculty member is completing a seven year terminal contract as an instructor. Another full time faculty member has held a visiting instructorship for 2007-08 and 2008-09. A search in 2007-08 to fill a business law/international business position did not succeed and will be repeated in 2008-09 strictly as a business law position. The position currently held by Visiting Instructor Tyler Magee will involve a search for a tenure-track hire. In addition, Dr. Kiehl and Professor Long will both retire in January 2009; as a result, the Business Department will be conducting four tenure-track faculty searches in 2008-09.

The department follows the formal faculty evaluation schedule outlined in the Faculty Handbook. Department members remain active by publishing their scholarship, presenting papers, and/or participating in their respective professional organizations, therefore keeping abreast of the current state of knowledge in their fields. All faculty in the Business Department have extensive field experience in their disciplines and several still work to some degree in their areas of expertise.

Given the high percentage of Linfield students who enter the various business majors (approximately 1/3 of the undergraduate population), members of the Business Department have an average advising load of 43 students, one of the highest in the college. All faculty members participate in academic advising, which includes meeting students at least twice yearly to review their schedules and discuss their progress toward graduation. Until recently the department provided at least two first year Colloquium advisors per year, but has since reduced that to one. In addition, the department holds a regular session each fall for all Colloquium students interested in business. This new system has worked very well thus far.

Department chair Michelle Nelson currently administers the internship program in the Office of Career Services. An extensive manual is available to students guiding them through the process from acquiring an internship to the final internship evaluation [see Exhibit 1 in Business Department Binder]. The process is very reflective for the students, asking them to integrate theoretical learning from their classes and their internship experiences. The final internship supervisor evaluation provides the department with important assessment information regarding student preparation for careers in their chosen field.

Dr. Sandie Kiehl serves as faculty advisor for Delta Mu Delta, a national business honor society, and has recently taken a position on their national board to oversee policy-making for the organization. She also serves as departmental DCE liaison.

Dr. Nelson chairs the International Programs Committee and Professor Emery has just completed two years as chair of the faculty Curriculum Committee, during which time he also served on the General Education Review Committee (GERC) and oversaw the Curriculum Committee’s pivotal role in the process of moving the new Linfield Curriculum into operational readiness for fall 2008.

Mike Jones closely supervises the accounting program and its internship and recruitment process. He also keeps in contact with accounting alumni and supervises the DCE accounting program.

**STUDENT PROFILE**

The Business Department currently has 274 majors and 13 minors declared among all business disciplines. The majority declare their intentions at the end of their sophomore or beginning of their junior year. Of the total number, 35 students are double majors in a variety of other fields. Most business classes primarily enroll department majors and minors. BUS 105 Contemporary Business serves as an introductory class to all students interested in the field and provides an overview of all areas. See Exhibit
DCE has 237 students declared in business majors, a large part of their enrollment numbers. See Exhibit 3 in the Business Binder for a table outlining distribution of that population. Dr. Kiehl serves as departmental DCE liaison and reviews course syllabi and student evaluations for the program in business. In the recent past the procedures in place to ensure that all business courses and instructors are pre-approved by the department have not been consistently followed. External oversight of this process seems indicated to correct the problem, an effort that has been undertaken since 2007-08 by the Continuing Education Committee in consultation with the dean of faculty and the DCE dean. This should strengthen departmental oversight and clarify guidelines.

CURRICULAR EVOLUTION SINCE 1998

General Education
The department offers several classes that fulfill Linfield Curriculum requirements, most of them related to international business classes that also support the Global Pluralisms requirement. The department also provides classes satisfying U.S. Pluralisms, Ultimate Questions, and Individuals, Systems, and Societies. The majority of these classes, however, serve departmental majors and minors because they are 300 and 400 level courses with significant prerequisites.

The Majors
In 2007-08, the department moved its curriculum from three to four-credit courses to provide sufficient time for the instructor not only to cover necessary material but also to integrate application, more discussion and group work, and experiential learning within each class (see 2008 Linfield College Catalog). Other changes since 1998 have included the following:

1. Formation of two concentrations in the Business major: an option in marketing adopted in 2003 and an option in management adopted in 2004. These concentrations also allow business majors to include courses outside the department, which fosters integrated learning.

   • Management concentration:
     BUS 436 Topics in Management has been created.
     The management concentration also permits inclusion of one course from outside the department selected from an approved list. This concentration has been well received by students and potential employers and enrolled 15 students in 2007.

   • Marketing concentration:
     BUS 427 Topics in Marketing has been created.
     The marketing concentration also permits inclusion of one class from outside the department from an approved list. This concentration has been well received by students and had enrolled 23 students in 2007. Internships in marketing have risen considerably since its addition.

2. Creation of BUS 435 International Business Law
   This course provides more choice to the International Business majors and fills a void in the previous curriculum. Professionals in the international business arena told faculty that 30-40% of what they handle revolves around legal issues. Hence, the department felt it essential to prepare international business majors more fully for the realities of the professional world. The class has been very well received by students and has served graduates well according to feedback received.
3. Changes to the Accounting major

- BUS 464 Government and Not for Profit Accounting has been added as a regularly offered course to serve students intending to sit for the Uniform C.P.A. exam. It addresses new content guidelines for the exam which include a section on this material.

- BUS 495 Strategic Management has been added to serve students considering a management/controllership track rather than the C.P.A. track cited above.

- To offer BUS 464 on an annual basis, BUS 465 Professional Accounting Seminar has been dropped from the accounting curriculum.

4. Update to 487 Internship has added the following requirements: junior standing with 12 credits in the Business Department completed or in progress, including all pre-requisites. This change requires more experience from students wanting to take internships for college credit. All BUS students are encouraged to participate in internships. College credit is limited to two internships of up to five credits each, while no more than three credits count toward any BUS major.

5. Elimination of 425 Government Regulation of Business
   This change was made to update the catalog because the course had not been taught for years. The subject matter is covered extensively in business law classes and many others as pertinent to the topics addressed.

6. Replacement of major guidelines from “a minimum 39 credits” to the identification of designated course requirements. This change followed the increase in credits for BUS 495 from 3 to 4 credits. It also accommodated the following changes made in the Economics department curriculum which had a ripple effect for Business majors:

   Replacement of ECO 271/272 Principles of Microeconomics/Macroeconomics (3 credits each) with ECO 210 Principles of Economics (4 credits)
   Replacement of 372 Intermediate Microeconomics (3 credits) with ECO 411 Intermediate Microeconomics (4 credits)

   The Business Department had previously required both ECO 271 and 272 (6 credits total), but now requires ECO 210 (a 4-credit class) as a prerequisite for most of BUS classes. See the Department of Economics self-study in this volume for the rationale behind this change.

DEPARTMENTAL AND STUDENT ASSESSMENT

In order to focus on the department’s future as well as its present, in 2002 the college hired Dr. Charles Maxey, chair of the Business Department at California Lutheran University, to serve as an external consultant and evaluator for the business programs offered at Linfield. Dr. Maxey assessed the business curricula based upon standards set by the American Assembly of Collegiate Schools of Business (AACSB), “the oldest and most prestigious of the specialized business program accrediting associations.” The applicable AACSB standards for curriculum evaluation include:

**Standard C.1.1:** Both undergraduate and MBA curricula should provide understanding of perspectives that form the context of business. Coverage should include:

- ethical and global issues;
- the influence of political, social, legal and regulatory, environmental and technological issues; and
• the impact of demographic diversity on organizations.

**Standard C.1.2.b:** The curriculum should include foundation knowledge in the following areas:
• accounting;
• behavioral science;
• economics; and
• mathematics and statistics.

**Standard C.1.2.c:** The business curriculum should include written and oral communication as an important characteristic.

Dr. Maxey’s full consultancy report is provided as Exhibit 4 in the Business Department Binder. The targeted advice he provided for future curricular improvement or alternation follows, with departmental response included afterward:

- “Linfield is to be congratulated for developing its international courses.” However, it is suggested that students not majoring in international business have no requirement to take any of these courses and there appears to be little global content in the curricula of the other department majors.

- “The Business Ethics course has not been taught for at least two academic years. While several course syllabi make mention of ethical issues, there is no clear indication of the depth of coverage. Also, a major shortcoming of the department’s published learning goals is that not one relates to ethical or value-based perspectives.”
  **Response:** While it may not be evident from the syllabi, most courses in the Business curriculum cover legal and regulatory issues as well as ethical and global issues. The core curriculum matrix further clarifies this coverage. Since Dr. Maxey’s visit, the business ethics course has been offered on an annual basis, and the competency matrix developed by the department [see Exhibit 5, Business Department Binder] includes an ethical component which clarifies where specifically these issues are covered in the curriculum. The department will nonetheless reexamine the need for a required business ethics course, a change that would necessitate additional staffing.

- “In economics, Linfield’s requirement of one 4 unit course (Econ 210 – Principles of Economics) is probably a bit ‘light’. In many (most) institutions, the exposure to macro and micro economics typically involves 6-8 units of course work. This [consultant] suggests the need to invest some time in reviewing the adequacy of the current foundations in economics experience.”
  AND

- “While the current format of the required Management Process course (BUS 301) does have substantial behavioral content, it is suggested that a full-blown organizational behavior course be included in the required business core, as opposed to being an elective course.”
  **Response:** (1) The substitution of ECO 210 Principles of Economics (for its previous incarnation ECO 271/272) still provides a sufficient basic economics background to all business majors and minors. The Economics Department has changed the prerequisites for advanced economics classes which enables business students to take additional economics classes. (2) The department did not recommend the addition of a required organizational behavior course in part because of personnel restrictions but also because team building and leadership are covered in other courses outside the specific classes. Team work is used extensively throughout the curriculum and leadership aspects are covered as reflected in the core curriculum matrix [Exhibit 5].
• “While courses in the general business program (including finance and international business) have numerous graded communication assignments, such requirements are relatively scarce in the accounting program courses. This warrants some faculty review.” Auditing is the writing intensive class in the accounting curriculum which addresses this issue. The core curriculum matrix addresses these aspects across majors and concentrations [Exhibit 5].

• The department “does an adequate job in the [computer] tools area. . . . The department may want to consider adding a course which expressly focuses on the use of computers, information systems, the Web, etc. in commerce and industry.”

   **Response:** The department decided against a specialized computer use course and favors more integration of technology use in the already existing curriculum to reinforce student perception that technology is an integral part of the business curriculum. The addition of projectors to more classrooms in Taylor Hall is making this change even easier for faculty. The new business computer lab that is planned for the renovated Northup Hall (the department’s future home) will provide classroom space for technology-intensive courses.

• “Linfield’s business program has the smallest number of core courses in the business major, the smallest number of credits in the major, and the smallest number of overall credits in the major among the comparison institutions. . . . Being at the low end of the comparative requirements can also suggest that Linfield has an opportunity to add courses and/or material in some of the areas cited earlier (economic foundations, behavior).”

   **Response:** The department does not believe that adding more basic required courses will necessarily benefit the program. Faculty would like to be able to provide a wider variety of advanced classes to better prepare students for the work environment. The department focuses more on the integrative nature of the advanced classes for which the basic core curriculum provides the basis.

• “[T]he business faculty has made a good beginning in terms of defining learning objectives and assessment tools, but still has work to do with regard to implementing a valid assessment strategy and demonstrating, through its measures, actual results.”

   **Response:** This area continues to be an emphasis for the department. The recently started competency matrix will allow the whole department to focus on the skills students should develop and how those skills are introduced and reinforced in the curriculum. Departmental assessment strategy has long moved beyond listing learning objectives.

• It is recommended that the “College give serious thought to increasing the size of the full-time business faculty by three or four persons over the next several years.”

   **Response:** In aggregate, the entire Business Department teaches something approaching 1/3 of the graduates of Linfield. Department-specific teaching consumes about 30-40% of the course work for those graduates. This means that the Business faculty are responsible for about 10% of the overall teaching load on campus. Yet the department has a faculty FTE of less than 5% of the total and is so severely constrained that it can offer only a bare bones core curriculum. The recent approval of a replacement position in business law will provide much needed personnel resources to the department. Without increased budgetary support, even the continuation of current outcomes appears increasingly doubtful.

Staffing levels in the Business Department have been of concern for many years. No new positions have been approved at the college level for over a decade. Upon the departure of the tenured professor responsible for business law in the late 1990’s, then-Dean of Faculty Henberg arranged for the department to hire two new instructors, one in management as a full
time professor on a terminal seven year contract and the other as an adjunct on overload handling business law. In June 2007 the faculty Staffing Committee and the administration approved a full replacement position equal to the previously-existing 1 FTE in business law; this move also expands the teaching load handled for many years by the adjunct in business law. In June 2008 the Staffing Committee recommended (and the administration has committed to supporting) a full 1.0 FTE replacement for the instructor retiring in January 2009 (Professor Long), a decision which also expands departmental staffing by .5 FTE. This marks a small step forward but still falls considerably short of the consultant’s observations regarding needed additional full time business lines.

In the immediate future, then, the department hopes to fill four tenure-track positions through searches in 2008-09. Conversations with President Hellie and Dean McGillin have encouraged the department to look ahead to the possibility of a new endowed chair to head the program, the holder of which would enrich curricular offerings and further add to overall faculty FTE.

Given four pending searches in the coming year, the department is quite concerned about its long-standing difficulties in recruiting new faculty in a market where entry level salaries typically pay double what Linfield’s faculty-wide salary scale allows. In addition to two retirements in January 2009, the Business Department may face the retirement of another four faculty within the next five years and may be unable to replace them due to market conditions. To offer more than a bare basics curriculum in the future, the department will need additional FTE. All of this poses considerable challenge for the program and those planning its continuation, much less improvement.

Student Assessment
Departmental assessment efforts focus not only on the factual knowledge majors develop but also their mastery of critical skills that undergird a lifetime of adaptability to new learning demands. This serves the departmental mission of providing a sound basic education in business within the broader context of a liberal arts education. Student learning goals incorporate major-specific abilities plus other essential competencies that are easily transferable to the roles students will assume beyond Linfield. Ongoing assessment allows faculty to fine-tune teaching methods and course offerings so as to adjust to changing student populations and the demands of a rapidly changing global business environment. Syllabi have increasingly moved toward explicitly integrating learning goals. More effort is needed to ensure that all departmental instructors use this format. The new competency matrix introduced in 2007-08 will help guide faculty to revise syllabi to reflect the specified competencies [Exhibit 5].

One example among many is the change in focus regarding computer requirements and skills. When it became clear that students were coming to the program with increasingly better basic computer skills, changes were made in student outcome goals for this area to foster more advanced computer competencies. Similarly, frequent changes to accounting rules necessitate adjustments in the materials covered in all accounting classes.

In addition to traditional classroom assessment, accounting has an external professional exam—the “Uniform CPA Exam”—which gauges how well students master the basic entry level knowledge required by the profession. In the past five years, accounting majors have continued to perform at a very high level on that exam. An average of 12-15 students graduate each year with this major, and fully 85% of them complete the C.P.A. exam requirements within two or three years following graduation. One student, Karen Tokola, was named a State Level Bronze Medalist (third highest score in the state) in 2002. This type of outside assessment provides a valuable measure of student learning.
Another good opportunity for outside validation of student learning occurs in the capstone business class, Strategic Management, where students undertake intensive case studies that require both the general abilities and specific knowledge acquired in the major. It includes a computer simulation, the Business Strategy Game, which allows students to run a company in competition with student groups from other universities around the globe, including some at the graduate level. In the last school year, two groups made the Global Top 20 three times and one team made it twice.

The Business Department continues to be evaluated very highly by internal and external assessment. Student assessment and alumni support continue to be strong. These results indicate that not only are the faculty producing significant numbers of quality graduates, but they do so despite dangerously minimal resources. The college’s “return on investment” in the business program is excellent. However, this quality and high return will not continue without significant new investments in institutional commitment.

**Facilities Assessment**

Faculty have continued to develop their use of more advanced technology, both as a field of study (e.g. Management Information Systems and Marketing Research) and also as a tool for more effective educational delivery. Faculty use more Power Point presentations and online resources in the classroom. Recently Taylor 202 was upgraded with a built-in projector, and a similar upgrade is planned for two more classrooms in 2008-09. Departmental assessment efforts, both internally and externally conducted, have made clear that much more usage of technology in the classroom would be beneficial, and ongoing technology upgrades in Taylor Hall make this possible. This technology could easily be integrated to use new course assessment methods that provide students and the instructor with up to the minute feedback on comprehension and application of concepts through methods like “Joinin’”. This system lets students respond to presentations, questions, Power Point presentations through interactive clicker technology with immediate feedback for the student and the teacher.

The renovation of Northup (part of the college’s current capital campaign), and the move of the Business Department to that building in the near future, will also upgrade the technology resources available to Business. Northup as currently designed will provide a number of interactive classrooms with tiered semi-circular seating—an arrangement that will encourage group and discussion work. The rooms will also be equipped with new technology to integrate the web and other audio-visual materials easily into courses. The overall plan for Northup is intended to integrate liberal arts and professional studies through joint occupancy by Economics, Philosophy, and English along with Business.

**Summary of Departmental Assessment Plans**

To make use of assessment information in planning and curriculum design for all department majors, the faculty will:

- Maintain a portfolio for each student majoring/minoring in business; these files will contain evidence of successful accomplishment of each of the goals of the major/minor as outlined in the major goals and objectives. Course syllabi should contain learning goals and objectives for individual courses.

- Maintain a database of internship employer and self evaluations to systematically interpret evidence to determine how well performance matches our expectations and standards for students in our department. The internship feedback from the employer and the self-reflection of the student provide insight from employers while the students are still at Linfield.

- Solicit input from an advisory group comprised of selected alumni and area business people regarding the knowledge, skills and competencies expected of entry level candidates as well as future leaders of their organizations. The recent establishment of a Business Advisory Council
(drawing on the experience and expertise of selected trustees, alumni and regional business leaders) provides formal structure for a process that regularly occurs through faculty contact with employers and guest speakers.

- Use simulations towards the end of appropriate classes to document that certain course goals were achieved. Currently, some of these courses require student reflection in the form of a paper on their learning at the end of the simulations, while others use less formal methods.

- Use course-embedded measurement through the capstone business strategy course (BUS 495 Strategic Management). This class integrates all areas of business and requires students to show they have mastered them. A simulation administered in this course as part of an international competition provides additional external comparative standards to other business programs, including international and M.B.A. programs, by providing achievement data for these groups. Student groups from Linfield College have repeatedly achieved top standings.

- Undertake regular revisiting and revision of course coverage and student preparation to foster established course and program goals. For example, a course on business writing has been launched in DCE to give students more opportunities to practice and perfect their written communication skills. Evaluation of this course should contribute valuable input for the residential program.

- Consider addition of a required ethics class for all business majors and minors if faculty resources expand to permit it.

- Consider adoption of externally provided standardized examinations and field tests, presuming additional college funding.

- Consider expanding student portfolios documenting their progress to include in self-evaluation components (through new electronic resources available through Catfiles and Google Docs). Some business courses already explicitly require students to reflect on their learning while others don’t do that yet. This portfolio-based self-reflection requirement would also permit students to seek to integrate their general education experiences with their major education—another means of establishing an additional link to Linfield’s liberal arts environment.

- Continue to develop technology-aided pedagogies, as noted above.

**DEPARTMENT OF CHEMISTRY**

**MISSION**

The Chemistry Department seeks to prepare graduates who

- have a comprehensive understanding of the multifaceted foundations of Chemistry
- cultivate ongoing intellectual curiosity
- work and communicate well with people from a variety of backgrounds
- are prepared to succeed in advanced study in Chemistry or related fields
This goal is met using a curriculum that confronts students with the major themes, theoretical paradigms, investigative methodologies, and professional issues that comprise the discipline.

The Chemistry Department strongly supports the liberal arts ethos of the college. Its curriculum contributes (to differing extents) to all of the Foundational Education Principles identified in the Linfield College Strategic Plan 2007-12.

**Foundational Principle One—**Integrative Learning
Because students tend to compartmentalize content and experience, efforts to encourage them to integrate what they are learning are critically important to the Chemistry faculty. Students are shown how to draw upon content and experiences in other courses and disciplines to help them succeed better in their major and other studies. All Chemistry courses numbered 210 and higher deliberately integrate each other’s content (as appropriate), as well as pertinent content from other disciplines. For example:

- Writing in Chemistry (330) challenges students to apply what they have learned previously about clear, concise, and genre-appropriate writing to the discipline of Chemistry. The learning they accomplish in this course will be directly transferable to other activities of life, be it papers for other courses, resumes and cover letters, critical essays or theses, or reports written on the job. CHE 285 (Seminar) also serves similar goals.
- Quantitative Analysis (335) draws heavily on General Chemistry (210/211) as well as mathematics courses.
- Instrumental Analysis (340) exercises concepts from Quantitative Analysis (335), Organic (321/2), physical Chemistry (361/2) and Physics (115/116).
- Physical Chemistry (361/362) draws extensively on content in General Chemistry and advanced courses in mathematics.
- Biochemistry (440) draws on content of Organic Chemistry (322) and Physical Chemistry, as well as advanced courses in Biology.
- Collaborative Research (490) exercises and extends the content of all science coursework relevant to the particular project being investigated.

**Foundational Principle Two—**Global and Multicultural Awareness
This ability is developed within the Chemistry Department through opportunities to interact on a daily basis with students from around the world within its courses (e.g., China, Kenya, Malaysia, Nigeria, Nepal, India, and the U.S.). It is evident that American students within the department welcome, support and fully involve international students in curricular and extra-curricular activities. Beyond this, all students who do well in Chemistry are encouraged to participate in research projects, and then to present their results at local, regional, and national professional conferences. Here they meet other students with similar interests, both USA natives and those from other countries, and they learn to communicate and network with them and with potential future mentors or employers.

Dr. Brian Gilbert of Chemistry has been working with the Office of International Programs to secure syllabi of Chemistry courses from three institutions in New Zealand and two in Australia with which Linfield has recently partnered – the Universities of Canterbury, Otago and Waikato (NZ), Deakin, and James Cook (AUS). Each institution is highly regarded in its home country and offers complete Chemistry majors. The arrangement, which will officially begin in 2008-09, will offer Linfield Chemistry majors the option to spend a year in another culture and still graduate within four years.

**Foundational Principle Three—**Experiential Learning
Experiential learning, which is indispensable to the education of future chemists, begins early through small group activities. There they confront concrete problems to which they must apply Chemistry
concepts presented in previous lectures. They must frequently extend the knowledge they gain in class to new situations. Initially the department sought to engage students more actively with lecture material through peer-led workshops. Recently, several department members have adopted the practices of Process-Oriented Guided Inquiry Learning (POGIL), which involve grouping three or four students together to actively construct knowledge. Groups choose their own “manager,” “recorder,” and “facilitator” and work through activities carefully crafted to help students build content knowledge and master subject material. Each group reports its results to the class so that all can see that common solutions are possible and expected.

Experiential Learning operates most comprehensively through the laboratory component of the Chemistry curriculum. Knowledge of theory is essential, but so is the ability to apply it in concrete situations. It is in the laboratory that students learn their own limitations, the variety of things that must be simultaneously considered and attended to if a lab operation is to work successfully, and the limitations of theory.

The department also encourages as many students as possible to engage in laboratory research outside the formal classroom. Recent graduates report that such experience has proven extremely valuable to their post-baccalaureate careers and makes Linfield graduates strongly competitive with those from the best-known institutions [Chemistry Binder, Exhibit 1].

FACULTY

All five Chemistry faculty hold the Ph.D. With the retirement of a faculty member holding a .5 FTE in Chemistry, the department hired Dr. Brian Gilbert at a full 1.0 FTE; this increased Chemistry’s normal staffing to 5 FTE, though Dr. Elizabeth Atkinson, also an associate dean of faculty, currently serves only 33% of her load in the department. This loss was offset by adding a second lab coordinator, who assumed Dr. Atkinson’s lab supervision and grading responsibilities and also took charge of CHE 100.

The department delivers its curriculum with the help of two full time laboratory coordinators, who do not have faculty rank. One has primary responsibility for operating the general Chemistry labs and maintaining the department’s inventory of chemicals and supplies. The other operates the organic Chemistry labs and teaches Concepts in Chemistry (CHE 100).

Faculty stay current in their fields by regularly reviewing professional literature, guiding student research projects, conducting their own research, and attending relevant conferences. Each year, at least two faculty from the department (on a rotating basis) accompany students to the M.J. Murdock Science Conference, the Oregon Academy of Sciences Conference, and the Spring National Meeting of the American Chemical Society. The level and quality of instructional and professional activity of members of the Department of Chemistry can be judged in part by the demand for its graduates in industry and graduate and professional schools [Chemistry Binder, Exhibit 1].

Dr. Wolcott will likely retire within the next accreditation cycle. As the department defines criteria for a replacement person, it will need to assess the curricular balance and intellectual skills that will be needed by future cohorts of graduates.

Table 1
Chemistry Department Personnel With Rank and Credentials

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degrees earned</th>
<th>Granting institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atkinson, Elizabeth J.O.</td>
<td>Assoc. Prof.</td>
<td>B.S., Ph.D.</td>
<td>Creighton University</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>University of Arizona</td>
</tr>
</tbody>
</table>
Mentoring of newly hired faculty is informal but frequent. Any faculty member may sit in on classes taught by colleagues. Frequent informal discussions about pedagogical and research challenges and possible solutions occur among seasoned and new faculty. Non-tenured faculty are evaluated annually according to the policies outlined in the *Faculty Handbook*. Similarly, tenured associate professors are evaluated every three years by the dean of faculty and department chair; full professors meet with the dean every five years. The successful tenure and promotion candidacies of Drs. Atkinson and Gilbert over the last decade demonstrate the department’s effectiveness in this area.

### Table 2
**Chemistry Department Faculty Duties**

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses taught</th>
<th>(those designated ** may rotate among faculty)</th>
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</thead>
<tbody>
<tr>
<td>Atkinson, Elizabeth J.O. (0.67 FTE as Assoc. Dean)</td>
<td>CHE 050 (Research methods – on occasion)</td>
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<tr>
<td></td>
<td>CHE 321 lecture and discussion (Organic Chemistry)</td>
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</tr>
<tr>
<td></td>
<td>CHE 322 discussion (Organic Chemistry)</td>
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</tr>
<tr>
<td></td>
<td>*CHE 335 lecture and lab (Quantitative analysis)</td>
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<tr>
<td></td>
<td>*(when full-time)</td>
<td></td>
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<tr>
<td>Diamond, James J.</td>
<td>CHE 050 (Research methods)</td>
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<td></td>
<td>IQS 125 (Chemistry in the Atmosphere)</td>
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<td></td>
<td>CHE 210 &amp; 211 lecture, discussion and lab (General Chemistry)</td>
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<td></td>
<td>CHE 285 (Seminar)</td>
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<td></td>
<td>CHE 362 (Physical Chemistry II)</td>
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<td></td>
<td>CHE 371 (Advanced laboratory)</td>
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<tr>
<td>Gilbert, Brian D.</td>
<td>CHE 050 (Research methods)</td>
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<tr>
<td></td>
<td>CHE 210 lecture, discussion and lab (General Chemistry)</td>
<td></td>
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<tr>
<td></td>
<td>CHE 211L (General Chemistry lab)</td>
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<tr>
<td></td>
<td>CHE 285 (Seminar)</td>
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<td></td>
<td>CHE 330 (Writing in Chemistry)**</td>
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<tr>
<td></td>
<td>CHE 340 (Instrumental analysis and lab)**</td>
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<td></td>
<td>CHE 361 (Physical Chemistry I)</td>
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<tr>
<td>Reinert, Thomas J.</td>
<td>CHE 210 &amp; 211 lecture, discussion and lab (General Chemistry)</td>
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<tr>
<td></td>
<td>CHE 335 (Quantitative analysis – if Dr. Atkinson is not teaching)</td>
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<tr>
<td></td>
<td>CHE 350 &amp; 351 lecture and lab (Inorganic Chemistry)</td>
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<tr>
<td>Wolcott, Robert G.</td>
<td>CHE 321 discussion and lab (Organic Chemistry)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHE 322 lecture, discussion and lab (Organic Chemistry)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHE 440 lecture and lab (Biochemistry)</td>
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</table>
All ranked faculty have student advising duties, and each year the Department of Chemistry provides one faculty member to serve as a first year Colloquium advisor. Beyond teaching their courses, departmental faculty pursue a variety of research interests that permit opportunities for student collaboration. They include: computational Chemistry; synthesis of biologically interesting organometallic compounds; synthesis and investigation of properties of large organic or metallo-organic molecules; surface-enhanced Raman spectroscopy; and Chemistry pedagogy. All projects are open to student participation. Every student who does research is mentored by at least one faculty member, and all such students must present the results of their work at regional and national scientific conferences. They are guided in preparing and presenting this work primarily by their principal mentor, but other departmental faculty also offer comments and suggestions at internal mock presentations. As mentioned above, two faculty normally accompany students to the meetings. Some representative titles of recent presentations are collected in the Chemistry Binder, Exhibit 2.

STUDENT PROFILE

Students come to Chemistry with varying states of preparation. In an effort to minimize problems caused by under-preparation, at the start of each academic year, first year students who wish to enroll in general Chemistry are asked to take the American Chemical Society Toledo Placement Exam. Scores on the algebra part of the test have been reliable predictors of success. Both scores and enrollment recommendations are shared with the students’ Colloquium advisors prior to their fall semester registration. To support beginning students, peer tutors (students who have previously done well in the course) are hired to help new students master general Chemistry and organic Chemistry content.

Every student (major and non-major) who successfully completes at least General Chemistry is offered the opportunity to do collaborative research with one or more faculty members. On occasion this research crosses departmental lines linking Chemistry with physics, biology, and/or math. Those who complete projects are strongly encouraged and financially supported to present their results at local, regional and national professional conferences (Chemistry majors are required to do so). This experience is at least as important as that in the classroom since it requires students to synthesize a variety of activities integral to the process of doing science: reviewing pertinent background information; planning and executing experiments; continuing literature research; conducting additional experiments; collecting and organizing results; and preparing/presenting results/conclusions to a live audience.

The number of students who have engaged in research on the McMinnville Campus and through internships at institutions across the country (and who presented results at conferences) has increased substantially since the last accreditation review. In 1998, 1999 and 2000, the average number of students doing research was about 3 per year; more recently, the annual average is 11 or 12. Some students opt for only a single year of such work, while others spend three summers and even parts of intervening academic years pursuing projects. Table 3 summarizes 2001-08 data on students who both engaged in research and presented posters or talks. Also see Chemistry Exhibit Binder, item 2.

<table>
<thead>
<tr>
<th>Year</th>
<th>#researching/presenting</th>
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<tbody>
<tr>
<td>01</td>
<td>3</td>
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<td>02</td>
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<td>11</td>
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<td>07</td>
<td>12</td>
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<td>08</td>
<td>5</td>
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</table>

CURRICULAR EVOLUTION SINCE 1998

General Education
The Chemistry Department provides courses that help significant numbers of students to satisfy the general education Natural World requirement. Some are non-majors but the vast majority are majoring in a science-related field. Lower division Chemistry courses that count toward the NW requirement include:

- CHE 210/211 General Chemistry serves about 60 – 90 students yearly
- CHE 100 Concepts in Chemistry (20 students)
- IQS 125/CHE 120 Chemistry in the Atmosphere (18 students)

CHE 100 serves students who have little or no prior exposure to science. It elucidates very basic principles and theories in qualitative terms, includes several lab experiences in which students explore simple properties of common substances like water in ways that illustrate important concepts like hydrogen bonding, and shows students how to do simple calculations with relevance to daily life. Student evaluations and class visits by the department chair confirm that participants gain impressive knowledge about basic chemical principles as they focus on the relationship between Chemistry and nutrition. This new focus has enhanced student engagement with the course generally.

The department’s regularly offered Inquiry Seminar, “Chemistry in the Atmosphere,” focuses upon the Chemistry that occurs in the atmosphere as a backdrop against which basic concepts of Chemistry (e.g. periodic behavior, kinetics, and thermodynamics) can be explored in a mostly qualitative way. It also gives students experience in critically analyzing data, drawing scientifically reasonable conclusions, trying to persuade educated people that the conclusions are correct, and developing the communication skills to make them effective writers and speakers on their findings.

Analysis and Future Directions for the Chemistry Major and Minor

Within the past decade the department has made several curricular changes. Measures of success, in the form of class average percentiles on American Chemical Society examinations in the indicated subject area, are mapped below (Chart 1). The scores reflect student accomplishment at the end of the course (usually in May). While these standardized test results do not indicate outcome improvements over the years in some courses, it is gratifying to note that Linfield students perform well above the national median in all courses that use the exams. Students appear to be more engaged than they have been in the past and have a more positive attitude toward courses that traditionally don’t get many positive votes from the general populace.

Chart 1: Average class performance percentiles on ACS End-of-Course Exams
CHE 210/211 General Chemistry
In the late 1990’s, as enrollments outpaced faculty FTE, the department shifted from offering several lecture sections of about 30 students each to a single large lecture. To offset the loss of available contact time with faculty, “workshops” were inaugurated: groups of about eight learners worked on problems and group learning activities, facilitated by a carefully trained peer leader – a student who did well in the course and was trained to support this approach. Learning outcomes, while adequate, did not show much improvement over the previous arrangement. Between 2005–07, POGIL techniques were explored and adopted by some instructors, with a slight positive effect on outcomes resulting. In 2007-08 the department returned to multiple lecture sections of about 30 students. The workshop model, which is designed for large classes, was abandoned, and POGIL techniques were employed in two of the three sections. Since 2000, the class average score on the American Chemical Society Exam in General Chemistry has stayed close to the 70th percentile with one notable dip (likely due to a combination of difficult circumstances that impinged on the lead instructor’s focus that year).

CHE 321/322 Organic Chemistry
Faculty responsible for this course attended POGIL workshops in 2004 and 2005 and redesigned the lecture and discussion sections accordingly: the previous arrangement of four lectures and one discussion section per week has given way to three lectures and two discussions per week. In discussion sections, students work in learning groups to complete activities that explore and apply concepts taught in lecture. Learning outcomes as judged by performance on the American Chemical Society Examination in Organic Chemistry have remained excellent, and faculty have noted a significant improvement in student attitude toward the course, possibly due to POGIL pedagogies. Linfield students emerge from this course able to perform at a level that is about one standard deviation better than their peers at participating institutions. Over the past decade, the class average score on the American Chemical Society Exam in Organic Chemistry ranged from the 64th to the 87th percentile.

A strong effort has been made to bring lab report writing skills up to a level that approximates the style of professional journal articles. Between 1998 and 2005, report grading was done subjectively. After Ms. Johnson took over part of this task, rubrics were published in the hope of making standards very clear to students and fostering consistency between the two graders. Despite these efforts, the rate of improvement in writing quality has been slower than hoped. Much progress is evident in most students by the end of the first semester, but in some cases the departmental goal is still not reached by the end of the second semester. Discussion of how stringent standards should be at this (sophomore) level is ongoing.

CHE 330 Writing in Chemistry
First taught in 2005-06, CHE 330 uses a new text, Write Like a Chemist, to help redress the lack of satisfactory writing skills among Chemistry majors and minor. Developing such skills is a goal to which the department is firmly committed.

CHE 340 Instrumental Analysis
Taught for the first time in Spring 2008, this course fills a long-standing need to train students in the theory and proper use of common lab instruments. This material had previously been squeezed into the two-semester Advanced Lab course and was supposed to support CHE 361/362. The new stand-alone course serves the purpose much better. Availability of commonly used modern instruments is critical to the effectiveness of this course, and to this end the college in 2006 and 2007 partially funded acquisition of three major instruments (an atomic absorption spectrophotometer, a Fourier-transform nmr, and an HPLC).
CHE 350/351/351L
Lack of a formal course in inorganic Chemistry was a glaring deficiency in the program corrected gradually, first through a one-semester overview, then through a set of two 2-credit courses offered in consecutive semesters. In spring 2007 a formal lab component (1 credit) was added. These additions to the curriculum put the department into coursework compliance with American Chemical Society Guidelines for a Certified Degree.

CHE 361/362 Physical Chemistry
This course is divided into two stand-alone parts. One covers quantum Chemistry, transport properties and kinetics; the other covers thermodynamics, statistical mechanics and electrochemistry. CHE 361/2 was reduced from four credits each semester to three by transferring some responsibility for learning less demanding concepts to the students. Homework problems are assigned to cover these topics, and students are expected to come for help as needed until mastery is attained. The course relies heavily on techniques like those used in CHE 321/322, with students and professor nearly equal partners in learning the material. Over the past 7 years, the class average score on the American Chemical Society Exam in Physical Chemistry (Thermodynamics) ranged from the 69th to the 85th percentile.

CHE 371 Advanced Lab
From 1998-99 through 2006-07, this lab experience (371 and 372, 2 credits each semester) served as a catch-all which covered experiments relevant to physical Chemistry and instrumental analysis, along with writing instruction in the discipline. The lack of formal writing and instrumental analysis courses drove modification of the curriculum as described above. One of the consequences of the modification is that in 2007-08, the Advanced Lab reverted to a single semester 1-credit course focused more tightly on material directly relevant to 361/362. The 3 credits generated by this change partly offset added requirements of CHE 330 and 340.

Looking to the future
The Chemistry faculty remains constantly attentive to trends in chemical education, and in particular to the guidelines published by the Committee on Professional Training of the American Chemical Society, the premier professional organization in the discipline (Undergraduate Professional Education in Chemistry – Guidelines and Evaluation Procedures. American Chemical Society, Committee on Professional Training, Washington DC, Spring 2003). Curricular design developments at other reputable institutions are also monitored. The following efforts demonstrate how the currency of the Linfield Chemistry curriculum is achieved:

- Faculty who go to the ACS National Meeting make it a point to attend pertinent sessions hosted by its Division of Chemical Education from which they bring back new developments in Chemistry pedagogy to share with colleagues.

- Effective ways to enhance active student engagement with lecture material are explored. In 2002 the department was awarded a grant to implement Peer-led Team Learning. These funds were used to train and compensate student peer-leaders, whose duties were described previously under CHE 210/211 General Chemistry. Five years later the focus shifted to Process-Oriented Guided Inquiry Learning (POGIL) because this pedagogy was thought to have more potential to engage students. Most Chemistry faculty have attended one or more POGIL training workshops, and to varying extents have incorporated its techniques into many Chemistry courses. The department hosted a POGIL Workshop in July 2005 and June 2008.

- Feedback is sought from graduates now working in advanced degree programs, professional training programs, and industry to gain further insight into current expectations for Chemistry baccalaureate graduates.
Division of Continuing Education
The Chemistry Department does not participate in the Continuing Education Program.

ASSESSMENT PRACTICES

The Chemistry Department focuses on developing independent, creative thinking skills in students. They are routinely challenged to work beyond what their own confidence level. Since standards are high, it is not unusual for students, at least at times, to perform at a lower level than they think they should. Chemistry faculty use these incidents as ways to probe the depth of the student’s understanding and as a springboard for discussion with the student about how to problem-solve or to integrate material from earlier in the course or from other courses. This often involves individual discussions about exams or one-on-one analysis of written work.

When a significant fraction of the class has difficulty, effort is made to pinpoint the problem by item analysis on exams or by conversations with students of varying abilities. This can lead to extra emphasis on problem areas, often through pedagogies like focused group learning.

These sorts of assessment have been used to modify course delivery in organic chemistry and physical chemistry, and to a limited extent in general Chemistry. Beginning in 2005-06, straight lecture format was replaced to varying degrees by instructor-facilitated group learning activities. These activities engage each student in discovering and “owning” foundational concepts, and to some extent place each in the role of a teacher helping others. Although the time since implementation is short, it is tempting to link the rising trends of student achievement in organic and physical Chemistry (seen in Chart 1) with the change in pedagogy. Monitoring student learning using the department assessment plan will continue, and the information gained will be used to adjust how the program is delivered in order to maximize student learning success.

Linfield Chemistry graduates have established an impressive record of acceptance into post-baccalaureate programs: a strong external endorsement of the quality of the program. Most Linfield Chemistry graduates (a little over 60% in recent years) opt for continued training, either at Chemistry graduate schools or a medically-related professional school. Those who choose to pursue advanced degrees in Chemistry have an excellent record of acceptance into well-regarded institutions. A selection of institutions that have offered admission to Linfield Chemistry graduates during the last 10 years is provided as Exhibit 1 in the Chemistry Exhibit Binder.

College-wide senior or post-graduation surveys in use through 2007 collected rather generic information, and were not much use in assessing the efficacy of the Chemistry curriculum. Department members thus developed an internal survey for graduating seniors that asks respondents what parts of their Linfield training they found most useful, least useful, or lacking/minimal. It also solicits suggestions for program improvement [Chemistry Exhibit Binder, Item 3]. Beginning in 2008, the college developed a new survey of graduates that asks questions along the same line which has already elicited useful responses [Chemistry Binder, Exhibit 4]. This information will be combined with current American Chemical Society Professional Training Guidelines and pedagogical trends at respected institutions to regularly assess how well the Chemistry Department prepares its students. If the college survey fails to solicit sufficient responses, the department contacts its graduates for more specific information on the quality of preparation they received given the jobs they now hold.
FUTURE DIRECTIONS

The Department of Chemistry seeks to graduate students who are able to think critically and communicate clearly and persuasively in all areas of life, most particularly those closely related to Chemistry. Some means toward that end include the following:

Students will be strongly encouraged to do research, either here or at another institution (preferably both). Examples of current research work will be brought into class lectures as appropriate. Students currently engaged in research will be encouraged to discuss their experiences with younger students. Chemistry graduates uniformly tell us that their research experiences have proven among the most useful they had at Linfield.

Connections among the sub-disciplines of chemistry will be emphasized constantly. As students progress through the major, it is evident that they have a hard time making such connections without faculty guidance, and so instructors must seek effective ways to foster such thinking. As students actively engage in learning and connecting concepts, eventually they will discover the advantage of independently seeking such connections.

Connections across disciplines (such as those represented by the Departments of Biology, Physics, Mathematics, and Health/Human Performance/Athletic Training) will be highlighted as appropriate in an ongoing effort to assure that students recognize the interconnectedness of scientific endeavor.

Students will be challenged to become independent, original thinkers who can work congenially and productively with others regardless of where they are from. Linfield students have a good track record in this area, largely due to institutional memory—one cohort passes the ethos along to the next. Faculty play an important role in creating uncontrived opportunities for this process to occur, including research as part of a team, group activities both curricular and co-curricular, and various “helping” jobs in the department.

Students will be trained to be comfortable and adept at presenting the results of high quality work in a variety of manners and venues. Requiring students to present research results publicly, first here at Linfield, then in regional/national settings, gradually trains and matures them in these skills. Faculty regularly brainstorm about new ways to foster these skills. The Division of Natural Sciences and Mathematics has long sponsored an annual May Poster Event on campus involving presentation of student research; recently the poster session has been expanded by the college to celebrate student creativity beyond as well as within the sciences and mathematics.

Student feedback about what works in helping them reach their educational goals, and what could be improved, serves as one guide for evaluating how the department expends resources of time, talent, and money. A 2007 exit survey of graduates and the new college alumni survey revealed the following: What works: faculty availability, encouragement, and concern for success; the opportunity to do basic research; a challenging curriculum coupled with effective help to succeed; a sense of “home” among faculty and peers; and the opportunity to serve as TA and/or tutor. Desirable improvements: more instruments common in the workplace and more choice of advanced courses.

In November 2005 the department held a retreat to revise the curriculum (Chemistry Exhibit Binder, Item 5). Part of this plan involves offering a formal major in biochemistry. Implementation would require counting lab responsibility and/or contact hours at 1 lab hour = 1 load credit, and would necessitate more staff to keep loads reasonable. Similarly, the Chemistry faculty are keen to create room in their teaching loads to offer regularly rotated courses in their various specialties. The current staffing level and method of computing teaching load do not permit this.
Linfield’s Chemistry degree has not earned the approval of the American Chemical Society Committee on Professional Training (CPT) and so is not an “American Chemical Society Certified” degree. This department would like to meet ACS criteria for approval so that Linfield may offer a “certified” degree in addition to the B.S. degree now offered. Available courses suffice for the certified degree if, in addition to the courses specified for the B.S., both CHE 350/351/351L Inorganic Chemistry and CHE 440/440L Biochemistry were required. Beyond the curriculum, the CPT specifies other criteria. One of these is that faculty not be required to have more than 15 contact hours per week with students. This would require a reduction in load or a change in the way load is calculated.

**COMPUTER SCIENCE DEPARTMENT**

**MISSION**

The faculty of the Computer Science Department are committed to helping students achieve their maximum potential in a rapidly growing and changing field. This means providing students the real world skills to enter industry, as well as the theoretical background to prepare for graduate programs. It seeks to produce adaptable, computer-fluent, up-to-date problem-solvers who can write clearly, communicate effectively, and speak easily in public. This is accomplished by integrating the computing science curriculum into a liberal arts education, as well as by maintaining a learning environment with state of the art equipment, software, and curriculum that foster analysis and problem solving skills, individual research, and group project development. Computer Science at Linfield is future-oriented and innovative.

Computer science majors learn standard as well as emerging programming languages and operating systems. The program relies on firm support from the Department of Mathematics. Majors study computing with emphasis in the following areas: programming, software engineering, databases, networks and communications, systems administration, and computer graphics. Students are encouraged to take an applied internship as part of their learning experience, and research opportunities are available through the department.

**Intersections with Linfield’s Foundational Education Principles**

**Integrated Learning:**
Every spring Daniel Ford actively assists MAT 292 by being one of the two Linfield advisors for the International Mathematical Modeling Competition sponsored by COMAP—the activity that is the focus of MAT 292. Historically, approximately one third of the students in the course are computer science students. This is a unique opportunity for CS students to work with students in other disciplines, in teams of three students, towards a solution of a real world problem.

In addition, the Computer Science department is currently soliciting participation from students in mathematics and related disciplines to participate with CS students in teams of three at ACM’s international programming contest, held every fall.

The relatively new multidisciplinary Electronic Arts major has been the result of collaboration among the departments of Computer Science, Mass Communication, and Arts and Visual Culture.

**Global and Multicultural Awareness**
As is well known, the world made possible by computer technology is truly borderless and global. The Math Modeling Competition cited above is “international” in scope. One of the generalist courses
developed by the department for non-majors specifically focuses on the Internet, a powerful transnational vehicle for communication and discovery. Computer science students are encouraged to participate in study abroad opportunities, particularly those provided by January Term. Both department members have degrees from institutions outside the United States. The department chair himself is a native of Ghana and has extensive professional ties around the world, including in Africa, where he has been instrumental in developing the informational technology infrastructure of African University in Zimbabwe.

Experiential Learning:
By its very nature, the study of computer science is about doing computer science. The Linfield CS department has participated with other natural science departments sending students to give talks and poster presentations at annual fall Murdock Undergraduate Research Conference.

FACULTY

Martin Dwomoh-Tweneboah, Associate Professor. B.S. University of Science and Technology, Ghana; Candidatus Scientarium University of Trondheim, Norway. Department chair and transfer student advisor

Daniel Ford, Assistant Professor. B.A. University of California, Santa Barbara; M.S. Colorado State University; M.B.A.; Masters in Business Information Systems, Université Catholique de Louvain-la-Neuve, Belgium; ABD Computer Science, University of California at Santa Cruz. First Year Colloquium Advisor and co-coordinator of the Linfield chapter of ACM

Arber Davidhi, Instructional Associate. B.A. College of the Atlantic, Maine

Currently neither of the full time faculty in computer science holds the terminal Ph.D. degree. The college has determined that the extensive experience in the industry brought by Professor Dwomoh-Tweneboah, as well as his active involvement in the higher education community of computer scientists, has provided him with the expertise to design and lead the department in its development of a curriculum for the 21st century. Professor Ford is currently working to complete his dissertation.

STUDENT PROFILE

The Computer Science Department serves five main constituencies on the McMinnville Campus: (1) those who enroll in the program’s Linfield Curriculum offering (CSC 131 Computers in Modern Society) or another service course (CSC 121 Introduction to the Internet and World Wide Web); (2) those with an interest in computers as an enhancement for their work in another discipline; (3) those completing a minor in computer science; (4) those pursuing an electronic arts majors; and (5) those completing a computer science major. These students are generally high school graduates and transfer students from community colleges.

Though they are not expected to have any prior knowledge in computing, students beginning a computer science degree do need to possess a strong background in discrete mathematics. That entails the following: an agility in playing with sequences, functions, logic, word problems and proofs, and adeptness in learning and mastering unambiguous concepts and techniques.

Recent curricular renovations were driven by the need to elevate the mathematical maturity of computer science students earlier in their undergraduate careers. Towards this end, majors are encouraged to take more math courses, taken as early as possible.
In addition, the department provides curricular oversight for the Business Information Systems (B.I.S.) program offered through the Division of Continuing Education, whose students are mainly working adults. The program is designed for both beginning students who are preparing for a career change as well as professionals seeking to update their skills.

**CURRICULAR EVOLUTION SINCE 1998**

In 1998 the Computer Science Department was in disarray. The curriculum was weak and majors were frustrated. Two of the faculty at that time were given one year contracts and told that the department would likely cease to exist afterwards. With this clear warning the department rapidly set about reinventing itself. Assistant Professor Allen Brookes left the college. Hired in 1996, Martin Dwomoh-Tweneboah became the new department chair. Professor Dwomoh-Tweneboah worked with then-Professor Ron Tenison (hired in 1998 on a terminal contract that ended in July 2007) to turn the curriculum around and earn the continued commitment of the college. The department currently has 2 faculty FTE and a 1 FTE instructional associate who provides systems administration support. To reflect curricular changes, the name of the department was changed in 1999 from Computing Science to Computer Science. By forming alliances with leading technology companies, the department chair has secured millions of dollars of donated equipment and software. Because of this entrepreneurial success, the department offers students access to more resources than many larger computer science programs at other institutions.

In addition, the faculty have designed and built a unique smart classroom used for all computer sciences classes and research activity. The lab/classroom was custom-designed to enable it to serve as both a lab and a classroom. It is equipped with 30 work stations which have a replacement life-cycle of every 3-4 years and run industry-standard and Open Source software for teaching and research. The availability of industry-standard software acquired through academic alliance programs with Microsoft, Oracle and IBM, give students the opportunity to prepare for various professional certification exams in the field of informational technology.

**General Education**

The aims of the redesigned Computer Science curriculum included a plan to make computer science topics accessible to students outside the major. In 2006-07 the faculty replaced a long-standing service course (CSC 120 Microcomputer Applications) with two classes meant for general enrollment, one for credit in the Individuals, Systems, and Societies Mode of Inquiry (CSC 131 Computers in Modern Society) and one for elective credit (CSC 121 Introduction to the Internet and the World Wide Web), in which students learn how to design their own webpages and e-portfolios. These classes have enabled the department to move toward a stated goal of the 1998 self-study: expansion of the computer science curriculum to serve the whole McMinnville Campus student body.

**The Computer Science Major**

In 2006-07 the department implemented a revised curriculum based on the requirements of the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronic Engineers (IEEE) which does not specify courses but instead identifies a set of topics that should be covered and the numbers of hours that should be devoted to each topic [see Computer Science Binder, Exhibit 1, for full curriculum revision proposal made to the Curriculum Committee, including rationale]. The Linfield Computer Science faculty have devised a curriculum based on their interpretation of these guidelines and informed by feedback received from course evaluations and informal senior exit surveys gleaned through round table discussion with graduating seniors and advice from graduates now working in the industry [see Computer Science Binder, Exhibit 2 for summary of student feedback 2000-05]. Working within the limitations of 2 FTE, the faculty give students a solid foundation in most of the topics in computer science to prepare them for the computer industry as well as admission to graduate schools. This new
curriculum complements the lowered boundaries between departments at Linfield, allowing students to more easily combine computer science and other fields in double majors, major/minor combinations, and individually designed majors.

The improvements sought and strategies implemented in the new curriculum aim to cultivate the following competencies in computer science majors:

1. **Understanding of the fundamental principles and concepts of computer science.**
   - Workshops have been introduced whereby juniors and seniors mentor and guide students in lab work for introductory courses. This program provides an experiential learning opportunity for the workshop leaders and prepares them to become course assistants; it also benefits entry-level students. The workshops create an environment fostering pair-programming and peer evaluation.
   - Faculty regularly analyze how to combine subject matter in introductory courses to meet requirements as well as inspire student interest in computing, especially in a liberal arts environment.
   - Quizdom clickers and SynchronEyes technologies have been introduced into lower division courses to facilitate student classroom participation.

2. **In-depth knowledge of software development, networks and systems development and administration, and information management.**
   - All courses required for the major and minor are taught at least once a year.
   - Elective and upper division courses are offered every other year.

3. **Ability to plan, design, implement, and maintain a hardware, software, or networked project both individually and as part of a group.**
   - CSC 490 Capstone has been introduced as a required course for all majors.
   - Computers in the department’s dedicated classroom have been replaced with new systems capable of dual boot.

4. **Ability to work in multiple programming environments, software development languages, and design paradigms.**
   - Within CSC 160 Discrete Structures I and CSC 161 Discrete Structures II, introductory applications of discrete mathematics are incorporated into the first year series of courses to better prepare students for MAT 250 Discrete Math.
   - The department meets regularly with members of the Math Department to discuss MAT 250 and other courses required of computer science majors.
   - Departmental faculty advise students to take their math requirements as early as possible to better prepare them for upper division courses. First year students are encouraged to take MAT 180 Calculus I in the fall and MAT 290 Intro to Proofs in January. In the fall of their second year they are advised to take MAT 250.
   - To encourage students to acquire as firm a mathematical foundation as possible, students are advised to take additional math courses whenever appropriate.

5. **Ability to present information clearly both in oral and written forms.**
   - CSC 305 Software Engineering, an upper level course, has been designated a majors’ writing intensive class (MWI).

6. **Development of in-depth understanding in at least one specialty area of computer science through independent research as well as possible internship in industry.**
   - Students are advised to complete at least one internship during their course of study and to take CSC 480 Independent Study.
7. Ability to understand and function well in an industrial or commercial environment through internship or attachment experiences.

- Students are encouraged to complete at least one internship before graduating.
- Students are encouraged to undertake a 3-6 month industrial attachment before graduating by taking online courses through the Division of Continuing Education.
- Following the successful internships of one major (Wei Wei, 2004) at the Robotics Lab at Carnegie Mellon University, the faculty now encourage students to participate in Research Experience for Undergraduates (REU) activities.
- Jorden Schossau (2007) completed two REU’s, the first at Auburn University and the second at Keck Graduate Institute.

8. Development of personal skills, planning and time management skills, problem solving and decision-making skills.

- An Association of Computing Machinery (ACM) Student Chapter has been formed and students are encouraged to join in its activities.
- Students are prepared to participate in the annual programming competition organized by the Association of Computing Machinery (ACM).

9. Improved confidence in appraising new information and operating within teams.

- Semester long group/individual projects are incorporated into all intermediate and advanced level software engineering and database courses.

The year following the complete Computer Science curricular overhaul of 2006-2007, the faculty adjusted the first year introductory sequence to better satisfy the needs of majors and still meet the ACM guidelines. Offering two parallel sequences, CSC 160/1 and CSC180/1, for a total of 12 credits, during a student’s first year in college did not allow enough time for them to assimilate all the requisite material. Moving the CSC 180/1 series to the second year, with the CSC 160/1 series as a prerequisite, allows more time for students to acquire the concepts, while freeing up first year students for other math courses, thereby increasing the mathematical maturity they bring to the CSC 180/1 series and their overall preparation for CSC 270.

Linfield’s Computer Science program is now highly regarded among its Northwest liberal arts sister institutions. During summer 2004 the department was chosen by Microsoft to host a two-week workshop in C# programming for selected computer science professors from other colleges throughout the country. In October 2007, the department hosted the Ninth Annual Conference of the Consortium for Computing Sciences in Colleges – Northwestern Region. Linfield is one of the few liberal arts colleges of its kind nationally to have developed a curriculum compliant with the ACM national 2001 accreditation standards. Graduates receive strong evaluations from employers, who regularly return to recruit other Linfield computer science majors. Some of the world’s fastest computers are managed by system administrators educated by Linfield’s computer science faculty. Currently, two graduates work in that capacity at Lawrence Livermore National Laboratory, managing the Blue Gene/L—since 2004, considered to be the world’s fastest supercomputer. Many Linfield computer science majors have also successfully gone on to graduate schools, and others work for Microsoft, IBM, Intel and Sun Microsystems.

The Electronic Arts Major
While the foundations of computer science are as mathematical as ever, the explosion of computer science applications in the last two decades has extended into academic disciplines beyond the natural sciences. This is epitomized by the increasing role of computers in communication, art, and entertainment. The newly created Electronic Arts major addresses the needs and interests of students to explore the convergence of these diverse disciplines. The computer science component of this major
provides an understanding of the tool used in such fields. It is our hope that a better understanding of the computer as a tool, how it works, its possibilities and limitations, will better enable practitioners in the field to better appreciate its origins, master its current capabilities and develop future ones.

**Division of Continuing Education**

The Computer Science Department oversees the computer science component of the Bachelor of Information Systems (B.I.S.) degree offered through the Adult Degree Program (ADP) of DCE. Martin Dwomoh-Tweneboah, department chair, has been the department liaison since 1997. He works closely with the DCE dean to manage the B.I.S. program and also teaches extensively in the program. The B.I.S. program has been designed to help students achieve their maximum potential in a rapidly growing and changing field. The curriculum ensures that working adults who want to make a career change, or professionals seeking to update their skills, acquire the real world competencies needed to become Information System professionals, along with the theoretical background to enter graduate programs if they so choose.

Within the last five years there have been two major revisions of the B.I.S. curriculum to meet the standard threshold expected of graduates of such programs, as well as to satisfy the learning goals and objectives set forth by the ACM and IEEE. The curriculum is designed for beginning students who are preparing for a career change as well as for professionals seeking to update their skills.

**ASSESSMENT**

The Computer Science Department seeks to foster skills development in reading, writing, team learning, independent learning, verbal communication, ethics, and interdisciplinary thinking, even as it strives to develop in its majors a strong base of computer science knowledge and skills through experiential and theoretical learning opportunities.

To provide a reasonable way of assessing student progress and program quality:

- Each major must complete a sequence of courses in the following areas: programming fundamentals, software development paradigms, and databases.

- Each major must complete a capstone course in application development by applying knowledge from all previous courses in the curriculum. This capstone course provides the opportunity for clear writing through software documentation following IEEE/ACM standards. It also requires public speaking in an organized setting through group projects presented to an invited audience.

- Students are encouraged to participate in internships and professional societies.

- Compliance with published curriculum standards such as those from ACM will be maintained.

- Participation in various academic alliance programs such as Oracle Academic Initiative, Microsoft MSDNAA Academic Program, IBM Scholar Program, Sun Microsystems ScholarPAC, TogetherSoft Academic Program, gives majors access to state-of-the-art industry-standard software and tools in the lab and on their individual machines at home, thus exposing them to current trends and technology in the field.

- Students are encouraged to keep electronic portfolios of their academic work.
• Student course evaluations and senior exit surveys also provide assessment feedback.

• Internship evaluations by student intern supervisors/employers.

To make use of assessment information in planning and curriculum design, the department will regularly evaluate and revise its curriculum using the following external means in addition to standard evaluation of student performance in classes through assignments, quizzes, exams, essays, and projects:

• Maintain a close feedback loop between lecture, individualized help, and lab assignments, constantly evaluating student success and filling in weak areas as they occur. Feedback from upper level courses may direct revision of lower level curriculum so that weaknesses in subsequent performance are minimized or eliminated.

• Provide regular opportunities for students to contribute to faculty planning of curriculum, facilities, and working environment through course evaluations.

• Track success of students on a growing number of professional certification exams from companies such as Microsoft and Oracle, and increase emphasis in curriculum as needs become apparent.

• Implement a departmental-specific senior exit survey to provide guidance in ongoing curricular revision and resource allocation.

• Evaluate the program against industry and professional standards by allowing students to bring to class “live projects” from their work places (if applicable).

• Track graduates as they move into graduate programs, industry jobs and professional research. Regularly evaluate their success and the attitudes, skills, techniques, and knowledge that most contribute to that success. Likewise, identify and eliminate deficiencies in curriculum that created barriers to success or contributed little to student mastery of the subject.

• Analyze students’ electronic portfolios to measure student progress across the curriculum.

The objectives for electronic portfolios (which include term papers, research papers, individual and group projects) include the following:

• Encourage self-assessment whereby students have the opportunity to reflect on their work and personal growth over a period of time;

• Enable students to document their best work during their academic career as a portable work sample;

• Enable students to demonstrate their problem-solving skills as well as their skills in analyzing and synthesizing information;

• Enable employers to evaluate students’ readiness and preparedness for the work environment; and/or

• Enable graduate schools to evaluate students’ eligibility for graduate school admission and potential for success

FUTURE DIRECTIONS

To provide students with real life experience, and also get them and Linfield as a whole connected with the community, the department plans to encourage more theoretical research and professional experiential
learning through summer research (REU’s). It also hopes to introduce 3-6 month internships through partnerships with local and regional companies for students who are interested.

In 2007-2008 the department was at last completely united in Renshaw Hall, after having had a divided existence split between Renshaw and Graf Halls (across the street from each other). The new departmental offices (including that of the departmental systems administrator) are contiguous to one another and on the same floor as the dedicated computer science lab/classroom. It would be hard to overstate the impact this consolidation of personnel in the same space has had on the department. Previously, classes were seriously disrupted and lessons had to be dramatically altered at the spur of the moment due to monthly system problems. This year, such interruptions are non-existent. The presence of both Computer Science faculty in the same area has greatly increased their daily contact with one another and has strengthened the community-building among majors (facilitated by easy access to faculty for assistance).

The department looks forward to creating a dedicated lab to provide resources for Computer Science and Electronic Arts Majors to conduct research and independent study.

To make Linfield’s Computer Science program competitive among sister institutions, the faculty will continue to explore how best to offer a curriculum that both reflects national disciplinary standards and innovatively operates within and supportive of a liberal arts institutional orientation. The department will also seek increased opportunities for students to hone their skills in speaking, writing, technical reading, library research, leadership, and professional ethics.

DEPARTMENT OF ECONOMICS

MISSION AND THE FOUNDATIONAL EDUCATION PRINCIPLES

The mission of the Department of Economics is to promote and foster economic education by building both on the knowledge of content and the development of critical thinking skills. Economics is a social science that shares an affinity with other social sciences and with mathematics. To this end, the department encourages its students to take classes in those fields.

Students who complete a major or minor in economics are generally well prepared to continue their studies of economics or of other social sciences in graduate school, or to begin the study of law. They are also in a strong position to begin developing careers in a variety of private, public, or non-profit organizations. Perhaps most importantly, they find that their understanding of economics provides them with an adaptable frame of reference that can be used to think critically throughout their lives about a wide variety of personal, social, and public policy issues.

In pursuing its mission, the department’s curriculum and pedagogy intersect nicely with the college’s three Foundational Principles of integrated learning, global and multicultural awareness, and experiential learning. In the development of critical thinking skills, for example, students are not isolated to a world of theoretical economic models, but are encouraged to identify connections to the practical, as well as other fields of study.

FACULTY

Grant, Randy, Professor of Economics. B.A. Pacific Lutheran University; Ph.D. University of Nebraska-Lincoln

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In addition to full-time teaching responsibilities, Professor Grant serves as department chairperson, liaison with the Division of Continuing Education, faculty advisor for Omicron Delta Epsilon (International Economics Honor Society), and academic advisor to departmental majors (including transfer students).

Hansen, David, Professor. B.A. Willamette University; M.S. Portland State University. Professor Hansen serves as vice president for student services. He teaches one or two introductory courses for the department each academic year, and participates in departmental meetings.

Schuck, Eric, Associate Professor. B.A. Pacific Lutheran University; M.A. University of Montana; Ph.D. Washington State University. In addition to full-time teaching responsibilities, Professor Schuck advises departmental majors, as well as students from his Colloquium group that have not yet declared a major. He also serves on the Curriculum Committee, the Environmental Studies oversight committee, and he actively participates in departmental governance.

Summers, Jeffrey, Professor; PhD Purdue University (1987), MS University of Oregon (1981); BA Wabash College (1980). Professor Summers teaches the senior capstone course (ECO 417 – Senior Seminar) each spring, and regularly participates in departmental governance. He has served for seven years as associate dean of faculty, with an accompanying reduction in his teaching load. After a year’s sabbatical in 2008-09, he returns to full-time teaching in fall 2009.

All members of the Economics Department hold the Ph.D. Three of the four members of the department (Grant, Hansen, and Summers) are tenured full professors. All three will all be evaluating Professor Schuck when he comes up for tenure and promotion. The review processes both for tenured and non-tenured faculty follow the procedures outlined in the Faculty Handbook. Because of the background and experience of all its members, the department engages in what might be called “mutual mentoring.” This happens through frequent conversations (usually informal) about a wide range of disciplinary, pedagogical, and administrative issues. Faculty draw on each other’s expertise to enhance their individual teaching and professional activities, and to construct policies and procedures that best serve the students.

STUDENT PROFILE

Courses offered by the Department of Economics serve a wide range of students. Those enrolled in Principles of Economics (ECO 210) include majors and minors in economics, environmental studies, and the Department of Business (including accounting, finance, general business, and international business), as it is required for all of these programs. Other students enrolled in ECO 210 include those exploring the aforementioned majors and/or attempting to fulfill general education requirements. Most students in this course are of first or second year standing.

Students in upper division economics courses are usually trying to complete a major or minor in economics. Certain classes, however, draw from a wider group, such as ECO 341 – Environmental Economics (environmental studies), ECO 331 – International Economics (international business), and ECO 416 – Econometrics (math). Many students in economics are also pursuing majors or minors in mathematics or a business field.

CURRICULAR EVOLUTION SINCE 1998

The economics curriculum has undergone significant revision since the last accreditation, with impacts on general education, the major (including some non-departmental majors), and the Division of Continuing Education.
In 1998, Economics and Business were combined in a single department known as Economics and Business (EcBu). In AY 2000-01, the Department of Economics came into existence as a separate entity from the Department of Business. Over the course of that first year the Economics Department revised its curriculum, with the changes coming into effect at the beginning of 2001-02. The most significant revision was changing all economics courses from three credits to four credits. As part of this change, the two separate three-credit, introductory courses in macroeconomics and microeconomics were combined into a single four-credit Principles of Economics course.

There were many reasons for these changes. First, under the old model students were required to complete a full-year of introductory economics before having access to upper division courses. This discouraged students in other disciplines from taking selected economics courses that would segue with their major academic interests. Second, the two introductory courses were not sequenced, requiring an overlap of course material. Thus when the department combined the two courses into one, it effectively went from five credit hours worth of content (instead of the six credits students received) down to four.

The loss of material at the Principles level is more than made up for by the gains to the rest of the economics curriculum. By expanding upper division courses from three to four credits, instructors gained the ability to increase the breadth and/or depth of these more specialized courses, and to utilize a wider range of pedagogical tools. For most sub-fields in economics, a three credit course allows only a bare-bones treatment, and/or require delivery methods that work well for only a handful of students (i.e. lecture).

In addition to the pedagogical gains for each specific course, conversion to a four-credit model enhanced the overall productivity of department faculty members. When the changes were introduced, the department had a teaching FTE of 2.25, just enough to service a major and minor in economics, as well as other majors and minors and the general education curriculum. Departmental “electives” were in large part a misnomer; in order to fulfill requirements for a major, students had to complete every regular course offered by the department.

Restructuring the economics curriculum included renumbering courses to send consistent signals to students regarding the level of course difficulty and expectations. Under the old system, all economics courses beyond Principles were numbered in the 400’s. In the current configuration, most electives are numbered in the 300’s, signaling to students that these are applied courses, most suitable for those who have only completed the Principles course. More theoretically based courses, including core courses in the major and minor, and electives requiring a stronger background, are numbered in the 400’s.

Under the old departmental and curricular configurations, the college would graduate three to four economics majors each year, with never more than five in a single year. Since the revision, that number has risen to as high as eleven, and appears to have settled to a steady-state of around eight or nine per year. The faculty attribute this growth to the pedagogical improvements made possible by the restructured curriculum. Not only has the revision made the subject matter appear more attractive, the program is now more accessible to those interested in pursuing more than one area of academic study, either as a second major or as a minor.

**General Education**

In 1998, only the introductory economics courses, Economic History, and Topics in Economics satisfied Linfield Curriculum requirements. When the department changed to a four-credit model, all 300-level courses took on a general education designation (mostly IS – Individuals, Systems, and Societies). The Ultimate Questions (UQ) designation was added to History of Economic Thought (later it would also gain
the Vital Past/VP designation. As new courses were added, (e.g. Economics of Sports), these were also given the appropriate Linfield Curriculum designations.

The department expanded the number of courses conferring IS credit because the new introduction to the discipline now met only half of the two-course general education requirement. Adding the UQ and VP designations to History of Economic Thought reflected both the philosophical and historical foci of the course.

Under the recently revised Linfield Curriculum structure, Principles of Economics, Environmental Economics, Intermediate Macroeconomics, and Econometrics, all satisfy the new Quantitative Reasoning (QR) requirement. Existing contributions to the Linfield Curriculum will continue as described above.

Major(s)
Changing to a four-credit model necessitated changing the requirements for the major. The number of credit hours was kept the same (36 in economics plus outside quantitative courses), but the number of courses taken decreased. As mentioned earlier, the restructuring provided students with more elective choices, as well as greater flexibility in pursuing minors or second majors in other departments.

Combining the two introductory courses into a single course impacted majors outside the department. Majors in accounting, business, finance, and international business were previously required to complete a full year of Principles of Economics (six credits); under the current system the introductory course provides four credits in one semester.

A critical change at the other end of the economics major occurred with the senior capstone experience. Initially, the Topics in Economics course served as the capstone, and completion of that course (as well as other requirements) typically finished the major. The capstone course required completion of a major research project and was conducted as a seminar course. In 2003, the department introduced a new component, the senior oral conversation, typically lasting 50 to 60 minutes, which requires students to discuss many facets of their study of economics. The conversation allows the economics faculty to gain a more complete sense of what their students had (or hadn’t) accomplished over the course of the major. Lessons learned from these conversations are discussed in the section on “Assessment Practices.”

Division of Continuing Education

Most Division of Continuing Education (DCE) courses have historically been three credits, and ECON 210 – Principles of Economics was one of the first (if not the first) to break that tradition. At first the inclusion of a four-credit course was viewed in DCE with some trepidation, but the change hasn’t appeared to create any problems for DCE students. As before the revision, the department offers upper division courses through DCE on an occasional basis. The departmental liaison regularly reviews syllabi and text materials of DCE instructors to ensure congruity with the department’s assessment plan.

ASSESSMENT PRACTICES

The assessment process has taught the economics faculty many things about their students and themselves, so much so that the evolution of the departmental assessment plan is chronicled in the peer reviewed journal article (Grant, Randy R. [Dept. of Economics Chairperson] “A Small College’s Adventure with Accreditation and Assessment.” Perspectives on Economics Education Research, vol. 1, number 1 (spring 2005), pp. 60-75). This article is included in the Economics Binder, Exhibit 1. Some of the important lessons learned about student learning as a result of assessment include:
Curricular objectives need to be explained and, for most students, reinforced many times. Faculty articulate objectives in language that makes perfect sense to them, so much so that that sometimes have difficulty comprehending why it isn’t obvious to others. To improve communication and learning in this area, instructors now present the objectives in both written and oral form, both on the syllabus and on the reflective essay assignment given to all classes (except for Principles). Faculty attempt to reinforce these connections at critical points in the delivery of curriculum, including at the points of introduction and conclusion of discrete sections of course material.

Students don’t write about economics well unless they’ve been trained to do so and given plenty of opportunities to practice. When the department first introduced the capstone course with its required research paper, faculty found that the quality of student writing varied tremendously. Instructors had naively assumed that by the time economics majors were seniors, they would be sufficiently experienced at writing to combine their writing skills with their economic knowledge and research to construct coherent and effective prose. While some were quite proficient, it became clear that most needed more direction and practice at earlier points in the curriculum. It is not as if faculty hadn’t assigned written work in other courses, but now the emphasis on solid economic writing is more comprehensive and cohesive. While the department still has students capable of writing poorly, overall faculty have seen improvement in this area.

Students don’t speak about economics well, particularly “on their feet,” unless they’ve been trained to do so and given plenty of opportunities to practice. In spring 2003, the department introduced the senior oral conversation. In the first year of the conversations, students presented their research papers, answered questions about them, and then moved into a more general conversation about economics. The conversations were attended by all members of the department and any subject was “fair game.” That first year saw three outstanding seniors, all of whom were expected to excel, able to discuss their written work but seemingly unable to hold an intelligent conversation about fundamental economic concepts and their application to real world problems. One could attribute some of the poor performance to nervousness, as this was new territory for all involved, and the then-president of the college, Vivian Bull, was in attendance as a member of the department. When it came to an honest assessment, however, the faculty recognized that the problem was systemic, requiring both short-term and long-term curricular adjustments.

For the short-term (that is, for the next couple of senior cohorts), faculty improved the practices and the outcomes by better designing the instrument and communicating the expectations. The “senior reflective essay” was introduced as part of the process; this requires students to complete a three to five page paper in which they reflect on the totality of their economics major experience, particularly as it related to the goals of the major. The reflective essay provides a springboard for the discussion segment of the senior oral conversation and allows students to get started on a solid, confident footing. Writing the reflective essay also helps students recall and reinforce economic knowledge that may not otherwise be fresh in the mind. Some might view this as simply making the test easier; the economics faculty see it as improving the assessment tool’s ability to reveal student achievements and shortcomings. The senior reflective essay assignment is included in the Economics Binder as Exhibit 2.

The long-term solution requires more than simply changing the assessment instrument. The most direct way to improve students’ ability to think on their feet is to have them do it in all of their economics courses. To that end, the faculty have incorporated more of these opportunities into their classes, whether in presenting homework answers, small group discussion results, leading discussions, or just being asked to come to the board to graph and explain the relevant model when called upon to do so. These activities are not new to economics classes, but now there is a more deliberate effort to build the skills necessary to engage in a general, intelligent conversation about economics.
If faculty want students to integrate their educational experiences and apply the theoretical to the practical, they must provide students with multiple opportunities to do so. To improve their skills in these areas, the faculty include more application-based assignments. Ranging from single page article reviews to multiple page term papers, students in economics courses are asked to identify and study current economic problems, policies, and events, and relate them to the theories and concepts presented in their courses. On a course-wide scale, the separation of upper-division courses into the 300 and 400 levels serves to highlight the emphasis placed on application. The department’s ultimate goal in this area is to create “economic naturalists,” people capable of easily spotting and discussing the economics of everyday life.

If faculty want to know what students have learned, they need to ask them. Since 1998 the economics faculty have added the aforementioned reflective essay assignment to all but the introductory economics course. By asking students to consider carefully what they have learned, and to connect it to established course and major objectives, instructors gain a good sense for whether students really have mastered the goals set out for them. While faculty still use their professional judgment in assessing student work on exams, papers, and other class assignments, they find that the reflective essay provides a richer sense of student achievement. It also establishes a nice foundation for pedagogical planning and revision, as each instructor produces his/her own reflective essay for each course taught by distilling the salient points from the students’ essays. This allows instructors to think back on the learning activities they’ve created and get an honest sense of their effectiveness. See the Economics Binder, Exhibit 3, for examples of these faculty summaries.

An example from the reflective essays for History of Economic Thought illustrates this dynamic. The main content objective of the course is to provide an overview and some detail on the contributions to economic theory over time. Discussing these theories raises important philosophical questions underlying and/or implied by economic theory. In earlier offerings of the course, students would become frustrated that these questions weren’t explored more extensively, yet doing so would have meant the sacrifice of other important topics. Based on student feedback gleaned from the reflective essay, a fifth session of class was added (essentially a lab day) so that the course could take these philosophical conversations to a deeper level. This is just one of many examples of how the reflective essays have informed and improved pedagogy.

Objective exams are useful, but must be interpreted carefully. At the beginning and end of the Principles course instructors administer a 20 question multiple choice exam. Consistently the average on the pre-test is around seven out of twenty; for the post-test the average rises to about 13. Why are students improving, but only to an average of about 65 percent between the pre and post test? Faculty attribute the gains to the fact that students have learned something of what they’ve been taught, but clearly the faculty would hope for a better post-test result. Looking at performance on specific questions for specific cohorts reveals a number of things occurring. First, sometimes the coverage of a topic isn’t matching well with the question, either because of wording or because a concept might have been overlooked. Second, the faculty has concluded that some questions were poorly worded and have revised them to make them clearer and more consistent with the language used in class and in the textbooks. Finally, faculty must acknowledge the possibility that they may not be teaching certain concepts very well. In writing and revising the assessment exam, the department’s goal is to not end up teaching to the test, but rather to have the test reflect the core knowledge students should be acquiring in Principles. A complicating factor to all of this has been that while all Economics faculty teach the same fundamental principles, stylistic and sometimes language differences make it challenging to write a test that is sufficiently generic. See the Economics Binder, Exhibit 4, for the pre/post-test along with historical pre- and post-test results summary statistics.
Only collecting the right data will aid in the improvement of pedagogy and curricular structure. As described in Dr. Grant’s article [Exhibit 1], the department’s initial assessment plan was too weak, with an over-reliance on quantitative data. We then swung the pendulum too far in the other direction, collecting so much data (virtually everything that students were producing) that there was no way to effectively process it all. Faculty finally settled on three main assessment instruments: objective exams for Principles, reflective essays for all other courses, and the senior oral conversations. Those three tools provide us with a comprehensive picture of what pedagogy is effective for economics students, both in terms of periodic and summative assessment. See the department’s full assessment plan in the Economics Binder [Exhibit 5] for more details of our assessment practices.

FUTURE DIRECTIONS

Departmental planning is an on-going process, and while it is certainly informed by the accreditation self-study effort, it is not the driving force. As the economics faculty look forward, particularly within the context of the departmental mission and the college’s Foundational Principles, the following themes emerge:

The department’s ability to serve students at this point in time is improved relative to where it was in 1998. With the addition of a third full-time economist the department can offer a wider range of courses and should attract a greater number and variety of students. This will improve further after Professor Summers returns to full time teaching in fall 2009. Departmental faculty have increasingly been able to focus more on their areas of specialty, improving pedagogy and enhancing opportunities for collaborative research and mentoring. The addition of Professor Schuck, a specialist in natural resource, water, and environmental economics, better positions the department and the college to exploit the geographic and political advantages of living in the Pacific Northwest. This will help position the department to participate most actively in the programs of the nascent Linfield Center for Regional Studies (LCRS).

The Department of Economics would like to create more links between the theoretical and the practical by engaging students more actively in collaborative research and internships. In the period of the last accreditation, the economics faculty scrambled simply to offer a major. With a redesigned curriculum and a third full-time faculty member, the department is now positioning itself to more actively promote student research leading to conference presentation and possibly publication. While the faculty have had some success in this area over the past decade, the department is looking to create more systematic opportunities for students. The same applies with respect to developing and sustaining a more robust internship platform for economics majors.

Depending on how the college chooses to revise or expand programming within the context of the Foundational Principles, the addition of a fourth full-time economist may be necessary. The Foundational Principles of integrated learning and experiential learning imply, among other things, the need for a stronger connection between the liberal arts and professional programs. Since economics is the discipline that underlies much of the study of business (and its sub-fields), the Foundational Principles may be well served by making economics a larger component of the business curriculum. To provide for the required expansion in the number of economics courses, however, would require additional economics faculty resources.

Addition of a fourth full-time economist would also allow the college to better satisfy the Foundational Principle of enhancing global and multicultural awareness. Specifically, adding an economist specializing in international economics (trade, finance, global macroeconomics, etc.) could serve all three Foundational Principles, and significantly enhance the offerings and stature for both the economics and business curriculum. It would also afford the college the opportunity to exploit its geographic advantage in terms of the Pacific Rim and proximity to venues such as the Port of Portland and World Trade Center.
This becomes particularly valuable as the college works to develop the Linfield Center for Regional Studies.

DEPARTMENT OF EDUCATION

MISSION

The mission statement of the Department of Education states that the education of its citizens is one of the most important tasks of any society. Linfield’s Teacher Education Program prepares students within the context of a strong liberal arts tradition for service in the public schools of Oregon and the nation, schools which have been charged with “informing the people’s discretion” in preparation for citizenship in a democracy. Linfield’s education faculty believe that teacher education candidates should be able to teach effectively, creatively, and with concern for the broad diversity of abilities, cultures, and personalities present in their students.

The teacher education program is committed to developing teachers who:

• accept the challenges of working with socially and culturally diverse student populations;
• willingly reflect on their own behaviors and on the teaching learning process;
• understand the role of public schooling in a democracy and their own role in preparing their students for citizenship in a democracy;
• understand child and adolescent development, the constructivist nature of learning, and the holistic nature of knowledge.

In 2006-07 the Linfield Department of Education underwent its regularly scheduled state review by the Oregon Teachers Standards and Practice Commission (TSPC) and received full re-certification in 2007. See the Education Department Binder, Exhibit 1, for the formal confirmation of the program’s status.

Intersection with the Foundational Education Principles

The teacher education program mission statement is closely aligned with Linfield’s Foundational Education Principles of integrated learning, global and multicultural awareness, and experiential learning.

Elementary education majors experience extensive and intentional integrated learning as they must take classes in a wide variety of content areas. Throughout each course, students must integrate the content knowledge with appropriate teaching pedagogy. To become licensed teachers, they must pass a subject area content knowledge test including sections on language arts, social studies, art, mathematics, science, health and physical education. Students seeking secondary licensure must complete a major in their content area, complete the teacher education courses, and pass required subject area tests. Secondary students must integrate content knowledge from the major with the teaching pedagogy learned in education courses.

The Foundational Education Principle of global and multicultural awareness directly mirrors the first item listed above under the teacher education program mission statement. Understanding issues related to global and multicultural awareness and addressing the needs of diverse students are important components of the teacher education program. All students in the program must take EDU 302 Multicultural Education. A recommended course is EDU 360 Teaching Culturally and Linguistically Diverse Students. To better meet the needs of students in public schools across the United States, faculty
members in the department are working to develop an English for Speakers of Other Languages (ESOL) endorsement.

The final principle of experiential learning is woven into courses throughout the four years of the teacher education program. Students have experiences in a school setting beginning with their first education course (EDU 150 Foundations of Education), typically taken during their first year in the program. Similar practicum assignments continue each year, culminating in a full year of student teaching during the senior year. As stated in the Linfield College Strategic Plan 2007-12 under Foundational Education Principle Three—Experiential Learning: “the college fosters critical thinking opportunities where students apply academic investigation to lived experience as a means of testing and refining their understanding of a subject.”

FACULTY

The teacher education program for 2008-2009 has 6 FTE assigned; five of those positions are staffed by tenured or tenure-track faculty, and the sixth is held by a visiting assistant professor pending a national search for a generalist at the secondary level in 2008-09. In addition, the department includes a preschool director, a preschool teacher, nine teaching adjuncts, fourteen adjuncts for student teaching supervision, a full-time office manager, and a part-time academic secretary. All full time faculty in tenure track positions hold the Ph.D. The visiting assistant professor, in her second year at the college due to successive unsuccessful searches for the position, holds an M.S. as well as an ESOL endorsement. All adjuncts have a minimum of a master’s degree and three years of public school teaching experience, and hold or are eligible to hold a teaching license. Students would be better served by more full-time faculty and fewer adjuncts. Staffing needs are most critical to support a proposed ESOL endorsement. The first proposal submitted to the staffing committee for a new position for an ESOL faculty member was rejected and will be resubmitted.

Kena Avila-Foster, Visiting Assistant Professor. B.A.University of California, Santa Cruz; M.S. Portland State University. Provides coverage in generalist courses.

Steven Bernhisel, Associate Professor. B.S. Brigham Young University; M.Ed., Ph.D. Utah State University. Serves as department chair, placement officer, certification officer, title II officer, and teaches elementary and secondary science methods courses.

Nancy Drickey, Associate Professor. B.S., M.S., Ph.D. Utah State University. Serves as the secondary education coordinator and Colloquium faculty advisor, supervises student teachers, and teaches elementary and secondary math methods, general methods and management, math for elementary teachers, and a seminar for part-time secondary student teachers.

Gennie Harris, Assistant Professor. B.A., M.E. George Fox University; Ph.D. Oregon State University. Supervises student teachers and teaches multicultural education, teaching culturally and linguistically diverse students, and a seminar for full-time elementary student teachers.

Mindy Larson, Assistant Professor. B.S. Linfield College; M.S. Western Oregon University; Ph.D. Oregon State University. Serves as the elementary education coordinator, supervises student teachers, and teaches two courses in literacy methods and a seminar for part-time elementary student teachers.

Robert M. McCann, Associate Professor. B.A., M.A.T. University of Redlands; M.A. California Polytechnic State University; Ph.D. University of Colorado. Supervises student teachers, and teaches educational psychology, social studies methods, and a January term travel course “Multicultural Experiences in Hawaii.”
Mentoring and evaluation within the department occurs on both informal and formal levels. On a formal level, course evaluations are read by the department chair and discussed with individual faculty members. The department chair and tenured faculty members write colleague appraisals for department faculty after observing their classroom teaching and discussing their professional activities and service. The department chair is also required to attend yearly evaluation meetings with the dean of faculty. All faculty members are expected to serve as student teaching supervisors and are evaluated by the student teachers.

New faculty members are oriented and informally mentored by the department chair with some assistance by other faculty members and the support staff in the department office. Mentoring occurs at department retreats and during discussions at weekly department meetings. Other mentoring occurs within the department on a daily basis as faculty members assist each other in the teaching and preparation of common courses.

Faculty members have been engaged in departmental professional development centered on reading and discussing a common book, *Making Content Comprehensible for English Language Learners: the SIOP Model*, about the sheltered instruction observation protocol model used in working with non-native English speakers. The department also holds weekly discussions during lunch about members’ current research projects.

Faculty members in the Education Department have additional duties essential in meeting the standards of the state of Oregon accrediting body, the Teacher Standards and Practices Commission. Departmental faculty must follow the rules and regulations set by the Commission in order to recommend students for teaching license and maintain accreditation. Additional duties that are part of faculty load credit include: elementary education coordinator, secondary education coordinator, student teaching supervisor, certification officer, placement officer, title II officer, and department chair.

The elementary and secondary coordinators, Mindy Larson and Nancy Drickey, are responsible for student teaching orientation meetings, work sample workshops, creation of the calendar of events for student teaching, updating of the student teaching handbook, and liaison duties between the department, student teachers, their cooperating teachers, and student teaching supervisors.

All faculty members are expected to serve as student teaching supervisors in observing student teachers working in the classroom setting. Supervisors act as the liaison between the student teacher, the teacher education program, the cooperating teacher, and the school. Serving as student teaching supervisors allows Linfield faculty to stay connected with local schools and build relationships with classroom teachers and administrators.

In 2008-09, Steven Bernhisel will serve as department chair, certification officer, and placement officer. In his capacity as chair his responsibilities are mostly administrative in filling the additional roles of certification officer, placement officer, and title II officer.

The department chair carries out typical duties expected of the chair, with additional responsibilities specific to the teacher education program, including: directing the Linfield College/Yamhill County Educational Consortium, attending monthly meetings of the Oregon Independent Colleges Association, attending quarterly meetings of the Oregon Association of Colleges of Teacher Education, and attending all Teacher Standards and Practices Commission meetings (held about six times a year over a two to three day period at locations across the state). The department chair acts as the compliance officer with the Teacher Standards and Practices Commission and is responsible for maintaining accreditation and writing annual reports.
The certification officer is responsible for verifying program completion in recommending current and former students for licensure, keeping up-to-date with Teacher Standards and Practices Commission rules and regulations, and making sure department decisions follow Teacher Standards and Practices Commission rules.

The placement officer oversees student teaching placements and acts as a liaison between the department, student teachers, student teacher supervisors, and local school district principals, teachers, and placement officers.

The title II officer collects and analyzes data about the teacher education program used to write the annual institutional report sent to the Teacher Standards and Practices Commission, the college president, the dean of faculty, the admissions office, consortium members, department faculty, and local school districts.

Education faculty assume three additional duties that are not part of their load credit: advisor, first year Colloquium faculty advisor (for which participating faculty earn a $1500 stipend instead of load credit), and Kappa Delta Pi chapter counselor. Advising students is a huge responsibility shared by faculty after the first year. Currently the department maintains files for 229 students, not including those who are served through Education’s three Colloquium sections each fall (totaling another 60 first year advisees). Files are maintained by the department after students have taken the introductory education course and expressed an interest in becoming a teacher. Four faculty members share the task of advising the majority of these students, as the new faculty hire comes up to speed in serving as an advisor as well.

One faculty member, Nancy Drickey, serves as the chapter counselor for the Kappa Delta Pi educational honor society. This role includes working with student officers in planning initiation, professional development, and service opportunities, maintaining membership records and the budget, and submitting annual reports.

STUDENT PROFILE

The majority of students taking classes in the Department of Education are preparing to become teachers. Students can either major in Elementary Education or complete the secondary licensure requirements along with a major in a variety of content areas. Approximately 60% of students taking education courses are majoring in Elementary Education and 30% are seeking secondary licensure. The other 10% are undecided about a major or taking a class to meet general education requirements.

Students majoring in Elementary Education must complete 41 credits of required coursework. For licensure, they must also pass state-mandated tests and complete an additional 26 credits of student teaching, seminar, and math for elementary teachers. Most students complete both the major and the licensure requirements. However, about two students per year graduate with a degree only and do not complete the licensure component. This usually occurs due to problems in passing state-mandated testing or struggling with the student teaching experience.

Students seeking secondary licensure complete the requirements of an approved content area major plus 41 credits of education coursework required for licensure. They must also pass state-mandated tests. Because it is difficult to complete a major and all secondary licensure requirements during four years, students commonly begin education courses for secondary licensure and then decide to quit the teacher education program. They typically do this in order to seek licensure at another institution where they can earn a master’s degree along with obtaining a teaching license. This route is appealing to students planning to teach in Oregon where teachers are required to obtain a master’s degree within their first ten years of teaching.
General Education
A few students take education classes to explore a possible career in teaching or to fulfill Linfield Curriculum requirements. Those who have taken EDU 150 Foundations in Education may enroll in EDU 230 Education Psychology to earn credit in the Individual, Systems, and Societies (IS) Mode of Inquiry. EDU 275 Teaching Art meets the requirement in the Creative Studies Mode of Inquiry.

CURRICULAR EVOLUTION SINCE 1998

Each year the Department of Education must write an annual report to the Oregon Teacher Standards and Practices Commission. One section of the report addresses minor program modifications for the previous year. The following excerpts regarding substantive changes made over the past decade derive from those annual reports.

1999-2000 Program Modifications

EDU 460 High School Curriculum & Methods was added in response to the recommendation that the high school curriculum and teaching methods segments of Linfield’s program be strengthened.

EDU 205 Technology Applications in Education was added as a January Term offering to introduce preservice teachers to appropriate uses of technological teaching tools.

To provide greater attention to legal issues, as per a TSPC recommendation, the department hired a consultant to help determine the issues needed for inclusion in courses for beginning teachers.

2000-2001 Program Modifications

A revision of the course schedule of elementary program methods classes now enables elementary part-time student teachers to spend three full days a week in their classroom. They are also in the classroom for a full week at the beginning of the semester and three full weeks at the end of the semester.

A new education elective course, EDU 299 Writing Across Cultures, was added and taught during January Term. The course emphasizes multicultural writing forms and techniques to engage students from multiple cultures in the educative process.

2001-2002 Program Modifications

EDU 365 Multicultural Experiences in Education was changed to EDU 198, 298, 398, 498 Special Topics in January Term Travel. This elective off-campus course is offered according to faculty availability and interest.

The course number for EDU 240 Social Foundations in Education has been changed to EDU 302 Social Foundations in Education. This course is our department’s designated Writing Intensive II course and should be taken during a student’s upper division years.

2003-2004 Program Modifications

EDU 140 Education in a Changing World (2 credits) was replaced with EDU 150 Foundations of Education, a 3 credit course that includes added focus on the historical and philosophical foundations of education and continues to include a 30-hour field placement.

The department added a new admission point into the program prior to completion of any 300-level courses in the teacher preparation program. For most students this will mean before their junior year. At
the entry point students need to have passed the Oregon Basic Skills Level test requirement (CBEST or PPST) and have achieved a 2.75 GPA in the coursework.

2004-2005 Program Modifications

EDU 460 High School Curriculum and Methods has been replaced with EDU 430 Content Methods for Middle and High School Teachers, required of all students in those programs. This course includes specialized sections for specific subject areas (Art, Foreign Language, Language Arts, Math, Science, Social Studies). [Students majoring in PE/Health Education or Music Education have methods courses within their own majors]. This course is taught by the subject specialists within the Education department and includes fieldwork in high school and middle school classrooms.

A new course, EDU 420 Content Area Literacy for Secondary Schools is now required of all students in the high school and middle level program and will address strategies for using reading and writing to enhance student learning in high school and middle level subject matter classrooms.

A new course, EDU 497 Seminar for Part-Time Student Teaching accompanies Part-Time Student Teaching. It meets weekly and focuses on classroom management issues and on creation of the work sample.

2005-2006 Program Modifications

The course number for EDU 311 Teaching Art was changed to EDU 275 to allow students to take the course prior to entering level two admission requirements for the teacher education program. This allows them to take the course during their sophomore year while they are working on meeting the basic skills test requirement.

2006-2007 Program Modifications

The economics major was added to the list of approved majors for students seeking a social studies endorsement for a secondary teaching license. The change was approved by the Teacher Standards and Practices Commission.

The sequence of courses for Elementary Education majors was modified, switching EDU 401 Literacy I with EDU 449 Teaching Science. This change was made to allow students to learn about language arts teaching strategies prior to part-time student teaching.

2007-08 Program Modifications

Addition of EDU 260 Instructional Differentiation for Diverse Learners. This class provides an introduction to pre K-12 students often labeled as exceptional or diverse learners needing instructional differentiation, based on skills, abilities, readiness levels, interests, motivations, and learning styles. It guides students in the examination of stereotypes and explores strategies to meet diverse student needs. As such it furthers the Education curriculum’s preparation of its students for the diverse students they will be teaching upon graduation.

The Division of Continuing Education

The Education Department does not participate in DCE except for advising prospective DCE students as requested.
ASSESSMENT

Department members personally review each student’s application for entry into the teacher education program, part-time student teaching, and full-time student teaching. This has proven the most effective means of ensuring that students receive good counsel as well as careful screening. Due to the rigor of the student teaching evaluation and assessment process, some students do not complete student teaching.

Student teachers are assessed in four areas: successful completion of major and licensure course work with a minimum 2.75 GPA and no grade lower than C; tests of basic skills and content knowledge with passing scores set by Teacher Standards and Practices Commission; observational assessments of field experiences and student teaching; and completion of two work samples including prescribed unit and lesson plans, assessment of progress, reflection on achievement, and teaching competence.

In order to be recommended for licensure, student teachers must receive satisfactory or better marks on two observation assessments. The first is a 39-item form that evaluates the progress of the student teacher in reaching the goals set by the department. Each student is assessed twice during part-time student teaching and twice again during full-time student teaching by their cooperating teacher. The second assessment is a broad evaluation by the cooperating teacher and the student teaching supervisor, assessing the student teacher’s readiness for full-time student teaching or licensure.

For the past ten years, one to four students a year (out of 31 to 64) are accepted into part-time or full-time student teaching and do not successfully complete the program [Education Binder, Exhibit 2]. Elementary Education majors in this situation graduate with a degree only and do not qualify for a teaching license. Those students seeking secondary licensure graduate with a degree in their respective majors elsewhere in the college but do not qualify for a teaching license. Typically, secondary students go on to graduate school and earn a master’s degree along with a teaching license in a Master of Arts in Teaching program.

Based on assessment results, the department has developed several strategies to assist students in successful completion of the teacher education program. Several years ago, the department added a requirement that all secondary students have an Education advisor in addition to their major advisor in another department. Meeting with an Education faculty member at least once a semester has helped secondary students understand program requirements, take courses in an efficient manner, prepare for state-mandated testing, and plan student teaching to fit into a four-year schedule.

To assist students in passing state mandated tests, the department’s faculty have organized study sessions to tutor students in math, reading, and writing for the basic skills test. Study booklets are placed in the library. For the content knowledge tests, faculty members in other departments have been paid to take content area tests to better advise secondary students on test preparation and courses needed prior to test taking.

To provide the best mentoring possible during student teaching, the department carefully selects student teaching supervisors and cooperating teachers. All supervisors must have at least three years of experience in teaching and evince a strong desire to serve as student teaching mentors. All cooperating teachers must have at least two years of teaching experience and be willing to work closely with student teachers. Sometimes, the cooperating teachers do not meet Linfield expectations and student teachers are reassigned or the cooperating teacher is not used again. To ensure the best mentoring by student teaching supervisors and cooperating teachers, the department holds training workshops each semester.

To assist student teachers with the work sample process, the department created a part-time student teaching seminar to provide weekly support in this area. The department also developed a workshop to
present work sample guidelines to all student teachers, cooperating teachers, and student teaching supervisors. All work samples submitted by student teachers for approval are graded meticulously by the student teaching supervisor. Using a scoring matrix ranging from one to five points, the department only accepts work samples where all scores fall at or above a four-point level. Sections rated below a four must be redone until they meet departmental standards. This level of faculty scrutiny produces student teacher work samples that consistently demonstrate high quality.

The Education Department sets a minimum qualifying GPA of 2.75 both for education classes and college-wide studies. Students who do not meet these criteria are not admitted into student teaching. Faculty members work with such students to suggest ways to improve their GPA and reapply for student teaching.

Program changes are based on program evaluation and assessment results, department meeting discussions, TSPC accreditation reports, the Linfield College/Yamhill County Consortium meetings, and surveys of recent graduates. Curricular, pedagogical, and/or syllabus design changes are made based on input from these sources. Program modifications listed above include changes that have directly resulted from assessment findings.

See the Education Department Binder, Exhibit 3, for data on the percentages of student success with the outside testing process over the past decade.

**FUTURE DIRECTIONS**

Linfield’s Education Department regularly reviews data from program evaluation instruments collected each semester from student teachers, cooperating teachers, and supervisors. It also collects data yearly from first and third-year graduates and their principals. Data is shared with the Linfield College/Yamhill County Consortium and goals are developed or program modifications are initiated based on resulting recommendations. This process gives the Education faculty an opportunity to reflect regularly on program goals and assess progress. The department conducts faculty retreats as needed for planning and program modification. Other questions arise in weekly department meetings. The long and short-term goals discussed below are based on input from evaluations, consortium meetings, department meetings, and faculty retreats.

*Short-Term Strategic Plans*

**Goal 1:** To make a smooth transition for new tenure-track faculty and changes in faculty assignments.

**Goal 2:** To gain approval by the Staffing Committee and the college for an additional faculty member to provide the department with the capacity to launch an English for Speakers of Other Languages (ESOL) endorsement program.

**Goal 3:** To develop and implement a new course, EDU 260 Differentiated Instruction for Diverse Learners, to further support the multiculturalist education dimension of the curriculum.

**Goal 4:** To increase the use of instructional technology and update equipment. The Education Department updated the computers in its lab and in classroom teaching stations in summer 2007. Each classroom in Potter Hall (where the department resides) has an electronic smartboard and a computer teaching station with a laptop with Internet access, a projection unit with external speakers, a document camera, and a video player. Potter Hall also has wireless Internet capabilities for faculty and students, a classroom performance system (also known as “clickers”), DVD video cameras, and digital
cameras. Faculty are encouraged to model appropriate technology use and train future teachers to become adept in using the various technological tools.

Long-Term Strategic Plans

Goal 1: To offer an ESOL endorsement option to education students. The department hopes to expand its curriculum to include an ESOL endorsement. Discussion is under way concerning the philosophy of such a program and the shape of its curriculum, in keeping with Teacher Standards and Practices Commission (TSPC) requirements. This plan requires a new faculty line in Education, as noted above.

Goal 2: To offer an integrated science endorsement option to education students. The Education faculty hope to expand departmental offerings to include an integrated science endorsement as a means of strengthening the preparation of future science teachers at Linfield. Discussion around this prospect has begun. Such an endorsement credential must also meet TSPC requirements and be approved.

Goal 3: To develop a partnership with Sue Buell Elementary School. The McMinnville School District has just opened (in fall 2008) the new Sue Buell Elementary School adjacent to Linfield’s Keck Campus and athletic facilities. This school will serve approximately 330 students, 35% of whom are projected to be English language learners, and 71% of whom will likely receive free or reduced meals (Oregon Department of Education, 2006). The Linfield Education Department hopes to foster a partnership with the school and the School District to build a shared professional learning community that improves student success. Planning meetings around this goal are already underway. The department seeks to launch a professional learning leadership team consisting of teacher education faculty, Sue Buell Elementary principal and teachers, parents of children attending the school, and Linfield students. This team would develop a vision statement, design a process for project approval, look at funding sources, and create an action research design. To fully develop the partnership, the department will require college resources to provide additional administrative support and faculty load recognition for those who would lead the collaboration process with the School District to develop a district-college laboratory elementary school.

ELECTRONIC ARTS PROGRAM

MISSION

The Electronic Arts major, offered to students for the first time in 2007-08, offers a multi-disciplinary exploration and application of evolving technology as a vehicle for self-expression, communication, and artistic creation. The major builds on traditional liberal arts curricula, along with some aspects of the college’s pre-professional programs, to permit technological experimentation in and synthesis of web design, computer graphics, and the arts. By drawing upon the resources of several departments—Art and Visual Culture, Mass Communication, Computer Science, and Music—the Electronic Arts major draws on each discipline as it relates to artistic expression with and through technologically advanced tools.

Students who complete an Electronic Arts major will be able to:
• Understand the fundamental principles and concepts of computer science, visual art and mass communication;
• Gain competence in several media beyond basic design, such as print graphics, computer design, computer graphic language, digital photography or web design;
• Demonstrate an advanced level of competence in one medium appropriate to the core track of the major, both aesthetically and technically;
• Be able to work in at least one programming environment;
• Be familiar with major trends in the development of electronic arts and related technology;
• Be able to critically evaluate information and messages delivered through forms of electronic media, and to act on them insightfully and independently;
• Produce a coherent, polished project or body of work to be presented in an appropriate manner;
• Be able to present the conceptual basis of his/her work in both oral and written forms;
• Have an adequate understanding of the discipline and academic preparation to successfully enter graduate school or an entry-level professional career;
• Possess well-developed, medium-appropriate communication skills.

The Electronic Arts major thus embodies Foundational Education Principle One: Integrated Learning. Given the cutting edge and hands-on nature of the major—a major which embodies the premise that students learn by doing—the Electronic Arts program also furthers Principle Three: Experiential Learning. Given its youth, the major has not yet developed clear intersections with Principle Two: Global and Multicultural Awareness. However, the global and multicultural character of all electronic media in today’s world guarantees that students in this program will necessarily embrace and analyze the role of diversity as a factor in their studies and their future careers. The international experiences of the faculty teaching in the program provide another avenue for diffusion of this principle throughout the Electronic Arts curriculum.

CORE FACULTY

Liz Obert, Associate Professor of Art and Visual Culture. B.F.A. College of Santa Fe; M.F.A. Washington State University. Co-chair of the Electronic Arts program.

Martin Dwomoh-Tweneboah, Associate Professor of Computer Science. B.S. University of Science and Technology, Kumasi, Ghana; M.S. University of Trondheim, Norway. Chair of the Computer Science Department.

Daniel Ford, Assistant Professor of Computer Science. B.A. University of California, Santa Barbara; M.B.A. Cornell University; Master’s in Business Information Systems Université Catholique de Louvain, Belgium; M.S. Colorado State University. Co-chair of the Electronic Arts program.

William Lingle, Professor of Mass Communication. B.S., M.S. University of Oregon.

Brian Winkenweder, Assistant Professor of Art History. B.A. University of Washington; two M.A. degrees from the University of New Mexico; Ph.D. State University of New York at Stony Brook.

In 2008-09 the Department of Mass Communication will conduct a search to replace the faculty member in broadcasting and video production who had been one of the creators of this program but who left Linfield in January 2008 to chair a program at another institution.

STUDENT PROFILE

Since the faculty approved this major in 2007, it remains in a nascent stage as this report is being written. Students have indeed begun to identify themselves as Electronic Arts majors, however, as it was this growing student interest in the availability of such an option that prompted its creation. Most already have one foot firmly planted in each of the participating departments (Art and Visual Culture, Computer Science and Mass Communication) and have decided to move to the Electronic Arts major as a means of pursuing a multi-disciplinary curriculum better suited to their academic and career aspirations. Students
who complete an electronic art major gain experience in technologically evolving fields such as web design, animation and digital video. The program anticipates its first graduates in 2009.

ASSESSMENT

To assess student achievement in regard to the goals of the major, the department will:

- Evaluate, through course examinations, projects, papers and discussion, students’ understanding of the fundamental principles and concepts of computer science, visual art and mass communication;
- Evaluate, through the above means, students’ ability to evaluate information and messages delivered through various forms of electronic media, and to act on them insightfully and independently;
- Require all seniors to create a capstone project that demonstrates technical and theoretical proficiency in one appropriate medium;
- Require all students to create a web portfolio that presents examples of creative work;
- Require all majors to participate in a seminar in which they document their expertise and understanding of theoretical issues.

FUTURE DIRECTIONS

At this early point in the life of the Electronic Arts major, faculty energies are devoted to developing and ensuring a cohesive educational experience for students. An important part of this effort will be the creation of an electronic arts lab/lounge for majors in Renshaw Hall, where both the Departments of Mass Communication and Computer Science reside. Such a space will provide a home base for electronic arts majors and help them develop a sense of community and common academic purpose. The space should contain several high-powered computers, several professional digital video editing stations, a small conference table and basic lounge furniture. Students could use the lab to work on projects outside of class; in the conference area, faculty could teach seminar classes such as the Electronic Arts capstone course.

Another immediate program goal involves the recruitment of majors. Because the faculty within the program routinely offer courses that contribute to the major and also serve as exploratory opportunities for undecided students, they provide potentially rich venues for introducing the major to interested enrollees. These include AVC 217 The History of Graphic Design and AVC 243 Color/Digital Photo. Program faculty will also work with the Office of Admissions to spread the word about this new curriculum at Linfield among those applying to college. Since the major addresses emerging technologies in a way that is unique for a liberal arts college in the Northwest, the faculty hope to attract students who might not have seen Linfield as meeting their specific educational goals otherwise.

DEPARTMENT OF ENGLISH

MISSION

At the center of the English Departmental mission lies the fostering of literary appreciation among all Linfield undergraduates. More specifically, it seeks to educate in depth those who major in literature or creative writing. All departmental offerings explore the power of language to reflect and shape human experience. In literary study students bring their private experiences of reading and writing into the more public arena of the classroom where, through questioning and discussion, they expand their understanding of linguistic creation, including all that such understanding implies: a sense of literary history, particularly of the Anglo-American tradition; knowledge of the aesthetic interplay of ideas and forms; and
an appreciation for how the power of the imagination is deepened and expressed through the infinitely various configurations of the written word. This same effort operates in creative writing courses where students are engaged in the act of creative expression itself and undertake close analysis both of published and student texts. Through writing, discussion, and revision, students hone their intellects and imaginations, sharpen their insights into human character, and expand their appreciation for the importance of craft. Both the literature and creative writing majors culminate in a required senior project which challenges students to synthesize their learning as students and practitioners of literature.

**Intersections with Linfield’s Foundational Education Principles**

*Integrated Learning*

The English faculty contribute to the integrated learning of Linfield students in a number of concrete ways. All classes—whether in literary study or in creative writing—emphasize connections with other disciplines and departments. Courses such as ENG 380 Ultimate Questions in Literature explicitly build on the intersections between literature and philosophy. Interdisciplinary practices in literary surveys mean that students may earn either Vital Past (VP) or Creative Studies (CS) credit in those courses—a practice borne of the fact that no literature survey can accomplish its learning goals without establishing the historical contexts of the era under examination. Many new anthologies provide extensive historical and cultural materials through CD's and websites.

All department faculty participate yearly in the college’s Inquiry Seminar program, another venue for advancing integrated learning. IQS topics demand students to cross disciplinary borders to some degree and synthesize their discoveries. The course emphases on developing students’ communication skills and research practices help them better integrate and articulate their learning in every subsequent class they take.

Finally, explicitly interdisciplinary intersections occur when English faculty members team teach or contribute to curricula in other sectors of the college. Examples include Introduction to Film (ENG/MCM 327); Environmental Literature (ENG/ENV 304); Text, Image, Narrative and the Artist Book (AVC/ENG 320); Feminist Theory (GEN 390, co-taught by faculty in English and in Communication Arts); and Special Topics in Gender Studies—Third World Feminisms (GEN 375, taught by Dr. Dutt-Ballerstadt). Dr. Ericksen’s Shakespeare, modern drama, and children’s literature courses regularly enroll theatre and education majors.

*Global and Multicultural Awareness*

In addition to the global reach of literary study, the English faculty have regularly participated in the January Term off-campus program since its inception several decades ago. The department provides at least one off-campus course every year and sometimes several. Faculty have led classes in Italy, Spain, France, Ireland, and England. Dr. Dutt-Ballerstadt, a native of India, adds welcome diversity to the departmental curriculum through the introduction of expanded postcolonial offerings, and she may eventually teach a January Term course in one of those locales.

The department also strongly supports student participation in the college’s various semester abroad programs. Many choose to study in England or Ireland because of the natural fit with the Anglo-American orientation of the major, but all majors are encouraged to study a foreign language sufficiently in depth to spend a semester or year studying abroad. Many of the department’s most successful graduates have completed double majors or have minored in a foreign language. Since 1998, five departmental majors have earned Fulbrights that have taken them to Germany, France, Croatia or Chile. In spring 2007 Dr. Sumner became a Fulbright fellow in Bayreuth, Germany. His experience as a teacher of American literature in Europe, as well as his example to departmental majors back at Linfield, reinforced the importance of cultivating a global frame of reference.
On the Linfield Campus itself, English classes inevitably offer insights into other cultures and eras: the department seeks to produce graduates who are neither spatially nor temporally provincial. As A. P. Hartley wrote in *The Go-Between*, "the past is a foreign country; they do things differently there.” In keeping with the department’s contributions to the Vital Past Mode of Inquiry within the Linfield Curriculum, literature courses provide an exemplary time machine into the past. The Shakespeare requirement of the literature major, for example, ensures that students will have at least a nodding acquaintance with Elizabethan culture and the ways in which it both differs from and resembles their own.

**Experiential Learning**

While most literature and creative writing classes are taught in the classroom, off-campus courses clearly add a vivid experiential learning quality to the subjects taught: some of these courses have involved studying Marie Bashkirtseff’s journals in Nice, Rome and Paris; writing poetry in the same British countryside that inspired Wordsworth; investigating the work of the Brontes, Jane Austen, or modern Irish writers in the regions where those authors lived and wrote.

English and creative writing majors are also encouraged to participate in the internship opportunity available within the departmental curriculum (ENG 487). Students have interned in a wide variety of contexts, including libraries, bookstores, editorial offices for publishing houses and small presses, public relations firms, television stations, the Portland Rose Festival, internet start up companies, and non-profit organizations such as the Oregon Museum of Science and Industry. Those seeking middle and high school certification in language arts undertake student teaching within local school districts.

In responding to the work of their peers, students who serve as assistants in the Linfield Writing Center develop skills highly prized in many employment settings, including (but not limited to) teaching and editing. Increasing numbers of students have worked as mentors or official instructional associates in literature classes or Inquiry Seminars, where they: help others to understand complex material; teach specific components of the courses (such as lecturing on a special topic or providing comments on student writing); or work with groups preparing to develop and/or share their research.

The creative writing major foregrounds experiential learning as a crucial educational foundation for the major. Much in these classes corresponds to the science laboratory: students write poetry and prose, read to each other, invite critique and advice, interrogate failed experiments, and discuss artistic ideas and methods. They write and edit their work with an eye toward eventual production of a senior thesis, a book-length creative work in poetry, fiction, creative nonfiction, or script. For each creative writing major, the process of producing a senior thesis mirrors that of a working writer beyond the academy.

The department also provides structure and guidance for the publishing of an annual literary magazine. With the advice of the creative writing faculty, students annually select and edit the material to be published, see it through printing, and distribute the finished volume. With additional resources from the college, the creative writing faculty hope to enhance the professionalism associated with production of the magazine.

Finally, the department has encouraged students to participate in regional student-centered literary conferences held at Lewis & Clark College (Portland) and the University of Portland. In recent years at least three majors have presented their work at these events. In addition, several faculty have engaged students in collaborative research projects in which the faculty were involved, and in each case the students presented posters or papers about their work in public venues.
FACULTY

Reshmi Dutt-Ballerstadt, Assistant Professor. B.A. College of St. Catherine; M.A., Ph.D. University of Minnesota
Responsible for postcolonial & British literature, creative writing. DCE departmental liaison.

Kenneth J. Ericksen, Professor. B.A. Pacific Lutheran University; M.A., Ph.D. Rice University
Responsible for Shakespeare, British literature, children’s literature, modern drama.

Anna Keesey, Assistant Professor. B.A. Stanford University; M.F.A. University of Iowa
Responsible for creative writing, literature.

Katherine Kernberger, Professor. B.A. Scripps College; M.A., Ph.D. UCLA
Department chair. Responsible for epic, romance, British literature

Lex Runciman, Professor. B.A. University of Santa Clara; M.F.A. University of Montana; Ph.D. University of Utah
Director of the Creative Writing program; responsible for American literature, creative writing

Barbara Kitt Seidman, Professor. B.A. SUNY Albany; M.A., Ph.D. University of Illinois, Urbana-Champaign
Responsible for American literature, film, gender studies. Dean of faculty 2005-08.

David Sumner, Associate Professor. B.A. University of Utah; M.A. Brigham Young University; Ph.D. University of Oregon
Director of the Linfield Writing Center and writing across the curriculum, including faculty development responsibilities in writing pedagogy (partial administrative load release); because the English Department has historically overseen writing requirements at Linfield, departmental faculty have overseen the Writing Center since its 1985 inception. Dr. Sumner is also responsible for American literature and environmental literature.

All members of the English Department hold the Ph.D. In 1998, the entire faculty were tenured. In 2003 that began to change, as Dr. David Sumner arrived to fill a new position as director of the expanded college writing program. The next year Dr. Reshmi Dutt-Ballerstadt replaced a colleague who left Linfield for a position elsewhere. In 2007 Anna Keesey took the position held by Barbara Drake, who retired in July 2007. The English Department fosters a receptive atmosphere in support of the faculty’s varied scholarly, creative, and pedagogical aspirations. Senior faculty take the mentoring of newer members very seriously to ensure their success at Linfield. Dr. Sumner's securing of tenure and promotion in winter 2007 and Dr. Dutt-Ballerstadt’s similar achievement in 2008, provide concrete evidence of success in this regard.

Over the last decade the department has also hired a number of full time faculty on short term contracts to replace Dr. Barbara Seidman during her stints as associate dean of faculty (1995-2001) and later as dean of faculty (2005-2008). These full time replacements also assisted the department in covering a steady stream of sabbaticals over the decade (taken by Seidman, Drake, Kernberger, Runciman, and Ericksen). In each case the individual hired was screened for the appropriate professional and teaching track record. Each was also reviewed regularly by the department chair. Four persons have held these posts: Dr. Angela Sorby (1995-98); Professor Ann Powers (1998-2002); Dr. Brian Duncan (2005-06); and Dr. John Trombold (2006-08). Although well satisfied by the performance of all these hires, the department is understandably concerned about the impact on literature and creative writing majors of so much staff turnover, as well as by the perennial necessity of hiring adjunct faculty to meet other curricular or
enrollment needs. An offsetting value to adjunct reliance exists in creative writing, however, where the opportunity to work with practitioners in different genres enhances the development of young writers. For example, the department has brought in a professionally active playwright or screenwriter in January Term every year for most of the last decade.

**STUDENT PROFILE**

The English Department serves a highly varied student population given its delivery of two full majors and its heavy involvement in general education (including the Inquiry Seminar), the January Term off-campus program, and regular team teaching opportunities with colleagues in other disciplines.

Students majoring in literature must complete 40 credits in departmental offerings, up to eight of which may be in creative writing. Students majoring in creative writing must also complete 40 credits, 20 of which must be in literature. Hence considerable cross-enrollment by students in these majors occurs in both curricula. The requirement that all majors complete ENG 275 (Critical Methods of Literary Study) by the end of their sophomore year ensures that the two sets of majors will together experience this same foundational class early in their studies. Each group specializes in an upper division curriculum developed specifically for the literature and creative writing tracks, both of which culminate in distinct capstone experiences.

Many English Department courses contribute to the general education program, particularly in the Creative Studies (CS) and Vital Past (VP) Modes of Inquiry. Several literature classes and all creative writing courses may be taken without meeting prerequisites so as to enable even first year students who haven’t yet completed an Inquiry Seminar to enroll. Most other literature courses require only the Inquiry Seminar as a prerequisite. The department has relied on the informal effect of 300-numbered classes to discourage enrollment by lower division students in specialized classes. Despite that fact, English faculty regularly find a mix of novice and experienced students in their classes. As a result, they often face the necessity of reintroducing basic approaches to reading and writing about literature, or to writing and sharing creative work. Yet the faculty are cautious about developing extensive prerequisites to manage this disparity: the department has long sought to serve students from all academic backgrounds who evince a curiosity about the literature or creative writing curricula, at whatever point the opportunity arises in their schedules; a rigid hierarchical program would defeat that goal. But advanced departmental courses may not always provide the level of challenge for upper division majors that all would prefer. This complaint arises perennially among seniors, and the department has implemented a number of curricular revisions to address it in the last decade (discussed below).

As noted earlier, the English faculty actively participate in January Term off-campus programming, their courses drawing students from across departments and even across campuses. Similarly, those who have team taught with members of other departments have regularly engaged with students from other disciplines (as in Environmental Studies, Gender Studies, Art and Visual Culture, and Mass Communication). The opportunity for English majors to work with students of different academic backgrounds at the upper division level has proven rewarding for the faculty and paradigm-expanding for all the students enrolled in each class.

**CURRICULAR EVOLUTION SINCE 1998**

In response to student feedback, new departmental hires, and changing department enrollment patterns since the 1997 adoption of the original Linfield Curriculum, English Department curricula have changed in a number of ways since 1998:
The Literature Major

- The American and English literature surveys have been moved from the 200 to the 300 level to make them more fully the province of majors, minors or more experienced literature students. This attempt may have partially succeeded but enrollments have suffered even as the mix of students continues to include unprepared non-majors. The department is currently considering whether to renumber these surveys and/or increase prerequisites.

- To provide more concentrated entry points to the major, and to respond to student feedback asking for earlier opportunities to come to know other students in both majors, two additional requirements have been instituted in the last decade:

  o **ENG 260 Trans-Atlantic Survey** (required of literature majors) Upon the elevation of British and U.S. literary surveys to the 300 level, the department created ENG 260 to introduce lower division students to the Anglo-American literary tradition (including Anglophone literatures) in a one-semester class organized around a specific theme (such as Utopian Aspirations, Women of Color, and the Gothic).

  o **ENG 275 Critical Methods of Literary Study** (required of literature and creative writing majors) This course resulted from feedback provided by graduating seniors who reported the need for classes explicitly designed to bring departmental majors and minors together early in the majors. It also reflects senior laments that the 400-level literary theory class provided insights into literary theory that they wished they’d had as younger students. With the introduction of ENG 275, expected of students no later than the sophomore year, faculty can (ideally) assume a greater level of critical acumen from majors in advanced courses. ENG 275 has also made it possible for ENG 450 Literary Criticism to become a more advanced study of literary theory than it had been in the previous decade.

- Two new 200-level classes have been created to provide a wider variety of literature offerings to serve those seeking general education credit or elective opportunities in English; neither has a prerequisite:

  o **ENG 250 Literature of Experience**
  This topics-based class provides opportunity for themed literary study.

  o **ENG 270 Western American Literature**
  This course builds on the considerable interest among students in literature about the U.S. west and in the work of western U.S. writers. It also taps into the expertise of two of the full time faculty.

- **Children's Literature** has been moved from a 300-level course to a 200-level class without prerequisites to make it available to all students.

- Two long-established courses designed around the Oregon Shakespeare Festival (in Ashland, Oregon) are now offered exclusively through the Division of Continuing Education’s Summer Term (see below).

- **ENG 275 Critical Methods of Literary Study** (discussed above) now serves as a prerequisite for enrollment in the following upper division literature classes: ENG 325 Literary Genres; ENG 330 Majors Figures; ENG 450 Literary Criticism; and ENG 386 Senior Seminar in Literature.
• *ENG 315 Academic Writing and Consulting* has been created to provide academically grounded training and departmental support to students who serve as writing center assistants.

• *ENG 365 Postcolonial Literatures in English* has been added to expand the global diversity of the departmental curriculum.

• *ENG 380 Ultimate Questions in Literature* has been created to provide a formalized role for the English Department’s contribution to the Ultimate Questions Mode of Inquiry within the Linfield Curriculum.

The Creative Writing Major

• Specific genres in the creative writing sequence no longer require *ENG 200 Introduction to Creative Writing* as a prerequisite.

• *ENG 385 Senior Seminar in Creative Writing* (thesis production) now requires *ENG 275 Critical Methods* as a prerequisite so as to ensure creative writing majors’ exposure to literary theory.

General Education

As noted above, the English Department contributes significantly to Linfield’s general education program, the Linfield Curriculum (LC). Each faculty member teaches one Inquiry Seminar per year. Many literature requirements had long earned credit in Creative Studies, the Vital Past, Ultimate Questions, Global Pluralisms, and U.S. Pluralisms under both the original and the revised LC. Creative writing courses serve as another means of fulfilling the Creative Studies (CS) requirement; to correct their over-subscription by non-majors, a significant problem in past years, the department now identifies only *ENG 200: Introduction to Creative Writing* as eligible for CS credit.

The adoption of an upper division general education pilot program entitled “integrative seminar” provides opportunities for the English faculty to continue to develop team-taught courses linking literary study with disciplines aligned with other modes of inquiry.

In relation to the writing-intensive component of the Linfield Curriculum, the English Department has identified the following courses as “major writing intensive”: *ENG 325 (Literary Genres)*, *ENG 330 (Major Figures)*, *ENG 450 (Literary Criticism)*, *ENG 485 (Creative Writing Senior Seminar)*, and *ENG 486 (Literature Majors’ Senior Seminar)*.

Division of Continuing Education

English Department courses offered through the Division of Continuing Education that parallel several residential campus offerings under different course numbers, credit values, and occasional retitling. Three classes are designed to allow for a wide range of instructors: *308 Topics in Literature; 310 Topics in American Literature; and 312 Topics in English literature*. Two members of the extended department have taught for DCE for many years: Ken Ericksen annually offers *ENG 355 (Scripts in Ashland)* and *ENG 356 (Shakespeare in Ashland)* and Professor Emerita Barbara Drake continues to teach a variety of topics classes for the program. Occasionally an adjunct working for DCE has moved to teaching on the McMinnville or Portland Campuses as well.

The DCE departmental liaison (currently, Professor Dutt-Ballerstadt) receives information about planned DCE course offerings and instructors. She also is asked to review instructor course evaluations, the results of which are to be shared with the department chair.
ASSESSMENT

The English Department has long participated in the traditional processes for determining the effectiveness of teachers and the degree of content mastery among students: the administration of student teaching evaluations and the evaluation of assigned projects and examinations to determine individual student grades. The department is proud to cite many of its faculty as having been recipients of college teaching awards. In order to better assess how well students accomplish the learning goals identified for the literature and creative writing majors, the English faculty has also conducted a number of formal activities. It intends to add several more in the coming year.

Twice a year the faculty bring together both groups of majors for formal conversations about their experiences in the program and the preparation they’ve received for life after graduation. In the fall students convene to discuss the skills they’ve acquired through their studies and the ways by which they might direct their talents into internship explorations, job search strategies, or graduate school preparation. In the spring the department holds an annual “Senior Conversation” where faculty ask attendees to share their responses to the following questions:

- What stands out to you as particularly valuable about your experience as an English or creative writing major?
- As you consider your major in comparison to other majors on campus, what comes to mind?
- Have you completed an internship? Why or why not? If yes, how as it valuable (or not)?
- What comment would you make about course offerings and your ease/difficulty in getting courses you sought?
- What do we not do—or not do enough of—that you now wish we could have done?
- What strengths or skills or particular understandings do you think will be especially valuable to you as you think of future schooling or employment?
- What other questions should we be asking? What have we missed here?

Feedback received from the Senior Conversation over recent years has resulted in a number of curricular changes, including the creation of ENG 260 Transatlantic Literature and ENG 275 Critical Methods of Literary Study. Revised application processes and completion timelines for the senior honors thesis have also been prompted by the advice received through the Senior Conversation. Difficulties faced by creative writing majors in securing access to required courses have prompted a number of changes meant to ensure their timely enrollment in those classes.

In spring 2008 the department initiated a new electronic survey of graduating seniors in each major in which respondents were asked to evaluate the degree to which they felt that, in their experiences in the department, the published learning goals for each program had been achieved. Response rates were low: only two creative writing majors and five literature majors completed the questionnaire (though numbers are higher on individual questions since some students completed partial surveys); earlier dissemination of the survey and better communication with students about its importance to the faculty should improve returns in spring 2009. Nonetheless, the varied levels of satisfaction respondents voiced in relation to the department’s goals will provide useful food for discussion and analysis as the faculty undertake a review of the published learning objectives currently in effect. Results are available in Exhibit 1 of the English Department Binder.

In recent years the department has seen evidence of its effective academic preparation of students in several external measures. Since 1998 approximately eight seniors have completed honors theses and been accorded departmental honors at graduation. All creative writing graduates produce senior theses, some of whom seek honors designation through additional work to their manuscript [see Exhibits 2 and 3 in the English Department Binder]. Over the last decade five seniors (out of a total of 16 won by
Linfield students in the same period) have been awarded Fulbrights and several others have attained teaching fellowships provided by foreign governments such as France and Austria (see “Global and Multicultural Awareness” discussion above). Many have entered graduate or professional programs including law, librarianship, academic administration (including international programming), and public relations/publishing. While many English majors have gone into graduate literature or creative writing programs, others have entered post-baccalaureate study in ministry, gender studies, art history, foreign languages, history, mass communication, and philosophy — clear evidence of the multidisciplinary and integrative nature of the educations sought by English majors.

The employment secured by graduates who do not go on to further study has also testified to the versatility and strength of the competencies students acquire in the literature and creative writing majors. Many work as writers for publications of varying kinds (two recently have landed positions in magazine publishing) where their communication skills are highly valued. A recent double major in literature and business works in middle management in the Yamhill Valley Hazelnut Growers Cooperative. Several have found entry level administrative jobs in higher education, others have entered retail management (including within the wine industry of the Yamhill Valley). Many find satisfying work in non-profits of various kinds. It is another mark of pride for the faculty that creative writing majors continue their writing lives after leaving Linfield, regularly sharing their work with departmental mentors long after they have left McMinnville.

Moving forward, the English Department plans in the coming year to set up an e-portfolio system required of entering students beginning in 2009-10. Such a platform is tailor-made for the writing intensive nature of the department’s two majors (to date, the department has had little success in maintaining paper records documenting student progress at key points in their movement through the majors).

Students who signal an interest in English or creative writing upon entering Linfield are assigned a first year Colloquium section led by a member of the department, where they will be introduced to the mechanics of setting up an e-portfolio. In it they will archive selected papers from their Inquiry Seminar, ENG 275 (particularly their autobiographical criticism essay), and each of their major classes. No later than the end of their sophomore year (earlier if they declare earlier), they will also submit a short essay reflecting on how the published goals of their major intersect with their own goals in choosing that major (ENG 275 is the logical place to ensure that students complete this task and share their observations in the class itself; the instructor for 275 will review them all as part of the work for the course). This process will be updated at the end of the junior year, with another reflective essay speaking to their perceived progress toward those goals through coursework and written projects completed in the preceding semesters. It will be their departmental academic advisors’ task each summer to check for and review these submissions and provide feedback to the students about what they have had to say about their growth as literature or creative writing majors.

As part of the senior seminar in each major, students will perform their own self-assessment inventory on the learning goals of the major, also to be included in the e-portfolio. In addition, they will evaluate how their curricular experience contributed to their progress and where those experiences fell short in fostering the goals of their program. Both the formal class discussion of these essays-in-process and the submitted essays themselves will provide the department with valuable information about how to improve its delivery of the curriculum. All faculty will review the senior reflective essays each summer and make them the basis for a departmental assessment session to be held at the start of fall semester. This will lay the groundwork for any program revisions envisioned over the coming year.
Literature Major:
Having added ENG 275 Critical Methods as a requirement for the literature major within the past decade, the department has worked on ways to link that class more intentionally with ENG 486 Senior Seminar in Literature. In ENG 275 students are asked to write an autobiographical essay in which they describe their emergent leanings in literary theory as a result of what they’ve learned in the course. Enrollees also must attend the presentation of the senior theses completed that year by their upper division peers to see student scholarly endeavor in action.

In the senior seminar in literature (ENG 486) students bring to bear the critical acumen they have continued to develop to date to the completion of a major research project (a major focus of the seminar). The Senior Seminar taps into and refines students’ ability to conduct sophisticated literary analysis and write about it cogently—in essence, it tests the skills that have been at the center of the major from the outset. Students are also expected to engage in productive revision efforts to hone their analyses and assume regular responsibility for leading their peers in class discussion. They prepare a presentation based on their research project as a measure of their effectiveness in oral communication. As noted above, future seminars will also require that seniors do a self-assessment against the published goals for the major.

Those literature majors who elect to complete the advanced literary criticism class (ENG 450) have another focused opportunity to deepen their experience with the theoretical analysis of the reading process as both a critical and creative undertaking. They too complete a significant research project as part of the course.

Creative Writing Major:
As with the literature major, the creative writing major requires a senior seminar/thesis capstone (ENG 485) wherein students must complete a substantial body of writing in their chosen genre. Thus they demonstrate the skills they have developed through previous coursework and creative endeavor and engage in the full spectrum of activity required by working writers: gestation of ideas, initial drafting, peer critique, revision, and effective compilation and integration of the finished text. Each semester graduating creative writers conduct readings where they present selections from their theses. Many majors are also involved in the production of the college literary magazine and orchestrate readings associated with its release.

Language Arts Certification:
Approximately four literature majors each year also complete the requirements for certification in secondary education language arts. Those students have the option of completing either the senior seminar in literature (ENG 486) or the advanced literary theory class (ENG 450). They must also pass the PRAXIS standardized content area examination required for certification. Because several English Department graduates with secondary certification teach in the Willamette Valley and stop by to visit, it is clear to the faculty that they have engendered the same kind of enthusiasm for teaching literature in these new members of the profession as they themselves enjoy.

FUTURE DIRECTIONS
Literature and creative writing majors have long encouraged the English faculty to develop more ways of fostering community and intellectual commonality of purpose among those enrolling in departmental courses. The efforts of dedicated majors to launch an English/literature club are well underway and should also come to fruition in 2008-09. The department is also considering affiliating with the national honorary in the discipline. Another proposed activity meant to foster serious exchange about literature between faculty and students is a yearly departmental overnight retreat.
In keeping with the experiential learning emphasis among the Foundational Education Principles of the college’s strategic plan, the department seeks to professionalize the editing and production of Linfield’s literary magazine *Camas* by removing its paracurricular option and offering it only for regular academic credit.

Within the next decade the department will be joining three other programs and the Linfield Center for Regional Studies (LCRS) in a newly renovated Northup Hall. The college has encouraged the faculty in English, Business, Economics, and Philosophy, who will be neighbors in the new building, to consider ways to provide integrative curricular experiences across their respective majors. The design of the renovated building includes several open areas to allow students to gather informally. The Writing Center will move with the department.

**ENGLISH LANGUAGE AND CULTURE PROGRAM**

**MISSION**

The English Language and Culture Program (ELCP) at Linfield College provides an intensive course of study for both short term and degree seeking students whose native language is not English. The program offers a combination of skill-based and theme-based courses designed to help students improve their academic and social English skills. Degree-seeking students in ELCP will specifically develop skills enabling them to work effectively in their undergraduate courses. Additionally, ELCP offers short intensive courses in January Term and during the summer as needed.

**Intersections with Linfield’s Foundational Education Principles**

*Integrated Learning*

All ELCP course outcomes are specifically linked in both skill-based and theme-based courses to skill and content areas in the*-*+ mainstream academic program. For example, students in ELC 101 Academic Listening and Speaking I, hone their presentation and public speaking skills so that they can participate actively in academic courses with their Linfield professors and peers. Students in ELC 170 Readings in Literature prepare for courses they may take at a later date within the English Department while simultaneously satisfying the Linfield Curriculum Creative Studies requirement. In short, no ELC course stands alone. Each one is carefully designed to facilitate students’ integration into their undergraduate courses if they are degree-seeking students.

*Global and Multicultural Awareness*

This Foundational Education Principle stands at the center of the English Language and Culture program. Most courses are populated by a diverse student body that fosters interaction among individuals of different cultural backgrounds. Course content is typically imbued with materials that demand cross-cultural analysis and understanding. Students in ELC 160 Thematic Topics-American Culture and the Community or IQS 125 American Cultures and Film prepare for mainstream courses in anthropology, sociology, and intercultural communication while simultaneously satisfying their Global Pluralisms requirement. Furthermore, the international students of ELCP provide a tremendous cultural and educational resource for the entire college and indeed the wider community from whom and with whom residents can learn and interact daily.

*Experiential Learning*

Foundation Principle Three is vital to the mission of ELCP. Students must understand the new culture in which they live while at Linfield, and function effectively while concurrently improving their language
and cross-cultural communication skills. A specific example of theory and praxis working in tandem includes the study of the U.S. education system interspersed with weekly visits and volunteer work at a local Japanese immersion school in Sheridan, OR. Another example involves student research into a significant event in American history in an ELCP course followed by a questionnaire on that event distributed to American students, and later discussion with both groups in a mainstream history course. In March 2008, the Faculty Assembly unanimously supported the proposal that ELCP students be allowed to count up to 20 ELCP credits towards graduation, versus the 12 permitted previously.

**FACULTY (full time and regular adjuncts)**

ELCP has been staffed by one full-time coordinator/professor and six or seven adjuncts since 2003. Prior to that time, the program was staffed by one full professor, one four/fifths professor, and one adjunct. The program has been fortunate to attract several well-qualified ELCP adjuncts but typically only for one or two semesters at most. The process of repeatedly advertising, searching, interviewing, hiring, and training new adjuncts places a great strain on the full-time coordinator and on the program itself.

**Sandra Lee**, Professor. B.A. Hons. French Studies, Portsmouth Polytechnic, U.K. Diploma in Teaching English Overseas – Manchester University, UK; M.A., TESOL certificate, UCLA; Coordinator of the English Language and Culture Program.


**Shelley Jones**, Adjunct. B.S, M.S.; Certified provider of the Compton P-ESL Program.

Please see the ELCP Binder for a list of 2008-09 adjunct faculty and their academic vitae [Exhibit 1].

To mentor and support one another, ELCP instructors maintain an open door policy by which colleagues visit each other’s classes, consult with, and learn pedagogical strategies from one another. The ELCP coordinator visits classes of all new instructors at the beginning of and during each semester. Both the instructor and coordinator complete informal colleague evaluations based on the class as a basis for discussion of strengths, weaknesses, and areas for improvement. Adjunct faculty schedules make it difficult to hold weekly departmental meetings, but the group tries to gather three times a semester with the coordinator to discuss curriculum, student progress, assessment, and planning.

**STUDENT PROFILE**

The ELCP has served an average of 35 students per year over the past five years. The student population consists of short-term students who spend only one or two semesters at Linfield and long-term degree seeking students who spend four or more years at the college. Some short-term student cohorts have a long-standing history and relationship with Linfield. For example, Kanto Gakuin University (KGU) and Yonsei University have been sending students to Linfield for 31 years and 16 years respectively. More recent relationships have been developed with Hong Kong Baptist University, Kyowai Maebashi University, Kyoto Bunkyo University, Rikkyo University, and Shujitsu University. The short-term programs account for almost 50% of the ELCP student population.

Long-term degree seeking students come from the Middle East, Asia, Africa and many different European countries. Currently, eighteen of the degree-seeking international students on campus have benefited from one semester or more in ELCP. Typically, most degree-seeking students enter Linfield with a higher level of English language proficiency than short-term students. The goal in ELCP is to prepare students to be
linguistically and culturally successful in all of their academic courses. Detailed intended outcomes can be found for each course in the Course Outcome Guides submitted with the Updated Departmental Assessment Plans [Exhibit 2, ELCP Binder]. Specifically, four year degree-seeking international students take advanced thematic or advanced academic preparation courses such as ELC 160 Thematic Topics American Cultures on Film, ELC 120 Advanced Grammar Workshop, or ELC 122 Research Paper Preparation.

CURRICULAR EVOLUTION SINCE 1998

General Education
ELCP offers two courses that satisfy Creative Studies and Global Pluralisms requirements: ELC 170 Readings in Literature, ELC 160 Thematic Topics (which alternates between American Culture and the Community, and Exploring American Cultures on Film). The latter topic evolved from a recently revised textbook coauthored by the ELCP coordinator.

ELCP Curricular Changes
ELCP does not have a major nor is it connected with the Division of Continuing Education. However, substantial curricular evolution has occurred since 1998 due to the extensive adoption of educational technology: Computer Assisted Language Learning, or CALL. Most notable developments in ELCP can be found within the Academic Listening and Speaking courses. In 2000, Linfield received a Murdock Foundation grant that provided for purchase of a mobile language laboratory with sixteen laptops. The grant also gave provision for a Language Arts Assistant on a two-year contract to train Modern Language and ELCP faculty in the use and application of the mobile laboratory in the classroom. Furthermore, integration of Blackboard has enabled ELCP faculty to organize and manage courses more efficiently.

Another significant development in the ELCP curriculum has been the implementation of an advanced course in pronunciation and accent modification by an adjunct faculty instructor who is both a speech pathologist and ESL pronunciation specialist. This course offers individual speech analysis for ELCP students and specifically tailored exercises enabling them to achieve greater intelligibility in English, a skill vital to their success in the multicultural workplace.

Consultant Evaluation of ELCP
In November 2005, the program was evaluated by outside consultant Dr. Brian Whalen as part of the larger evaluation of International Programs [Standard Two, Exhibit 25]. Dr. Whalen’s report included the following comments on ELCP:

The English Language and Culture Program is impressive for a college the size of Linfield, and it serves well the various international student populations on campus. The international students with whom I met spoke very highly about the courses that they were taking in the ELCP and it appears to be an important asset for the college in making Linfield a welcoming and supportive place for international students. Allowing students to earn up to 12 ELCP credits to apply toward the Linfield degree affords the international students the opportunity to progress toward their degree while at the same time receiving the support that they need to succeed. The Intercultural Communication course that enrolls both U.S. students and international students is an innovative and effective practice.

The data indicates a recent increase in the enrollment for this program due mainly to new Asian partnerships developed by the International Programs Office. It is incumbent upon the college to review the long-term viability of supporting this program with only one full-time faculty member. In lieu of adding long-term faculty lines to the ELCP, the college might want to consider creating 3- to 5-year renewable contracts to ensure stability in staffing the program.
ASSESSMENT

In listening and speaking courses, ELCP instructors qualitatively and quantitatively assess their students’ comprehension of authentic speech (as presented in news reports, documentaries, and full-length feature films), and evaluate their ability to discuss related content. As assessment tasks, students prepare, organize, and deliver speeches in a variety of rhetorical styles, as required by class proficiency levels. Students become proficient in the use of Power Point to illustrate their speeches and presentations, and also in the use of Blackboard to access class materials. Students’ oral presentations are also assessed using teacher-, peer-, and self-evaluations. Self-evaluation involves making a digital video of the presentation and uploading it to Blackboard before the next class session, then using laptops with headphones to view and critique presentations. Additionally, reaction journals are used to assess interaction with native-speaking conversation partners.

Intensive pronunciation work in Nicholson Library using Pronunciation Power 2 software has proven most beneficial in terms of enhancing students’ confidence in their speech and intonation patterns. Pronunciation exercises are monitored and assessed by ELCP faculty using Blackboard. Marked improvement in intelligibility also results from the newly implemented advanced pronunciation and accent modification course.

Cross-curricular interactions between ELCP and the Japanese language program have proved beneficial for American and ELCP students alike. One assessment activity involves the planning and production of a bilingual presentation on culture. Students also learn to critique and assess each other’s work and their own work by watching their respective recorded video presentations.

In reading and writing courses, assessment of fluency and accuracy in rhetorical written modes, grammar and vocabulary usage are contextually evaluated via various reading/writing activities aimed at students’ specific skill levels. Study skills assessment is also incorporated in each ELCP class and involves, for example, understanding of American classroom culture, acceptable presentation of academic work, and knowledge of library research resources and their application.

In ELC 120 Grammar Workshop, the instructor enlists the assistance of native English speaking peer tutors to work one-on-one with students. The peer tutors enable international students to discuss, review and self-assess their progress as they work on drafts of essays leading to the final product. In ELC 121 Introduction to College Composition, students are encouraged to write for a class magazine that is “published” at the end of the semester. Regular assessment of work for “publication” has led to exemplary pieces of writing being produced by the students.

In ELC 122 Research Paper Preparation in which advanced reading, writing and study skills are assessed, research paper portfolios are used. In this way, students and instructor alike monitor and assess progress during the fifteen-week semester. Additionally, the portfolios enable instructors and students to maintain a careful record of completed work and determine which students are ready to exit ELCP and enter mainstream college courses.

Enhanced infusion of technological resources such as Blackboard enable ELCP students to access course homepages to read the syllabus daily calendar, class handouts, and special files used for in-class activities. Each student has a personal file to store documents and PowerPoint projects in progress. Different courses regularly use the ESL/ML mobile lab in class to research topics on the internet to prepare for speeches. They may also receive lessons on PowerPoint basics to prepare for speech assignments and make PowerPoint presentations. These presentations are videotaped during the semester, and iMovie is
used to create Quicktime movies that can be uploaded into student Blackboard folders; the students watch their presentations and conduct self-evaluations in class.

**FUTURE DIRECTIONS**

ELCP planning is tied closely to the overarching Mission Statement of the college, Linfield’s Foundational Educational Principles, and the program’s own mission statement. While maintaining clear intended outcomes, ELCP faculty continue to make curricular adjustments semester by semester as they work with an increasingly diverse short and long-term ELCP student population. Given the differences between the academic preparation needs of four-year degree seeking students and communicative competence needs of short term students, it is vital to assess incoming students’ language proficiency and tailor course learning goals and appropriate assessment tasks to achieve the desired course outcomes. The Course Outcome Guides (COGs) provided in the Updated Departmental Assessment Plans provide a clear, concise and helpful pedagogical “roadmap.” Yet the department does not view them as static. COGS must be constantly revisited and revised to meet the needs of a changing student population.

Assessment information in the listening and speaking components of ELCP suggests steadily increasing use of technology in the classroom. Many ELCP courses make regular use of the mobile lab, pronunciation software and ELCP laptops in Nicholson Library. Assessment information identifies the need for ELCP instructors who can integrate Blackboard, Power Point, and Computer Assisted Language Learning (CALL) into their classroom activities and assessment procedures.

Added to this are certain resource concerns. To maintain a technologically infused ELCP curriculum, the mobile lab needs to be regularly updated and more laptops need to be purchased. Currently, ELCP students have to double up when working at laptops in order to use the mobile lab. Additionally, ELCP hires a work study student each semester to assist the teacher in class when using the mobile lab. This individual helps set up of the lab in readiness for class and stores it once class is over. S/he also assists with any trouble shooting during class time, thus freeing the instructor to focus on teaching. Such support places a further demand on the ELCP work study budget that also supports ELCP clerical assistance, conversation partners, in-class culture partners, and writing assistants.

The most pressing resource concern, however, relates to staffing and echoes the advice of consultant Dr. Brian Whalen “to consider creating 3- to 5-year renewable contracts to ensure stability in staffing the program.” It is extremely time-consuming to hire and train adjunct faculty on a semester-by-semester basis. It is also difficult to recruit a dedicated cohort of qualified part-time faculty within McMinnville. It would serve ELCP and the college well if more creative ways could be developed to fund a renewable contract position for an ELCP instructor to work long term in tandem with the ELCP coordinator.

**ENVIRONMENTAL STUDIES PROGRAM**

**MISSION**

Created in 2003 as a major built on a minor that had existed for ten years, Environmental Studies is inherently interdisciplinary and does not operate as a discrete academic department. Its curriculum relates human flourishing to the planet’s life support system. Students focus on the complex, dynamic nature of the world, including interactions among human population, the biological and physical environments, resources, technology, social organization and culture. Linfield’s place in the Pacific Northwest is exceptionally diverse for its latitude, affording rich opportunities for study and engagement in
environmental issues. Linfield belongs to the Malheur Field Station Consortium, which operates a teaching and research facility in eastern Oregon’s high desert.

Addressing environmental issues draws on almost every field in the liberal arts curriculum. An understanding of science, human culture, and public policy is required for resolving environmental challenges. Accordingly, the core of the Environmental Studies major features a cross-disciplinary introductory course sequence, along with requirements in the humanities, social sciences and natural sciences. Thereafter, students select either a science focus or a policy focus. An integrated upper-division problem-solving seminar serves as a capstone, drawing together the talents and experiences for students from both the science focus and the policy focus.

The 2007 Linfield College Catalog contains the full listing of learning goals for the Environmental Studies major and minor. They emphasize the following: (1) articulation of basic ecological principles; (2) evaluation of evidence supporting global environmental challenges (e.g., greenhouse gas build up); (3) evaluation of proposed technical solutions to environmental problems; (4) understanding of cultural constraints on environmental decision-making; (5) valuation of habitat; (6) analysis of cooperative international environmental initiatives; and (7) application of the concept of sustainability. These goals in turn bolster the Linfield Mission Statement and the Foundational Education Principles of the Linfield College Strategic Plan 2007-12.

Integrated Learning
Because both the major and minor are interdisciplinary, Environmental Studies is committed, at its heart, to integration of knowledge from multiple disciplines. Policy track students are required to take at least 14 credits of science and math courses, while science track students must complete at least 15 credits of courses in the humanities and social sciences. All majors take both statistics and economics. The skills from these latter two courses are applied throughout the upper-division curriculum.

Global and Multicultural Awareness
The two-course, eight-credit introduction to human ecology features multiple examples of the interplay between culture and environment. Environmental professionals who fail to factor cultural belief systems into their thinking are destined to be less effective than those who do. The coordinator encourages majors and minors to participate in January Term course offerings with an international environmental component: for instance, in January 2008, three courses provided slots that enrolled twelve majors and minors (Environmental Economics in Australia, Environmental Economics in South Africa, and Environmental Ethics in the Galapagos). A vote taken in spring 2008 among program faculty supported requiring an international experience for all majors.

Experiential Learning
Environmental Studies encourages majors and minors to pursue a rich array of internships in the Willamette Valley. Qualified students have been placed with the Yamhill Basin Watershed Council, the Yamhill County Geographic Information Office, Yamhill County Parks, the McMinnville Waste Treatment Plant, and Camp Westwind, The capstone seminar always focuses on a local environmental challenge and requires students to pool their diverse talents in writing a group report on how to marshal resources effectively to achieve concrete environmental goals. In 2008, capstone enrollees produced the first-ever study of the magnitude of Linfield’s carbon footprint [Environmental Studies Binder, Exhibit 1]. In 2009, students will develop a plan for permanent reductions in this footprint. Both the students and the course instructor work in concert with Linfield’s Advisory Committee on Environmental and Sustainability (ACES), recently convened by President Hellie.
FACULTY

Sixteen full-time faculty members have voluntarily placed their names on the roster of the Environmental Studies program. In practice, a core group consisting of the director and at least one member from each of the McMinnville Campus academic divisions meets regularly to evaluate the program. Beginning in 2008-09, a full-time faculty line has been added to Environmental Studies, expanding the core group to five members:

Dr. Marvin Henberg, Professor of Philosophy and Environmental Studies; B.A. Washington and Lee University; M.A. Oxford University (Magdalen College); Ph.D. University of Texas at Austin. Program Coordinator.

Dr. Nancy Brosholt, Associate Professor of Environmental Studies. B.S., M.S., Ph.D. Portland State University

Dr. Thomas Love, Professor of Anthropology. B.A. Columbia University; M.A., M.S., Ph.D. University of California, Davis

Dr. Joelle Murray, Associate Professor of Physics. B.A. Beloit College; M.S., Ph.D. Michigan State University

Dr. David Sumner, Associate Professor of English. B.A. University of Utah; M.A. Brigham Young University; Ph.D. University of Oregon

STUDENT PROFILE

For the most part, majors in Environmental Studies are liberal arts students captivated by the natural world and committed to doing what they can to improve the way humans interact with it. The two tracks within the major provide distinct though parallel avenues for pursuing this commitment. Students in the Science Focus emphasize skills in quantitative reasoning and fact-based assessment of issues, whereas students in the Policy Focus, while not ignoring these other skills, emphasize achieving objectives through human organizational channels.

Courses designated ENV in the 2007 Linfield College Catalog do not serve any other major, though ENV 101 Human Ecology provides Natural World credit in general education. Beyond a 15-credit required ENV core, Environmental Studies students rely heavily on courses offered by a variety of departments. The impact of ENV majors on other programs (such as Biology and Sociology/Anthropology) in which many ENV students enroll, is now under evaluation. The following table shows how enrollment in the program has grown since the first student completed an ENV degree in 2004.

Numbers Graduating in Environmental Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Total majors</th>
<th>Science Focus</th>
<th>Policy Focus</th>
<th>Minors</th>
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<tr>
<td>2004</td>
<td>1</td>
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<td>2005</td>
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<td>2006</td>
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</tr>
<tr>
<td>2008</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
This data suggest that the program can anticipate between five and twelve graduates per year. Enrollment will likely remain roughly equal in both science and policy tracks, while the number of minors will remain modest.

Environmental Studies majors and minors actively pursue research, internships, and summer employment. Four students have completed the voluntary senior thesis, presenting their results in oral presentations to the public at year’s end and filing written reports with the Environmental Studies coordinator. To date, ten students have completed internships, distributed among the variety of agencies mentioned above.

In addition to the current Environmental Problem-Solving seminar focused on estimating the college’s carbon footprint, previous seminars also addressed topics of interest to the campus and the region. In 2006-07, for instance, seminar students worked with Professor Tom Love to develop an extensive, detailed plan for use of the Cozine Creek area of campus. They presented this plan to Linfield’s Planning Council, complete with budget projections, and displayed their project in poster form at Linfield’s 2007 Collaborative Research Symposium [Environmental Studies Binder, Exhibit 2].

Students graduating from Linfield with degrees in Environmental Studies take a variety of paths. Of the 24 majors graduating before 2007, 13 have provided post-graduate updates: 3 are in graduate school (University of California, Berkeley, fire ecology; Oregon State University, environmental policy; New School of Architecture, green building design); one intends to enter graduate school soon; seven have jobs in an environmental field (e.g., with the National Fish and Wildlife Foundation and the Confederated Tribes of the Grande Ronde); and two have not found employment in an environmental field, although they are still looking.

CURRICULAR EVOLUTION SINCE 1998

Environmental Studies became a major in 2003. Generally speaking, the program has worked well. A steady increase in the number of majors graduating per year has leveled off, with the anticipation that the 12 majors in 2007 marks an upper limit. Given the commitment of faculty across many disciplines, advising has been distributed without adding onerously to any single faculty member’s advising load. The major is new enough that no revisions have been made in its original basic structure. Thanks to recent faculty additions of a resource economist and an environmental historian, course offerings have expanded, with the effect that electives are now more numerous than ever.

The Division of Continuing Education

The program participates actively in the Division of Continuing Education, with the Environmental Studies coordinator approving all course offerings and faculty hiring in DCE. The environmental studies minor, with requirements identical to those for McMinnville Campus students, is available through DCE. In June 2006, Dr. Tom Love of Anthropology taught a human ecology course in Ecuador, primarily for DCE students, and Dr. Marvin Henberg plans a similar course in the Galapagos for June of 2008.

ASSESSMENT

Environmental Studies assessment activities include use of a questionnaire to students enrolled in ENV 101, and administration of an exit survey to graduating seniors. The program also participates in the college-wide survey of recent graduates. The capstone seminar, Environmental Problem-Solving, allows faculty in the program to assess a final cumulative project according to program learning goals. In 2007 students in the seminar were asked to rate how well they believe they achieved those goals. In 2008 the program coordinator added to these self-assessments the instructor’s scoring of students’ abilities according to this same measure. In 2007, the inaugural senior survey elicited 9 responses from among the
12 graduating seniors. In 2008, all five graduating seniors participated in the survey. Results are found in the Environmental Studies Binder, Exhibit 3.

The coordinator uses information from the preceding sources to shape the curricular agenda for meetings of both the core faculty in Environmental Studies and for the annual meeting of all program faculty. In practice, the questionnaire delivered to students enrolling in ENV 101 has been most helpful for the individual instructor in course planning and for the coordinator to gauge course needs in future years.

The survey represents a time-slice of student satisfaction with the program, and as such is only indirectly related to the assessment of student learning. Nonetheless, when used in conjunction with the evaluation of student performance in ENV 485 (Environmental Problem-Solving Seminar) according to the same set of learning goals, the program is steadily moving toward development of a more robust assessment program [Environmental Studies Binder, Exhibit 4]. Survey instruments now include early and end-of-program assessments.

Senior survey results were discussed by the Environmental Studies faculty at their annual meeting in spring 2008. Comparison of 2008 senior survey results alongside instructor evaluation of students who completed ENV 485 in spring 2008 will provide a major focus of the 2009 meeting of ENV faculty. In addition to bolstering overall program assessment, such discussions remind individual faculty members of the program’s shared learning objectives so that each may better integrate them into applicable courses. This is particularly important for a major whose learning goals cut across disciplinary boundaries.

**FUTURE DIRECTIONS**

Environmental Studies began as a major only five years ago. As a result it differs from other majors at the college in that its programmatic learning goals, at least for majors, did not grow inductively out of an already extant curriculum. Instead, ENV curriculum and learning goals developed together. While the present self-study has focused attention on the learning goals in light of experience with the major to date, the faculty have concluded that assessment results need to accumulate for several more years before they can determine whether to revise or to reaffirm the present goals.

Bolstering the evidentiary base for assessing student learning thus stands as the top priority for the Environmental Studies Program. In addition to the practices already discussed, the program has looked at the assessment potential of electronic portfolios, along with more objective instruments for measuring students’ performance. Faculty are also considering the addition of an exit interview with seniors to supplement the exit survey. In the immediate future the program will examine the technical feasibility of some of these measures and will discuss the usefulness of the results they’ve provided to Linfield departments already using them.

Assessment information, both current and evolving, bears on a number of program planning issues. These include: (1) possible initiation of a new humanities focus in the major; (2) remodeling specifications for newly identified program space in Renshaw Hall; (3) evaluation of the pros and cons of independent departmental status; and (4) possible improvement in the formal mechanisms for allocating faculty load to the program.

In addition to the current science and policy foci, some Environmental Studies faculty believe the time has come for a humanities focus. Linfield’s recent commitment to an environmental historian has significantly bolstered offerings in this area, which taken together with extant courses in Environmental Ethics, Environmental Literature, and Environmental Sociology mean that the curricular foundations for such a new focus exist. Discussion presently centers on how well such an option would fit the learning goals for the major.
With between 14 to 24 majors declared at any given time, Environmental Studies equals or exceeds the numbers posted by many smaller to mid-sized departments at the college. This is a fairly large number of students who do not presently have an academic “home” at Linfield. This deficit will be remedied in 2008-09 by creation in Renshaw Hall of a student gathering space and an office/laboratory for the new faculty position dedicated to Environmental Studies.

Environmental Studies received a budget as well as release time for the coordinator beginning in 2004-05. The budget is adequate, particularly since most courses taken by Environmental Studies majors belong to other departments, which bear the cost (so far) without complaint. More troubling were tensions that emerged around the allocation of the previous coordinator’s time and energy between Environmental Studies and his home Department of Biology. Thanks to the 2008-09 addition of a line dedicated expressly to Environmental Studies (with a temporary allocation of a small part of her teaching to Biology), these tensions have been resolved to the satisfaction of both programs.

As the value of having a faculty line expressly allocated to Environmental Studies becomes clearer in the next several years, faculty members and the new dean of faculty will likely examine the desirability of according independent departmental status to the program. It is too early at present to know which direction will best enhance student learning, the objective upon which such a decision should rest. In the interim, administrative attention focuses on how to assure a candid and fair evaluation process for the new ENV position, which is a first on the McMinnville Campus not to be affiliated with departmental colleagues who share a traditional disciplinary identity.

DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND ATHLETICS

DEPARTMENTAL MISSION

The Department of Health, Human Performance and Athletics (HHPA) provides students with scientific, social science, and philosophical foundations through academic coursework pertinent to their chosen field of study. Its programs provide experiential learning activities which bridge theory and practice, as well as to make use of mutually beneficial opportunities to contribute to and benefit from service and research targeting the college and local communities. Departmental curricula utilize and expose students to instructional and professional technology to optimize students’ educational experience and prepare them for future learning and careers in their chosen professions. High priorities include increase of cross-campus curricular integration and course offerings that incorporate multicultural experiences. The department creates an environment that stimulates and supports professionalism among students. In addition HHPA supports the overall vision and mission of Linfield College through its dedication to quality integrative teaching, experiential learning, research, and service.

To benefit the larger campus community, HHPA contributes to the Linfield Curriculum by providing Natural World (NW) and Individuals, Systems, and Society (IS) courses in the context of health and human performance. The department also serves the campus community through organized health and fitness promotion assessment activities and educational programs.

Athletic Training Mission Statement: The mission of the Athletic Training Educational Program (ATEP) is to provide a comprehensive, progressive educational and clinical foundation to prepare multi-skilled professionals for a career in athletic training. The educational program encompasses current research and formal instruction in the prevention, treatment, evaluation, and rehabilitation of physically
active individuals. The athletic program at Linfield College serves as a learning laboratory for students admitted into the ATEP. This program prepares students to take the Board of Certification (BOC) examination. Upon passing, students will be qualified for entry-level careers in athletic training.

**Exercise Science Mission Statement:** The Exercise Science program prepares students for further education in health and allied health related fields such as physical therapy, corporate wellness, cardiac rehabilitation, strength and conditioning, physician, and physician assistant. Students are also prepared for graduate studies in Exercise Science and related fields, as well as for nationally recognized certifications in Exercise Science (ACSM- HFI and NSCA CSCS). In addition, students graduating with a degree in Exercise Science are prepared for employment in many allied health, sports, and fitness related fields. The curriculum and instruction emphasize a theory to practice model with theory-based courses balanced with experiential learning opportunities.

**Health Education Mission Statement:** The Health Education program prepares students for entry level positions delivering health education in community, public health, and health promotion settings. When combined with successful training through the Education Department the program leads to basic teacher certification. The program prepares health educators who are effective decision makers, leaders, and lifelong learners; and educators who are adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective. Students who complete the program are prepared to take nationally recognized certifications in Health Education (Certified Health Education Specialist, PRAXIS-Health Education).

**Physical Education Mission Statement:** The Physical Education program seeks to focus on dynamic and humanistic physical education pedagogy to prepare teachers in physical education who are effective decision makers, leaders, and lifelong learners; and educators who are adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective. When combined with successful training through the Education Department, the program leads to basic teacher certification. Students who complete the program are prepared to secure nationally recognized certification in physical education (PRAXIS-Physical Education).

**Intercollegiate Athletics Program Mission Statement:** The Linfield College Intercollegiate Athletics Program strives for regional and national success in athletics while maintaining a high standard of academic excellence among all student athletes. Its goal is to provide equal opportunities for participation in intercollegiate athletics for both men and women while fostering the educational achievements of student athletes and the academic integrity of Linfield College.

**Intersections with the Foundational Education Principles**

**Integrated Learning**
Each major engages in integrated learning through an interdisciplinary based curriculum drawing on expertise from other departments including the sciences, mathematics and social sciences. Exercise Science upper division courses depend upon foundational biology, chemistry and physics concepts and principles. Health Education and Physical Education majors who intend to teach depend on courses offered in the Education Department, as well as science and social science courses. Students and faculty from the Exercise Science program have many opportunities to collaborate with other departments for independent study and research opportunities. In addition, many exercise science students graduate with minors in areas such as biology, chemistry, psychology or a foreign language.

**Experiential Learning and Global and Multicultural Awareness**
All majors within the department place heavy emphasis on the experiential learning and global and multicultural awareness through the extensive professional experience, internship, and independent study
opportunities built into each curriculum. Students work through allied health internship opportunities, service to public health agencies, and independent projects that benefit the community as a whole or target an underserved population. These experiences allow students hands-on application of their Linfield education and at the same time benefit Linfield and the region in which it resides.

Some faculty participate in January Term off-campus classes to contribute a global dimension to the departmental curriculum: for example, department chair Dr. Graff-Haight has taught a comparative health education class in Japan twice over the last several years, and Professor Tara Lepp has regularly undertaken missions to Kenya, where she hopes to lead a January Term class in the very near future. She also teaches an Inquiry Seminar on alternative healing practices influenced by her studies abroad. Through participation in various local and national conferences students and faculty also gain experience that reaches into the global arena.

**FACULTY**

Deborah K. Canepa, Associate Professor of Biology. B.S. Biology, Eastern Mennonite College; Ph.D. Oregon Health Sciences University. *Duties:* Introductory and advanced anatomy courses, anatomy-based courses serving students in Health Sciences.

Larry Doty, Associate Professor of Health and Physical Education. B.S., M.Ed. Linfield College. *Duties:* Health, physical education professional activities, and coaching courses, Head men’s basketball coach.

Dawn Graff-Haight, Professor of Health Education. B.S., M.S. University of Wisconsin, LaCrosse; Ph.D. Oregon State University. *Duties:* Department Chair and Senior Woman Administrator of Athletics; human sexuality and Health Education pedagogy courses.

Gregor Hill, Assistant Professor of Athletic Training. B.A. Linfield College; M.S. Oregon State University. *Duties:* Athletic training clinical instructor and coordinator, required courses in Athletic Training.

Laura Kenow, Associate Professor of Athletic Training. B.A. Gustavus Adolphus; M.S. University of Arizona. *Duties:* Athletic training clinical instructor, Athletic Training Education Program Director, required courses in athletic training.

Garry Killgore, Professor of Exercise Science. B.S., M.S., Ph.D. Oregon State University. *Duties:* Exercise Science courses required of Exercise Science and Physical Education majors, Head men’s and women’s cross country coach, Head men’s and women’s track and field coach.

Tara Lepp, Professor of Athletic Training. B.A. California State University, Chico; M.S. University of Oregon. *Duties:* Athletic training clinical instructor, head athletic trainer, required courses in Athletic Training.

Jeff McNamee, Assistant Professor of Physical Education. B.S., M.S. University of Wisconsin, LaCrosse; Ph.D. Oregon State University. *Duties:* Required courses in Physical Education pedagogy and professional activities.

Janet Peterson, Associate Professor of Exercise Science. B.S. University of Southern California; M.A. California State University, Northridge; Dr.PH Loma Linda University. *Duties:* Exercise Science required courses and nutrition for majors in Athletic Training, Exercise Science, and Health Education, anatomy and physiology labs supervisor.
Instructional Associates/Regular Adjunct Faculty

Susan Chambers, Adjunct Faculty. B.A. University of California, Santa Barbara; M.Ed. University of California, Davis. Duties: Health Education major required courses and peer health education electives.

Sarah Coste, Instructional Associate. B.A. Linfield College; M.S., Ph.D. Oregon Health and Sciences University. Duties: Lab coordinator, human anatomy and human physiology labs, and human physiology lecture.

Amy Dames Smith, Instructional Associate. B.S., University of Portland, M.S. in progress, George Fox University. Duties: Head women’s tennis coach, NCAA compliance officer, required physical education professional activity course and paracurricular electives.

Neil Fendall, Instructional Associate. B.S., Portland State University. Duties: Assistant football coach, Assistant facilities director, strength and conditioning coordinator, professional activity course and paracurricular electives.

Gary Gutierrez, Instructional Associate. B.A. University of Oregon; B.S. University of Wisconsin, LaCrosse; M.S. Health Education in progress, Western Oregon University. Duties: Head men’s and women’s swimming coach, aquatics director, Health Education and Physical Education major required courses and electives.

YiLin Liu, Instructional Associate. B.S. Shanghai Physical Education Institute; 2 M.S. degrees from Frostburg State. Duties: Head women’s soccer coach, assistant track and field coach, Health and Physical Education courses and paracurricular electives.

Brandi Mailer, Instructional Associate. B.S. George Fox University; M.S. Arizona School of Health Sciences. Duties: Athletic training clinical instructor, required courses in Athletic Training.

Robyn Stewart, Instructional Associate. B.S. Eastern Montana College, Billings; M.S. University of Idaho, Moscow. Duties: Required courses in Physical Education and coaching, Head coach women’s basketball.

Joseph Smith, Instructional Associate. B.A. Linfield College; M.S. Oregon State University. Duties: Head football coach, required course for Physical Education majors and paracurricular electives.

Five members of the HHP Department hold a Ph.D., as does the departmental lab coordinator. All department members hold the college-designated terminal degree in their respective fields. Dr. Canepa joined the HHPA Department in 2007-08 as her teaching responsibilities for anatomy shifted from the Portland to the McMinnville Campus.

Mentorship within the department occurs informally in a collegial manner. New faculty members go through an institutional orientation, and institutional mentors are also assigned through the Office of Academic Affairs. The department chair meets with new faculty to provide information and procedures pertinent to the department. Faculty are evaluated in accordance with the guidelines established by the Faculty Handbook. Since 1998 one faculty member has been successfully tenured and promoted to associate professor.

STUDENT PROFILE

The Health, Human Performance and Athletics Department serves approximately 100 students within four majors (Athletic Training, Exercise Science, Health Education, and Physical Education) and another
30 students within two minors (Coaching and Physical Education). Numbers of majors fluctuate from year to year, with the most recent significant change involving the decline in Health Education and Physical Education graduates and a jump in the number of Exercise Science graduates. Shifting employment opportunities for the two groups may explain these changes. A recent state legislative requirement for school-based physical education may increase the population of Physical Education majors in coming years.

The department also offers an accredited Athletic Training Education program. Each year, approximately 20 incoming students declare their intent to pursue a major in Athletic Training. Up to new 12 students per year may be admitted into the Athletic Training Education program following completion of prerequisites, usually in the sophomore year. While class sizes have been smaller than the target enrollment, an effort to recruit higher numbers of qualified students to the program is ongoing.

Table 1 shows the number of graduates within each major and minor since 1998.

<table>
<thead>
<tr>
<th>Year</th>
<th>Athletic Training</th>
<th>Exercise Science</th>
<th>Health Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-97</td>
<td>4</td>
<td>11</td>
<td>2</td>
<td>5</td>
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<tr>
<td>98-99</td>
<td>3</td>
<td>10</td>
<td>7</td>
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<td>99-00</td>
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<td>00-01</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>01-02</td>
<td>6</td>
<td>10</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>02-03</td>
<td>6</td>
<td>8</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>03-04</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>04-05</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>05-06</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Linfield College 2006 Fact Book, page 64

**CURRICULUAL EVOLUTION SINCE 1998**

**General Education**
Currently several HHP courses fulfill Linfield Curriculum requirements (see Table 2). In spring 2008, all courses offered were revised to reflect the newly adopted Linfield Curriculum Modes of Inquiry course objectives (see 2008 Linfield College Catalog). In addition, all courses are regularly updated to respond to changes in the field, as well as the shifting needs of the students being served. For example, BIO 212 Anatomy now includes expanded coverage of histology to expose Health Science and Nursing majors to content they will need to be successful in those fields.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>LC Mode of Inquiry</th>
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<tbody>
<tr>
<td>HHP 242</td>
<td>Human Sexuality</td>
<td>Individuals, Systems and Society</td>
</tr>
<tr>
<td>HHP 280</td>
<td>Nutrition</td>
<td>Natural World</td>
</tr>
<tr>
<td>HHP 341</td>
<td>Foundations of Exercise Science</td>
<td>U.S. Pluralisms</td>
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<td>HHP 398</td>
<td>Japanese Culture and Longevity</td>
<td>Global Diversity</td>
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<td>HHP 410</td>
<td>Gender Issues in Sport and Society</td>
<td>Natural World</td>
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<td>HHP 425</td>
<td>Sport in American Society</td>
<td>Individuals, Systems and Society</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Human Anatomy</td>
<td>Natural World</td>
</tr>
<tr>
<td>BIO 213</td>
<td>Human Physiology</td>
<td>Natural World</td>
</tr>
<tr>
<td>IQS 125</td>
<td>Complimentary Healing Methods</td>
<td>Individuals, Systems and Society</td>
</tr>
<tr>
<td>ENV 398</td>
<td>Outdoor Environmental Studies</td>
<td>Natural World</td>
</tr>
</tbody>
</table>
**The Majors**

In May 2004, the Department of Health, Human Performance and Athletics added a minimum grade requirement of C- or better in all major and minor required courses. A grade of C indicates that the student has obtained an average level of knowledge, skill, and ability for the course and overall major. Students who earn grades that do not meet this standard most likely do not have a firm understanding of the concepts or the ability to apply those concepts in a safe and effective manner. A list of all departmental curricular and course changes since last accreditation is found in the Department of Health, Human Performance and Athletics Binder, Exhibit 1.

**Athletic Training Major**

Substantive curricular changes occurred within the Athletic Training major in 1999, 2005, and 2007. In 1999, changes in the curriculum were motivated by an institutional decision to become an accredited program. The program underwent a formal review, including a site visit by an outside expert consultant. Following implementation of the program changes, the Athletic Training Education Program (ATEP) completed its self-study and went through a formal site visit by the National Athletic Training Board of Certification. In response to the accreditation visit, and as a result of changing competencies established by the athletic training board of accreditation, the curriculum underwent further revision.

After five years of operating under the new program, the department began to consider anecdotal evidence of program effectiveness. The successful performance of graduates on the certification exam, and their ability to obtain employment in the field or admission to graduate programs, were indicators of success. In meetings at the end of the semester the program director reviewed individual student progress toward benchmark competencies and gained valuable feedback about program effectiveness. This information, along with changing professional standards, resulted in the 2005 program changes.

In preparing for re-accreditation in spring 2007, assessment became more formalized. Documented evidence was used to evaluate the program, including alumni surveys, certification exam results, and 1-year post graduate professional outcomes (see HHP Binder, Exhibit 2 for tables with supporting data). Recent alumni rated all 13 areas of competence quite favorably, with no single area receiving an unfavorable rating. All other areas received mean score ratings ranging between above average competence and highly competent. Five areas for improvement were identified. Most graduating classes since 2004 have been successful in passing the certification examination. In 2005, only one student passed the national certification examination on the first attempt, while the remaining students passed all three sections on their second attempt. To allow for additional coverage of the required competencies, and to provide more opportunity to prepare for the certification exam, the required professional experience courses were expanded from four to six. All recent graduates have found success in finding employment in the field, or admission to graduate or professional studies programs.

Analysis of these results has led to the placement of more emphasis on student evaluation using a similar format to that on the certification examination. For example, the written portion of the certification examination is entirely multiple choice. To better prepare Athletic Training majors to take this type of examination, many courses have added multiple-choice questions into their testing format. Also, those classes with a lab component have added oral-practical examinations as part of the evaluation process, again for the purpose of aligning it with the format of the certification examination. This provides students with more experience with the material in the same type of format as they will see on the certification examination.

In spring 2007, the Athletic Training program underwent a re-accreditation review (see HHPA Binder, Exhibit 3). Pages 8 through 11 identify the curricular area that was determined to be noncompliant. The program had held onto a requirement for students to complete 1000 hours of supervised clinical hours.
These hours were not tied to specific competencies. To become compliant, it was decided to eliminate the 1000 clinical hours requirement, and to increase the credits associated with each professional experience since each course is linked to clearly defined competencies that demonstrate learning over time. See Exhibit 4 for a template of changes made to the six professional experience courses.

In August 2007, the National Athletic Training Board of Commissioners confirmed that the Linfield College Athletic Training Education Program is reaccredited for the next five years, affirming its quality. See Exhibit 5: Reaccreditation Confirmation.

Exercise Science Major
Most changes to the Exercise Science major resulted from informal analyses of student course performance, outcomes of experiential learning opportunities, and success of graduates in obtaining jobs within the profession, or admission into graduate programs. There has been no formal tracking of these outcomes to this point.

In fall 2007, the Exercise Science program was reviewed by an outside expert in the field: Dr. William Beam, Associate Professor of Exercise Physiology, California State University, Fullerton. The reviewer examined how the Exercise Science program fulfills the mission of the college and how it meets the student learning objectives identified by the department. The review included the curriculum; facilities; support provided faculty (teaching load, teaching equipment, laboratory equipment, etc); and quality and success of graduates.

Dr. Beam cited the strengths of the Exercise Science program as these: (1) the curriculum prepares students well for entry level careers, graduate study in exercise science and graduate study in professional programs, as evidenced by their success in such endeavors; (2) faculty are well prepared academically and have a depth of practical experiences that greatly enhances their teaching; (3) research being conducted by faculty and students is of high quality; (4) the HHPA department chair is an advocate for the program in regard to pursuing resources and in the broader context of the good of the department and college.

Some of the challenges to the program identified in the review were: (1) a very heavy teaching load with too few full-time tenure track faculty; (2) the absence of a required course on motor learning or prevention and care of athletic injuries; (3) the measurement and evaluation course is taught through the Psychology Department; (4) laboratory space and existing laboratory equipment is inadequate; (5) the visibility, status, and credibility of the Exercise Science major and faculty members may not be sufficiently articulated and displayed.; and (6) the combination of athletics with the department is not ideal.

Substantial changes within the Exercise Science program have been initiated in response to the review. A new physiology and exercise science laboratory space was opened in Cook Hall in spring 2008, which has also permitted anatomy labs (now occurring in their own dedicated space) to expand from two to three hours. Several new pieces of equipment for the laboratory have been purchased, including a new treadmill, metabolic cart and updated videography system. Additional equipment requests have been submitted for three new cycle ergometers. Proposed curriculum changes include a new course in research methods and design to replace reliance on PSY 250 Design and Analysis. In addition, MAT 130 Statistics has been added as a prerequisite to better prepare students for upper division courses. Finally, Exercise Science majors will be advised to take a course in the prevention and care of athletic injuries.

Other minor changes within the major have been made since the last accreditation. HHP 412 Human Anatomy II was changed in 2003 to allow students to enroll in the course more than once and thereby acquire more experience in prospection than they could get in a single semester. Another change instituted in 2005 was adding HHP 482 as an Exercise Science capstone experience option. This allows students to
engage in research and work on professional writing, experiences of particular usefulness to those pursuing graduate studies in the health professions or Exercise Science.

Prerequisites for BIO 213, HHP 352, HHP 365, HHP 440, HHP 440L, HHP 441 and HHP 482 have also been instituted. Previously, students could take courses before they had received important foundational knowledge, and many did not perform well (often having to retake courses) or resisted material for which they lacked conceptual context.

HHP 440L – Physiology of Exercise Laboratory was added as a requirement to the program. Taken concurrently with HHP 440 Physiology of Exercise, HHP 440L provides experiential learning opportunities in which students can integrate theory with practice and better prepare themselves for upper division coursework, internships, graduate school, and employment.

HHP 441- Applied Physiology of Exercise has been increased to 4 credits to reflect the addition of the major writing intensive component. This class is required by all Exercise science majors and is taught in a senior seminar format.

The number of internship credits (HHP 480 or HHP 487) has increased from no minimum requirement to a 3 credit minimum for graduation. Internships are an important component of the Exercise Science major as they provide students with opportunities to apply what they have learned in the classroom to real world situations. Many graduate programs and employers either require or look favorably upon internship experiences.

Given improvements in the major over the last several years, evidence that these have efforts have had a positive impact include the following: an increase in the numbers of students engaging in research projects; an impressive number of student papers selected for presentation at regional and national professional meetings; successful graduate school admissions reported by those who apply; and success in obtaining employment in professional settings. Anecdotal evidence suggests that more than 50% of Exercise Science graduates continue on to graduate study in physical therapy, exercise science, clinical exercise science, health promotion, medical school, naturopathic medicine, physician’s assistant, and nursing.

Health Education Major
The Health Education major hasn’t been formally reviewed since 1998 and only minor changes have been made in the program. Most curricular changes have come about because of informal observations of student performance in classes, and unsolicited feedback from program graduates. Results on certification exams are also useful in determining the need for program modification. Health Education majors who intend to teach must take the Health Education PRAXIS examination prior to student teaching. Recent student performance results on the Health Education PRAXIS (Table 7) show that Linfield students compare favorably with their counterparts nationally.

One program change has involved an increase in credits for HHP 383 Health Education Methods from 2 to 3. This permits inclusion of a federally funded teacher standards and assessment training program as part of the class. The health pedagogy scores on the PRAXIS are an indicator that the course enhancement may have had a positive impact. It is difficult to know for sure that the course change is responsible since earlier versions of the examination did not include the health pedagogy category, though Linfield scores in pedagogy are well above the national average now.

Scores for the diseases and disorders category have been below the national mean for the past two years. As the department undertakes a formal review to revise the Health Education program, concerted efforts
will be taken to enhance student understanding and skills as well as the delivery of courses which address diseases and disorders.

Table 3: Health Education PRAXIS national to institutional score comparisons

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>9/01 – 9/02</th>
<th>9/04 – 9/05</th>
<th>9/05 – 9/06</th>
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<tbody>
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<td>Highest Score</td>
<td>National</td>
<td>Linfield</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td>890</td>
<td>800</td>
<td>880</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>390</td>
<td>610</td>
<td>430</td>
</tr>
<tr>
<td>Median</td>
<td>700</td>
<td>750</td>
<td>700</td>
</tr>
<tr>
<td>Health discipline</td>
<td>72</td>
<td>76</td>
<td>64</td>
</tr>
<tr>
<td>Personal health</td>
<td>78</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>Community health</td>
<td>73</td>
<td>72</td>
<td>73</td>
</tr>
<tr>
<td>Healthy relationships</td>
<td>78</td>
<td>78</td>
<td>67</td>
</tr>
<tr>
<td>Diseases &amp; disorders</td>
<td>67</td>
<td>72</td>
<td>67</td>
</tr>
<tr>
<td>Health pedagogy</td>
<td>*</td>
<td>*</td>
<td>59</td>
</tr>
</tbody>
</table>

* combined with health discipline scores during this time

Graduates from Health Education programs may also opt to take the Certified Health Education Specialist examination. In the past ten years, only two Linfield health education majors elected to do so. One of the two earned certification through this testing procedure, while the other did not. The sample is too small to support any conclusions about program strengths and weaknesses.

Student feedback on senior surveys has been favorable, and graduates who stay in touch with faculty report success in getting jobs in school and community settings as health educators. Among strengths cited in the Senior Surveys and recent alumni surveys are quality instruction, excellent advising, and opportunities for acquiring real world experience through the program. Students also reported having a strong connection to departmental faculty. A common weakness mentioned by all departmental majors involves frequency of course offerings. As a result, BIO 212 Human Anatomy and BIO 213 Human Physiology will be offered both fall and spring semesters.

Physical Education Major and Minor

The Physical Education major and minor underwent a full review with subsequent changes in March 2005. As part of the review, a Physical Education pedagogy consultant made a site visit, and provided recommendations that were incorporated into the modifications detailed in their entirety in Exhibit 6 within the HHP Binder.

An important change converted HHP 386 Physical Education Methods to HHP 286, so that it could serve as a prerequisite for the five professional activities courses. The consultant justified this change so that teaching skills acquired in the methods classes could subsequently be practiced in professional activities classes.

The curriculum revision also introduced two new classes: HHP 341 Foundations of Exercise Science, and HHP 397 Research and Analysis in Physical Education. HHP 341 was designed to enhance student understanding of laws and principles of human physiology as they relate to physical activity and training. HHP 387 was created as a senior capstone course that allows students to examine, conduct, and evaluate current research in the field.

Assessment of the Physical Education program has focused on student performance in courses, as well as student teaching evaluations and scores on the PRAXIS exam. Linfield’s student scores compare very favorably with national scores. It is too early to tell if the programmatic changes in 2005 have affected
student performance on the certification exam. It is hoped that some of the formal assessments being implemented will enable collection of feedback more readily.

Table 4: Physical Education PRAXIS – Comparison of national and institutional scores

<table>
<thead>
<tr>
<th></th>
<th>9/02 – 9/03</th>
<th>9/03 – 9/04</th>
<th>9/04 – 9/05</th>
<th>9/05 – 9/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Natl</td>
<td>LC</td>
<td>Natl</td>
<td>LC</td>
</tr>
<tr>
<td>Highest score</td>
<td>183</td>
<td>170</td>
<td>187</td>
<td>171</td>
</tr>
<tr>
<td>Lowest score</td>
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<td>100</td>
<td>149</td>
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<tr>
<td>Median score</td>
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<td>159</td>
<td>155</td>
<td>161</td>
</tr>
</tbody>
</table>

CONTENT CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>9/02 – 9/03</th>
<th>9/03 – 9/04</th>
<th>9/04 – 9/05</th>
<th>9/05 – 9/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning &amp; devel</td>
<td>60</td>
<td>67</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td>Movement forms</td>
<td>68</td>
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<td>68</td>
<td>76</td>
</tr>
<tr>
<td>Fitness &amp; ex science</td>
<td>75</td>
<td>81</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>Social science foundation</td>
<td>58</td>
<td>58</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>54</td>
<td>61</td>
<td>58</td>
<td>65</td>
</tr>
<tr>
<td>Health &amp; safety</td>
<td>71</td>
<td>76</td>
<td>72</td>
<td>79</td>
</tr>
</tbody>
</table>

There has been limited response by Physical Education majors to recent alumni surveys. Student comments point to professional activities course series as an integral learning experience and strength of the program. These courses have assisted them in passing teacher credential exams and ultimately becoming effective physical activity leaders.

Building on such feedback, the HHPA Department is exploring how to offer a richer experience in its professional activities courses. Currently, the department is seeking to increase the authenticity of this experience by providing more meaningful micro teaching sessions – sessions where students teach to their peers in class. Specifically, the feasibility of combining the paracurricular and professional activities courses is being considered in order to increase and diversify the audience to instruct. Partnerships with local public/private schools and students who are home-schooled are also being considered as strategies for providing authentic micro teaching opportunities.

Students also recommend that the faculty place a greater emphasis on Physical Education as a public health tool. Modifications are currently being made to integrate this theme through many of the introductory and capstone courses. For example, the Foundations in Physical Education course has recently been changed to reflect a public health paradigm. Other courses, such as Foundations of Exercise Physiology and Nutrition, have been added to further prepare students in this important area of national concern.

The HHPA Department also offers service courses in physical education that are part of the institution’s general education paracurricular requirement. Such courses expose students to a variety of activities designed to encourage engagement in and commitment to lifetime fitness. Since 1998 only one course (HHP 071 Yoga) was added as a regularly scheduled class. Future plans include expanding offerings of paracurricular courses by integrating them with professional activities classes.

Division of Continuing Education

Since 1998, only one departmental academic course has been offered through DCE: HHP 280 Nutrition, first taught in summer 2005. The instructor concluded that teaching Nutrition as a face-to-face class offered in a condensed format in summer was not ideal, as attendance was inconsistent. She then converted the course to an online format for summer 2007, enrolled 40 students, and reported that things went well. Student assessment occurs the same way for students taking the course in either its traditional
or online form, allowing the instructor to compare student performance in each case and thus assess the
effectiveness of online delivery. In summer of 2008, two additional courses were offered: HHP 280
Personal Health Promotion, and HHP 242 Human Sexuality.

ASSESSMENT

Until recently, the department has utilized mostly informal and anecdotal information from students and
graduates to assess its programs. The Athletic Training Education Program has begun to formally assess
student outcomes as part of its accreditation process. More formal means of assessment are being
developed institutionally to allow evaluation of all departmental majors.

Electronic portfolios are another formal way in which the department intends to track and document
student performance and the attainment of competence. E-portfolios will also provide information to
enhance delivery of programs. In spring 2007, HHP faculty and staff attended a faculty development
workshop in which portfolio software training was provided. During 2007-08, each major began
developing preliminary e-portfolio guidelines. It is hoped that students will begin to create electronic
portfolio entries in their major courses offered during 2008-09.

An effort has been made to standardize course syllabi, and additional changes are forthcoming in which
assessment of competencies will be clearly delineated within syllabi. Assessment matrices aligning
competencies to course requirements have been created for each major and appear as Items 7 through 10.
These matrices will serve as the framework for students to track their progress, and for the department to
document student performance within their electronic portfolios.

FUTURE DIRECTIONS

In keeping with its vision statement, the Department of Health, Human Performance and Athletics strives
to provide a wide range of experiential learning opportunities which, when combined with strong liberal
arts and academic major foundations, should prepare students for excellence in life, future study, and their
chosen professions. Providing experiential learning opportunities within the classroom will require
improved lab and athletic training facilities, as well as upgraded technology that exposes students to state-
of-the-art equipment for practice and research purposes, as well as the creation of electronic portfolios.
One goal of the current college capital campaign includes fund-raising to support construction of a new
health and fitness building to meet some of these facilities needs.

Faculty and students in HHPA share a commitment to develop a campus wellness program that ties into
major competencies, is incorporated into course offerings, provides opportunity for collaborative research
and experiential learning, and benefits the McMinnville Campus as a whole. This vision will require
additional funding for: (1) more equipment to outfit a lifetime fitness center; (2) expanded student-faculty
collaborative research; and (3) work study coverage for greater facilities access. Increased funding would
also enable the addition of new faculty lines in exercise science, a large major with insufficient faculty
FTE at the present time.

From a curricular perspective, the department will begin to determine how each major can contribute to
and benefit from linking with a comprehensive campus wellness program. The addition of a departmental
research methods and quantitative design course will encourage and allow students to develop research
questions based on campus health promotion. Faculty envision cross-campus collaborative opportunities
that can tap into the wellness program experiential learning theme; they have already begun the
conversation about collaborative research projects related to this vision. Another aim is to continue to
develop the capstone course especially as it relates to student and program assessment. Ultimately, the
department aims to assess students consistently so as to be sure they remain on target and graduate from
Linfield with a degree that meets or beats the standards of the field.
HEALTH SCIENCES PROGRAM

MISSION

The mission of the Health Sciences Program is to prepare graduates who:

- Have knowledge of the health care system locally, nationally, and globally;
- Can work with the political and policy constraints of health care systems to promote health;
- Use the scientific method to investigate problems and communicate results;
- Advocate for improvement in health care nationally and internationally.

Historically, Health Sciences had been a four year degree program and graduated strong students who have moved into a variety of health professions careers. With the decision to move to an upper division transfer-only campus in Portland, the Health Sciences major has been redesigned to accommodate that model. It now exists as two distinct but interrelated majors: (1) Environmental and Public Health and (2) Public Health Administration.

Intersections with Linfield’s Foundational Education Principles

Health Sciences faculty are committed to a liberal arts core, including the sciences, as a basis for education in the 21st century.

Integrative learning
Integrative learning is the hallmark of the two Health Sciences majors, which both draw on an interdisciplinary base in the social, behavioral, and natural sciences. Students learn to work with all disciplines that intersect with health including but not limited to Sociology, Psychology, Anthropology, Economics, Biology, Chemistry, and Microbiology. This occurs, for example, in the senior seminar (HSC 485) where students bring together their studies to plan for contingencies in health care crises such as a pandemic or natural disaster.

Global and Multicultural Awareness
The Health Sciences curriculum emphasizes global and multicultural aspects of today’s society and world. Students take required courses in international health, public health, and general education courses that support this principle. In past years students have had the opportunity to enroll in off-campus January Term courses to such places as Southeast Asia, Africa, China, and India to learn about health care practices in other cultures and societies. Being culturally aware is critical for health care careers and having a global perspective is essential for understanding public health and epidemiology, core concepts in Health Sciences.

Experiential learning
Experiential learning is at the core of the Health Sciences program. Students have the opportunity to learn from lab exercises, field trips, and off-campus courses about science and health care in the U.S. and around the world. All students graduating in Health Sciences complete an internship in their senior year that provides hands-on experience in a health care environment related to their interests. Students must successfully complete a research methods course to prepare them to apply principles learned in other classes. The research course helps students practice data collection, analysis using quantitative methods, and writing to communicate research outcomes.
FACULTY

The Health Sciences Program has undergone considerable change in the past year as a result of the transition of the Portland Campus to transfer-only upper division programs. Just as with Nursing, students will now enter the Health Sciences major in their junior year. One full faculty FTE is devoted to Health Sciences, though the position is currently filled by a .8 FTE visiting associate professor pending a national search in 2008-09. A biologist with part-time appointment in Health Sciences has been relocated to the McMinnville Campus as of 2008-09 (to assume a line in Environmental Studies and assist with expanding science enrollments on that campus). Courses supporting the Health Sciences majors are provided by several other faculty on the Portland Campus, most notably in biology.

J. Michael Leahy, Visiting Associate Professor of Health Sciences. B.A. State University of New York at Stony Brook; M.B.A. Harvard University

*Sciences:*
Nancy Broshot, Associate Professor of Biology/Environmental Science (based on the McMinnville Campus as of 2008-09). B.S., M.S., Ph.D. Portland State University

Jack Keyes, Professor of Biology. B.A. Linfield College; Ph.D. University of Oregon. Program Chair.

William Weaver, Associate Professor of Biology (.5 FTE as of 2008-09). B.S. College of Idaho; M.S., Ph.D. University of Oregon

*Social Sciences:*
Mary Lee Nitschke, Professor of Psychology. B.A. Wichita State University; M.A., Ph.D. Michigan State University

The table below describes the teaching assignments within the program prior to 2008-09 and its new upper division structure. Faculty often team taught to combine their expertise in innovative ways.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Broshot</td>
<td>Principles of Biology, Environmental Health, Her-story, Ecology, Genetics, Cell Biology</td>
</tr>
<tr>
<td>William Weaver</td>
<td>Microbiology, Immunology, Pathophysiology, Pharmacology, Anatomy, Public Health</td>
</tr>
<tr>
<td>Mary Lee Nitschke</td>
<td>Health Psychology, Life Span Psychology, Research Methods II</td>
</tr>
<tr>
<td>Debbi Canepa</td>
<td>Anatomy, Forensic Science, Embryology, Pathophysiology, Physiology</td>
</tr>
<tr>
<td>Mike Leahy</td>
<td>Health Care in America, International Health</td>
</tr>
<tr>
<td>Paul Gilbarg</td>
<td>Health Care Administration, Statistics, Research Methods</td>
</tr>
<tr>
<td>Barbara Van Ness</td>
<td>Computer Proficiency, Lab Coordinator</td>
</tr>
<tr>
<td>Dan Love</td>
<td>Organic Chemistry, General Physics, Biochemistry, Great Books</td>
</tr>
<tr>
<td>Jack Keyes</td>
<td>Physiology, Pathophysiology, Pharmacology, Senior Seminar in Health Sciences, Cell Biology</td>
</tr>
</tbody>
</table>
See below (Curricular Evolution) for the shape of the program going forward; teaching assignments have adjusted accordingly.

Mentoring of faculty has occurred informally via discussions and meetings. Formal faculty evaluation processes follow those outlined in the Faculty Handbook. Dr. Nancy Broshot successfully secured tenure and promotion since the last accreditation. Advising in the revised major will be conducted by Professor Leahy and Dr. Keyes.

STUDENT PROFILE

Students have come to Health Sciences from a variety of backgrounds. Most are working at and excelling with the demands of the program. In 2008 the last four-year Health Sciences majors graduated. Incoming transfer students have tended to be older. Most have been interested in entering into a medical graduate program (e.g., M.D., D.O., P.A. or P.T.); the next largest group has been interested in graduate programs in epidemiology and public health. The majority of Health Sciences students in the past have matriculated into programs that require science backgrounds. All Health Sciences majors are required to have a course in health care administration and leadership as well as international health.

General Education

As of fall 2008, four courses within the Health Sciences Curriculum may earn general education credit: HSC 360 Science as a Candle in the Dark (UQ), HSC 261 Herstory (VP), HSC 395 Great Books, and HSC 270 Introduction to Forensic Science (NW).

Curriculum Evolution Since 1998

The Health Sciences faculty worked for two years toward completing a major curriculum revision that would assist four year students to enter respected graduate programs in environmental health and public health, or to find jobs in the health care field. During this process, however, the Portland Campus also undertook a strategic planning effort that led the college to move the campus to transfer-only programs. Initially construed as allowing sophomore entry, enrollment patterns led senior administration to conclude that sophomore entry should be discontinued—an administrative decision driven in great part by the School of Nursing’s decision to admit only juniors to their program after 2007-08.

In 2007-08 then-Dean Seidman directed Associate Dean of Faculty and Associate Professor of Chemistry Elizabeth Atkinson to work with Portland Campus liberal arts faculty to revise the Health Sciences curriculum in keeping with an exclusively upper division status. Dr. Atkinson invited Dr. Janet Peterson, Associate Professor of Health, Human Performance, and Athletics (McMinnville Campus) who holds a doctorate in public health, to join the discussions. They began in summer 2007 and continued through fall. In spring 2007 Linfield had been selected to participate in a two-part American Colleges and Universities (AAC&U) initiative dedicated to integrating public health curricula into liberal arts contexts. Dr. Peterson also attended Phase One of that initiative in July 2007 when Health Sciences program director Dr. Tim Baker was prevented from doing so by serious illness. Dr. Baker died that summer. In spring 2008 his adjunct replacement, Professor Mike Leahy, participated in Phase Two of the AAC&U initiative on behalf of the college.

In spring semester 2008 Dr. Jack Keyes forwarded a proposal to revise the Health Sciences major to the Curriculum Committee, which brought it to the Faculty Assembly where it was subsequently approved at the April meeting. See Exhibit 1 in the Health Sciences Binder. Health Sciences is now split into two majors: (1) Environmental and Public Health and (2) Health Sciences Administration.
It is important to note that the Portland Campus science faculty involved in this revision process have done so under protest. They remain unhappy about the lost opportunity for students to deepen their exposure to science on the Portland Campus in the ways that had been possible under the previous curriculum. On the other hand, Professor Leahy’s experience with health care administration and extensive network within the Portland metropolitan area offer hope for new avenues to open up with the major going forward.

**Division of Continuing Education**
Health Sciences provides no courses for the Continuing Education program at Linfield at this time.

**ASSESSMENT**

Joined by Professor Leahy and eventually his successor tenure-track hire, the Portland science faculty will, by the end of 2009-10, develop new outcomes for each major. Health Science graduates should be able to enter the work force in jobs related to the health industry across a broad spectrum of possibilities ranging from administration to public health.

Initial assessments of the revised curriculum will in the meantime rely on individual course evaluations and other forms of student and faculty feedback until the first cohort admitted under the new curriculum has graduated. Student performance on class assignments, particularly in the capstone course, will also provide valuable information about the workings of the curriculum, as well graduates’ acceptance to post-baccalaureate study. Once outcomes for each major have been developed and adopted, assessment of the program as a whole will begin.

**FUTURE DIRECTIONS**

Health Sciences faculty will set to work in 2008-09 to develop outcomes for both majors. They will also develop a plan to assess the program, as measured against program objectives. Data obtained from graduates about their careers and other outcomes of their education will also provide important insights into the efficacy of the program.

Faculty will continue to monitor the need for specialized courses related to public health and environmental health. For example, a GIS course is in the process of development to be taught concurrently with epidemiology. GIS is rapidly becoming an essential tool for epidemiology and will likely be a standard course for every public health program in the near future.

Through the work of Professor Leahy and his successor in Health Care Administration, the program should be able to develop a reenergized experiential learning component to place students in externships and internships throughout the metropolitan Portland area.

**HISTORY DEPARTMENT**

**MISSION**

The mission of the History Department is to teach history as a distinct form of inquiry into the human condition. Students will learn the skills of history through the study of historical methods, area studies, research and writing. In successfully completing a major/minor in history, a student will develop:
• A sensitivity to the values and attitudes of other times and places
• An appreciation of basic continuities in human affairs
• The ability to observe and analyze significant change over time
• An awareness of multiple causation
• The recognition that history is an ongoing and incomplete search for truth
• An understanding of the relativist character of the discipline
• The skills necessary to research and write well

Students pursuing a minor will acquire the same capacities and skills as majors, though to a less well-developed degree.

**Intersections with Linfield’s Foundational Education Principles**

*Integrated Learning*

The History Department, through its central role in delivering the Vital Past Mode of Inquiry within the Linfield Curriculum, recognizes the ways by which a study of history informs and intersects with all disciplines. Faculty within the department regularly collaborate with those in other fields, both through team teaching (as in a January Term course to Russia involving Russianists from History and Political Science) and through interest groups like the Asian Studies or Latin American Studies faculty cohorts. A recently hired U.S. historian brings an expertise in environmental history that enriches the curriculum of the Environmental Studies program, another example of historians partnering with colleagues to further interdisciplinary study. The History major itself requires students to integrate their developing skills as students of historical method so that by their senior year they are able to complete thesis projects of substantial depth. Finally, those majors seeking secondary licensure in social studies learn to integrate their study of History with other social science fields as well as with the Education Department coursework through which they learn how to teach the subject to others.

*Global and Multicultural Awareness*

The study of History is by definition a global enterprise, and the range of expertise among departmental faculty demonstrates that point, as it includes Asia, Europe, Latin America and the U.S. A great part of the History curriculum is thus devoted to history beyond U.S. shores. U.S history courses in turn reflect the operation of the nation on a global stage and expand students’ domestic multicultural understanding. A new environmental historian provides another approach to globally relevant subject matter. Many of the History faculty have developed and taught off-campus January Term classes (to Russia, Japan, Italy, Greece, Northern Africa, and Mexico, for example). Latin Americanist Sharon Glasco has also assisted with the college’s Oaxaca semester-abroad program, while Asianist John Sagers has done the same with the Japanese-based program at Kanto Gakuin University. All members of the department encourage students to pursue international study while at Linfield.

*Experiential Learning*

The department’s cultivation of the historian’s skills in their majors finds a variety of experiential learning outlets as students enroll in off-campus January Term study to historically significant regions or undertake internships (for example, in local historical museums) where they support the projects fostered by those institutions. Within the context of the senior thesis, each major must also engage in historical research using primary materials—in other words, s/he must engage in the historian’s meaning-making enterprise. The strongest students in the department’s Senior Seminar regularly present papers at regional conferences of Phi Alpha Theta, the History Honorary. Several students have completed collaborative research with History faculty. Those seeking secondary education licensure student teach.
FACULTY

Sharon Bailey Glasco, Assistant Professor; B.A. Whitworth College; M.A., Ph.D. University of Arizona. Department chair.

Peter Buckingham, Professor. B.A. Gettysburg College; M.A., Ph.D. Washington State University

John Sagers, Associate Professor. B.A. University of California, Berkeley; Master of Pacific International Affairs, University of California, San Diego; Ph.D. University of Washington

Scott B. Smith, Associate Professor. B.A. Yale University; A.M., Ph.D. Harvard University

Lissa Wadewitz, Assistant Professor. B.A. Pomona College; M.A., Ph.D. University of California – Los Angeles

For many years the department also benefited from the adjunct support of Dr. Beverly Berg, whose doctoral work in Classical History regularly deepened the History curriculum, including its January Term off-campus offerings. Dr. Berg “retired” in July 2008.

All full-time faculty hold the Ph.D. Special fields include U.S. history, Asian history, European history, and Latin American history, and Environmental History, the last area an addition made possible by college approval of a new faculty line in 2006-07. All five faculty are actively engaged in research and publication.

In addition to sharing departmental duties (such as securing a renowned historian to present the annual Steine Jonasson Lecture), department members rotate responsibility for serving as a first year Colloquium advisor, a valuable means of identifying promising majors.

STUDENT PROFILE

The History Department teaches a wide range of students in its courses, given its heavy participation in general education. All history courses are eligible for Vital Past (VP) credit, which means that many classes, even at the upper division, include a mix of majors, minors, and non-majors. Through the use of prerequisites, the faculty are seeking to mitigate that situation in advanced study courses. Many students seeking Linfield Curriculum credit choose to do this at the 100 level so that survey courses are always in high demand. Courses in Asian, European, and Latin American history fulfill the Global Pluralisms requirement, while U.S. history classes satisfy U.S. Pluralisms. Among majors, students may seek secondary licensure or may be considering graduate schools or professional programs like law. Thus the department can claim some of the most talented and ambitious students at the college.

CURRICULAR EVOLUTION SINCE 1998

General Education
As noted above, the History Department is a central provider of courses eligible for the Vital Past Mode of Inquiry as well as the Global and U.S. Pluralisms Diversity Requirements. Since 2004-2005, the department has also taken a more active role in delivering the first year Inquiry Seminar, with two faculty members having participated (one on a regular basis). Given the fact that History as a discipline is well suited to the Inquiry Seminar format, and at the continued urging of the dean of faculty, the department will be moving to expand its participation in the program beginning in 2010-2011.
The History Department has undergone profound change since 1998. Due to a combination of retirement and new faculty lines, only one faculty member from 1998 remains in the department today. New hires occurred in 2001 (Asian history), 2002 (European history), 2003 (Latin American history), and 2007 (U.S. West/U.S. Environmental history). The arrival of so many new members has afforded the opportunity to revisit the structure of the major, to discuss the value and purpose of its different components, and to make adjustments in delivering the curriculum and assessing departmental effectiveness in realizing learning objectives.

The major, at 40 credits, is structured around three different levels, with a corresponding increase in expectations of student’s writing, research, and critical thinking skills at each level: 100-level survey courses, where students are introduced to the structure of the discipline and the skills of critical thinking and historically-based writing; upper-division courses at the 200 and 300-level, where students further develop these skills and master important historical content; and the capstone to the major, Senior Seminar. There is no required sequencing in History because it is neither necessary nor desirable, as few students come to Linfield specifically to major in History.

However, the department does offer some common sense guidelines for declared and potential majors. Students are urged in the first year to take one or two 100-level surveys; the department offers survey courses every semester in U.S., East Asian, U.S. Environmental, and Eurasian history, along with Western Cultures and World Civilizations. Having familiarized themselves with History as a discipline, students are then encouraged to (a) take HST 285 Introduction to Historical Methods as soon as possible, and (b) move into the upper divisions courses, which are more focused in content and more sophisticated in structure and expectations. Finally, during the fall semester of their senior year, students take the capstone course, Senior Seminar.

The American Historical Association suggests that undergraduate History programs contain courses in methods, historiography, and a senior thesis. The major incorporates all three of these elements into two required courses (each at five credits): HST 285 Introduction to Historical Methods, which combines the theoretical component of historiography, along with developing the practical skills of historically based research and writing; and HST 485 Senior Seminar, where students must produce a 35-50 page original research project based on primary and secondary sources. To help students recognize the significance of Historical Methods to their intellectual development and progress in the major, it was moved into the 200-level courses (having formerly been HST 185), and now earns five credits rather than 3.

The HST 285/485 axis lies at the heart of the major. HST 285 is designed to initiate the process of assessable goals, including (1) developing the methods and skills necessary to help students learn to think like historians at the novice level; (2) doing basic, systematic research in primary and secondary sources through the library and other informational sources; and (3) writing scholarly history papers of high quality. Historical Methods, in a definitive way, bonds students to the department and effectively gets them to see the dynamic nature and intellectual rigor of the practice of history. It also provides faculty a point to begin focused assessment of a student’s progress through the major, and helps identify potential problems as student continue to prepare for Senior Seminar.

Between HST 285 and HST 485, students typically take several upper-division (200 and 300-level) courses, all of which have extensive writing assignments (research papers and projects, historiographic essays) as well as shorter writing assignments, exams, etc. Majors are required at this level to take at least one course in the following areas: Europe and the Mediterranean; Asia and the Pacific; North America; and Latin America and the Caribbean, as one of the goals of the major is to have “sensitivity to the values and attitudes of other times and places.” During this interim period in their studies, majors mature in their
intellectual capabilities, and begin to understand the rigor and expectations of the major, especially since History courses are both reading- and writing-intensive.

Having sharpened their skills as historical researchers and writers in the upper-division courses, students are then ready in their senior year to take HST 485 Senior Seminar, the capstone experience of the major. Here students are asked to prove that they have mastered the skills of thinking historically, doing systematic research in primary and secondary sources, and writing scholarly papers of high quality. The best students from this course are invited to present their work at the regional Phi Alpha Theta conference; they are also given the opportunity to revise their thesis for credit (HST 490) in order to qualify for departmental honors. Student participation at the Phi Alpha Theta conference has increased significantly over the past three years, which reflects positively on the growing quality of work produced by History majors.

The Division of Continuing Education

The History Department participates in DCE on a limited basis. History coursework provides general education offerings in the Vital Past, Global Pluralisms, and U.S. Pluralisms. It also contributes to the Social and Behavioral Sciences (SBS) major track (History emphasis). Those who teach within DCE are a mix of emeritus faculty, current tenured or tenure-track department members, and adjuncts.

Currently, there is no formal assessment of DCE instruction in History beyond student course evaluations; nor has there been a formal assessment of student outcomes. The History Department recognizes this as a significant and serious problem. Given the wide variety of experience and education that different instructors bring to DCE, there is growing concern amongst members of the department that a disjuncture exists between the expectations and standards applied to McMinnville Campus courses and those operative for DCE courses. Residential faculty members who teach/taught in DCE have done an excellent job at meeting departmental expectations and goals within those courses. Unfortunately, the same cannot be said about courses taught by adjuncts not affiliated with the residential campus. The problem is most evident when the same course is taught within the DCE structure and on the McMinnville Campus: department members find the DCE version to fall significantly short of department expectations and goals, often failing to meet some of the most basic goals for History courses noted at the outset of this self-study. Part of this difference lies in the educational training of DCE adjuncts, some of whom do not hold a Ph.D. in their area of expertise. Weaknesses can also be found in DCE history adjuncts teaching out of their area of expertise/training. Finally, there are significant problems with communication between the DCE dean, DCE staff, the History Department liaison, and DCE adjuncts; these contribute to the uneven quality of History courses taught within DCE. In 2008-2009, the departmental DCE liaison will focus on evaluating the role of the department within the DCE curriculum, and will set into place much clearer lines of communication between the DCE director, the departmental liaison, and DCE adjuncts.

There is a model for quality adjunct instruction that exists within the History Department at this time that can (and will) be used to help evaluate DCE instruction. Both Dr. John Braun and Dr. Jeff Glasco teach as adjuncts for the department on the McMinnville Campus. Each instructor holds a Ph.D. in his area of teaching focus; in addition, Dr. Glasco is professionally active, attends conferences, and publishes original research. Both have developed their classes in ways that adhere to the standards, expectations, and goals of the History Department, and the chair reviews their teaching evaluations each semester to make sure they continue to meet those standards. This same model of assessment will be applied to current DCE instructors, as part of the ongoing discussion regarding the relationship between DCE and the History Department.
Assessment

Quantifying learning goal outcomes for students in the major as well as those who take history courses taught within the Linfield Curriculum happens on a number of levels. Many of the skills faculty seek to develop, including writing and critical thinking, are difficult to quantify, and sometimes gains are not realized by students until well after they leave Linfield (and so do not show up on exit surveys or course evaluations). Nonetheless the History faculty do have a good sense of how they are meeting the goals of specific courses and the major. Given the department’s small size, the processes of evaluating the curriculum as well as student progress toward the goals of the major have taken place informally. Faculty regularly consult with each other, including on issues surrounding the structure and delivery of the curriculum. This permits rapid adjustments as necessary. While the system has worked very well for the department in the past, the faculty acknowledge that college aspirations include the creation of more formal assessment structures for each academic program.

Currently, there are two points in the progress of History majors that make a closer assessment of their work possible: HST 285 (Introduction to Historical Methods) and HST 485 (Senior Seminar). Comparing and contrasting students’ written work at these two junctures (Methods ideally at the sophomore level, and Senior Seminar at the senior level) allow faculty to measure their intellectual growth in the following contexts: (1) developing the methods and skills necessary to help students learn to think like historians at the novice level; (2) doing basic, systematic research in primary and secondary sources through the library and other informational sources; and (3) writing scholarly history papers of high quality.

Just before the last college accreditation visit in 1998, the History Department set up an assessment process that proved to be too cumbersome and did not mesh well with the informal nature of the department. Consequently, the faculty have adopted assessment practices that are much easier to undertake and sustain. Quantitatively, the department employs the following practices in terms of assessing student’s performance in the major:

1. Faculty maintain copies of students’ written work in both HST 285 (Research proposal/historiography essays) as well as HST 485 (Senior Thesis). Instructors also complete a brief synopsis of students’ performance in the course, noting both successes and deficiencies. See History Department Binder, Exhibit 1.

2. Faculty maintain copies of students’ papers presented at the Phi Alpha Theta conference (held annually), as well as an assessment report on these student presentations, to highlight the best examples of how students are meeting departmental goals.

3. All course syllabi (McMinnville Campus tenure/tenure-track faculty, McMinnville Campus adjunct faculty, and DCE adjunct faculty) clearly state department goals, and student evaluations at the end of the course ask students to assess whether or not these goals have been met. See History Department Binder, Exhibit 2.

4. Students meet with their academic advisors each semester to discuss and assess progress through the major, as well as each student’s performance in his/her coursework. These meetings give individual faculty and students the opportunity to maintain an ongoing dialogue regarding the intersection between the student’s experiences in the classroom and the goals of the major as integrated into particular classes. These meetings also help faculty assess whether or not the necessary maturation in both written skills and critical thinking is taking place.

5. Faculty closely review student evaluations, Senior Survey results, and alumni feedback to understand what students are gaining from the History curriculum, both in the short term, as well as the long term.
This helps demonstrate where department goals and outcomes intersect once students have left Linfield. Currently, this discussion is taking place informally at the department level.

These five practices allow the History faculty to see, at key points in a student’s academic career, progress made in relation to department goals. At the same time, department members realize the need for a more systematic, and uniform, way of assessing student performance. Since the majority of work that students produce in History study is written, adoption of a portfolio system would be a valuable tool to frame assessment. Students would maintain examples of written work from their History courses as they progressed through the major, and this work would then be reviewed by faculty at key points in the student’s academic career (end of sophomore, junior, and senior years). This system could afford faculty the opportunity for more regular and meaningful assessment. The department has begun discussing a transition to the portfolio system and hopes to have institutional support for the process.

Outside of the HST 285/485 axis for the major, there are other ways in which the faculty assess how successfully their courses are achieving their intended outcomes in terms of cultivating in students an appreciation of and capacity for historically minded thinking. Historical-mindedness resides in the following competencies:

• *A sensitivity to the values and attitudes of other times and places*
  With the rapid expansion of travel and communications technology, people today are finding that the global community impacts their lives to an unprecedented degree. Understanding the history and values of other cultures is therefore crucial to many careers and responsible citizenship. Courses in Asian, European, and Latin American history focus on examining the development of cultures and histories outside of the United States. Course syllabi, including course assignments, highlight this goal.

• *An appreciation of basic continuities in human affairs*
  In spite of the rhetoric claiming “revolutionary” breakthroughs in many fields, the study of history suggests that change in human endeavors is most often gradual and incremental. Course syllabi, including course assignments, highlight this goal.

• *The ability to observe and analyze significant change over time*
  Ideas that many see as timeless may have undergone significant evolution in previous eras. Current courses ask students to read and assess historical primary and secondary sources understand these changes. Faculty also offer students the option to do internships, which provide an opportunity for experiential learning in analyzing original documents to construct their own historical narratives. Course syllabi, including course assignments, highlight this goal.

• *An awareness of multiple causation*
  In an age of quick fixes and answers, it is important for students to recognize the complicated and multifaceted nature of the human experience. History courses encourage students to weigh political, economic, social, intellectual, cultural, and other factors and to integrate various perspectives into coherent explanations. The program’s recent hire in the U.S. West/U.S. Environmental History builds on this process, by focusing on how the interaction between human beings and the nature world has influenced history. Course syllabi, including course assignments, highlight this goal.

• *The recognition that history is an ongoing and incomplete search for truth*
  Critical thinking is among the most important skills that students develop at a liberal arts college, so faculty must nurture the ability to distinguish theses supported by evidence from those based on conjecture. With the information explosion associated with the Internet, students must take
particular care in evaluating their sources. Course syllabi and assignments, alumni feedback, and exit surveys highlight this goal.

- **An understanding of the relativist character of the discipline**
  Debunking myth is a distinguished tradition in historical studies. While there may be some timeless truths, they are certainly not as numerous as political religious elites would have people believe. Fostering a healthy skepticism and an appreciation of diverse viewpoints among students is a central goal of history courses, highlighted in course syllabi and class assignments.

- **The skills necessary to research and write well**
  The majority of the courses in the History Department require students to analyze primary and secondary source materials, formulate theses, and argue them persuasively. In Historical Methods as well as Senior Seminar, students are asked to take on original research projects. The Thomas Branigar Award helps to fund student travel to historical archives in conjunction with Senior Seminar projects, and the Phi Alpha Theta history honor society conferences allow students to present their work at a professional conference. Faculty have also worked with students through the college’s summer Collaborative Research Program. Course syllabi and assignments, Historical Methods research proposals, senior theses, and papers presented at Phi Alpha Theta all demonstrate how the History faculty are meeting this goal.

### DEPARTMENT OF MASS COMMUNICATION

#### MISSION

The mission of the Department of Mass Communication has remained unchanged: to develop women and men who understand the vital role of mediated communication as they adapt to and challenge their environments, and who can express themselves accurately, clearly, grammatically, persuasively, and creatively.

More specifically, the program’s mission is to pursue the study of mass media within a context of a modern liberal arts and sciences education and to develop in students an understanding and appreciation of the historical background, the theoretical, legal and ethical dimensions, and the social influences of mass media. In addition, the program’s mission is to offer course work, activities, and experiences that will provide students with specific skills required to perform effectively as communicators. Those skills include writing, gathering information, reporting and thinking critically.

#### Intersections with Linfield’s Foundational Education Principles

**Integrated Learning**

The Mass Communication curriculum is inherently interdisciplinary. Students must bring knowledge or gain knowledge from other areas to give them something to communicate about. Students are required to have a minor or area of concentration outside the major. And, most important, courses within the major cross multiple disciplinary boundaries as evidenced by their cross-listing but also by their subjects and approaches. Thus, the department offers two film courses; the capstone course uses a historical approach; and the introduction course takes a hard look at the business of communication. There are other examples of the interdisciplinary and integrated learning that take place in the major, as the department’s catalog copy makes clear.
Global and Multicultural Awareness
The department supports the development of global and multicultural awareness among students in multiple ways, beginning with the LC multiculturalist designation “US” accorded MCM 150 Introduction to Mass Communication. The department’s biennially offered January Term off-campus course, MCM 398 British Mass Media provides students with an international perspective on English language media operations. Current and former faculty in the department have traveled widely; the current department chair Dr. Brad Thompson held a Fulbright fellowship in Bulgaria, for example. They bring these perspectives to their classes and advising. Students themselves are encouraged to share their international and multicultural experiences in the classroom through discussion and writing. One current major is from Nigeria; two students recently spent a semester in Mexico, one of them writing extensively about it for her hometown newspaper; another student has participated in the Semester at Sea program. In addition, courses are infused with issues of multicultural awareness, beginning at the earliest stages of the major. For example, the textbook required in MCM 175 Introduction to Media Writing includes a chapter titled “Recognizing Bias and Stereotypes.” A section of the MCM 337 Mass Media and the Law addresses the constitutional issues surrounding hate speech. Nearly every course similarly confronts multicultural and gender issues.

Experiential Learning
As the study and practice of mass communication is inherently interdisciplinary, so too is it experiential. Students are required to work in campus media. Internships are encouraged and many students complete them for the experience without taking academic credit. Courses require students to actively gather information in the community and to practice using the skills that employers want them to have. Courses often ask students to test theory in light of practice. For example, MCM 345 Mass Media, Politics and Public Opinion had students conduct a statewide pre-election telephone poll of likely voters. In other cases, student-faculty collaborative research projects have helped individual students make connections between the classroom and newsroom [Mass Communication Binder, Exhibit 1]. The department also provides faculty advisors for The Linfield Review (the campus newspaper), KSLC (the campus radio station), and Wildcat Productions (dedicated to video projects), all of which are student media clubs funded and formally overseen by the Associated Students of Linfield College (ASLC).

FACULTY
The department is budgeted to have four full-time, tenured or tenure-track faculty members, up from three members 10 years ago. The department had one retirement over the last 10 years and two faculty gained tenure. Two faculty left the department early in the last decade. Two more faculty left the department last year: one with tenure left to become a department chair at another institution and the other chose not to complete his doctorate. These recent departures ended a five-year period of stability within the faculty cohort. Searches have already begun for their replacements, but the department faces a challenge in hiring for these positions given the existing salary structure of the college, which does not keep pace with the market rates operative for scholar/professionals in public relations and broadcasting. Both current full-time members of the department are tenured. One holds a Ph.D. and the other holds the terminal degree required by the college at the time of his tenuring.

William Lingle, Professor. B.A., Southern Illinois University; B.S., M.S. University of Oregon

W. Bradley Thompson, Associate Professor and Chair. B.A., University of Denver; M.A., University of Missouri, Columbia; Ph.D., University of Colorado at Boulder

The department has extended a courtesy appointment to Susan Barnes Whyte, library director, who actively co-teaches MCM 275 Information Gathering when it is offered.
For untenured faculty, the Department of Mass Communication’s tenured faculty members offer informal mentoring as well as formal annual appraisals based on classroom observations and discussion, in accordance with the Faculty Handbook. In addition, all untenured faculty are required to collect student evaluations in each course every semester and to write a self-appraisal as part of the annual review process. As directed in the Faculty Handbook, tenured faculty undergo periodic post-tenure review with the dean of faculty.

The department teaches a broad range of courses, which require faculty to be broadly educated within the field and adaptable. Each faculty member, when hired, is also expected to fill a particular curricular role within the department. Faculty generally teach in one or two of the four tracks the department offers: journalism, public relations, electronic media, and media studies. When necessary, adjunct faculty members are hired to teach for short periods of time. These instructors come from the professional fields associated with major, such as broadcasting, journalism, and public relations/advertising; they generally teach the practitioner-oriented courses within the departmental curriculum. In addition to teaching, these adjunct faculty provide links to the industry and community that have led students to internships and jobs.

It should be noted that Mass Communication faculty also fulfill teaching duties outside the department. Faculty rotate annual participation in the first year Colloquium Program and assume the attendant advising duties. Faculty also regularly teach a section in the Inquiry Seminar program.

Department members meet several times each semester to discuss curriculum development, teaching, advising, service activities, scholarship, equipment needs, and budget issues.

**STUDENT PROFILE**

As is the case for Linfield students generally, majors in mass communication come from a variety of backgrounds, experiences and levels of preparation. And they go on to a variety of careers and graduate schools.

Introduction to Mass Communication (MCM 150) serves as the gateway course to the major and provides a general education course for the college. In 2007-08, for example, the department offered four sections with a total enrollment of approximately 150 students. Most other courses in the major are capped at 25, while skills courses (writing, photography, etc.) enroll a maximum of 12 students for pedagogical reasons.

A few Mass Communication majors have graduated with a second major, which the department encourages for academically gifted students. One even triple majored. To date, no students have minored in the department’s minor in media studies.

Over the past decade the number of majors the department graduates has ranged from 31 to 17, averaging 24.5 graduates per year (2007 Fact Book, p. 67). The decline in majors in recent years probably reflects at least three factors: (1) the low pay and uncertain job prospects for mass communication graduates; (2) the siphoning off of majors to the newly created Electronic Arts major; and (3) the increased rigor Mass Communication faculty have tried to instill in the program. This decline stands in stark contrast to the almost uncontrolled growth the department faced a decade ago. Even so, averaged across the last ten years, the major has graduated the third highest number of students (after Business and Elementary Education) on the McMinnville Campus.

**CURRICULUM EVOLUTION SINCE 1998**
The department changed its name in 2003-04 from Communication to Mass Communication so as to better reflect its curricular orientation and to differentiate it from the Communication Arts major offered by the Department of Theatre and Communication Arts. Many MCM courses have been renumbered for greater internal coherence; credit hours for each course were increased from three to four for most courses to allow for deeper engagement and exploration.

The department has grouped its course offerings into four tracks. Students can choose whichever track they want to emphasize or they can choose to select courses across tracks. Practitioner-based tracks are: public relations, journalism, and electronic media. A fourth track, media studies, focuses on media as social, economic, and political institutions. The department added a media studies minor two years ago. The department also participates in the new interdisciplinary Electronic Arts major, which requires four Mass Communication courses, two of which are specified and two others of which may be chosen from a list of electives.

As part of its curricular growth since 1998, the department has added five courses: MCM 322 Photography; MCM 350 History of Film; MCM 370 Public Relations Writing; MCM 447 Public Relations Research and Campaigns; and MCM 375 Reporting. The first two of these five courses address the visual orientation and learning style of millennial students. The second two essentially created the public relations track within the major. And the last one completes the journalism sequence.

Facilitating the curricular evolution has been a substantial increase in space in the past decade. First, the Department of Theatre and Communication Arts relocated to Ford Hall on the Keck Campus in 2003, freeing space in Cook Hall (where Mass Communication then resided) for new offices, a computer lab, and a video editing lab. Second, the Mass Communication Department moved to Renshaw Hall in summer 2007, which again offered more and better designed space for its needs. Finally, the student-run, FM radio station was relocated from Pioneer Hall to Renshaw Hall and a new antenna was constructed, significantly increasing the station’s coverage area in Yamhill County. The proximity of faculty offices to the radio station provides additional opportunities for supervision and instruction outside the classroom. The department’s dedicated computer lab was significantly upgraded in summer 2008 to include computers now capable of increased multimedia work and an instructional LCD projector and document camera.

Students from outside the major have also benefited from this curricular evolution. Several courses are team-taught or cross-listed with other departments (MCM/ENG 327 Introduction to Film; MCM/POL 337 Mass Media and the Law; and MCM/POL 345 Mass Media, Politics, and Public Opinion). At the request of the Department of Sociology/Anthropology, MCM 333 Mass Media and Society is no longer cross-listed, as SOAN wanted to increase student enrollment in its own majors courses. To foster diversity of academic background in Mass Communication classes, any student who has successfully completed IQS 125 Inquiry Seminar may take any course in the major.

General Education

In conjunction with the college’s revamping of the general education requirements, the department re-evaluated all of its courses that carried Linfield Curriculum credits. The result of that re-evaluation was a decision not to re-apply for LC credits for most of the courses. Partly because of the perception (and fact for some students) that the department has a professional orientation, a limited number of students from outside the major take upper-division courses in the department. A few upper-division courses are cross-listed with other departments and decisions about continuing to carry LC credits for those were made in consultation with those departments. On the other hand, MCM 150, Introduction to Mass Communication, is a popular, lower-division course with non-majors. Although MCM 150 is required of majors, it also serves as a service course to the college. Therefore, it has retained its LC designation to encourage non-majors to explore the major. The decision to reduce the number of upper-division courses
that carry LC credit also was done with an eye on encouraging Mass Communication majors to explore other areas, rather than completing several of their LC requirements within the major, as is possible because of its cross-disciplinary nature.

Changes in the major and minor

As noted earlier, a minor in media studies has been added. It requires a minimum of 20 credits within the major, including eight credits in specified courses and the remainder chosen from among media studies electives.

The number of hours to complete a major has been increased from a minimum of 32 credits in 1997-1998 to 40 credits in 2008-09. The maximum number of credits that can be counted toward the major has increased from 36 to 45. These maximums are intended to make sure all majors graduate as well-rounded individuals exposed to other areas of study. All courses within the major must now be completed with a grade of C- or better. Also, students must now take at least a one-semester course that requires work on either the student newspaper or FM radio station.

One of the required courses for both the major and minor, MCM 275, Information Gathering, was increased from three credit hours to four credit hours to reflect the amount of work done by students and the increased rigor with which the course is now taught [Mass Communication Binder, Exhibit 2]. All majors must complete one of the visual communication courses and an advanced writing-intensive course.

Division of Continuing Education

DCE has offered a three-credit version of the Department of Mass Communication’s Introduction to Film course on a highly irregularly schedule, dictated mostly by the availability of adjunct faculty to teach it. The department works through the review processes in place through the Division of Continuing Education to support course offerings when they are feasible.

ASSESSMENT

The department’s primary assessment tools are, of course, student performance in courses and student evaluations of those courses. A research paper written in the department’s capstone course History of American Mass Media (MCM 430) is required of all seniors in the major. Professor Lingle, the long-time and only instructor of that course, reports that the quality of those papers has risen in recent years, and he gives much credit for that to the rigor of the Information Gathering course (MCM 375) that all majors must complete before taking MCM 430.

Assessment also occurs at the advising level. Every student in the major has an adviser and is required as a condition of registration each semester to meet with that adviser. Students, by their questions and comments give valuable feedback to department members at these sessions.

Mass Communication graduates go on to careers in various fields or to graduate school. One recent graduate is a morning news anchor at a Bend, Oregon, television station. Another is a vice president of major public relations firm and directs global public relations for Microsoft’s X-Box. One teaches elementary school. Another is the past president of the National Press Photographers Association. Still another is the online editor of The Oregonian. And yet another teaches English in Japan. Among the graduate schools attended by Mass Communication majors have been students the University of Missouri, Columbia; Syracuse University; the University of Tennessee; and Boise State University. A 2007 graduate earned a Fulbright Scholarship and spent 2007-08 studying in Austria, building on past successes by other Mass Communication majors in this area (one of whom secured a Fulbright to Nicaragua).
Recently, the department has also gained insight into the strengths and weaknesses of the program through informal surveys of graduates. Respondents report general satisfaction and the careers they have undertaken show that the major has prepared them well. Past responses have noted the need for more faculty, better facilities and space, and additional course work in public relations. Those areas have been addressed over the past decade. [Mass Communication Binder, Exhibit 3].

FUTURE DIRECTIONS

The Department of Mass Communication has initiated two searches to replace recently departed faculty. These faculty members will fill openings in the public relations track and the electronic media track [Mass Communication Binder, Exhibit 4]. In large measure and broadly speaking, the specific directions of those tracks will reflect the strengths of the faculty who are hired. But in both cases the department is looking for scholars who can energize the department, particularly with regard to another priority: adding multimedia sensibilities and web-based production to the practitioner courses. One of the two positions has been authorized for hiring at the untenured associate professor level for a highly qualified applicant. As noted earlier, hiring in these areas has proved challenging for Linfield in the past given the market-driven salaries qualified candidates can command.

In response to student interest, the department will also reassess the requirements for internship credit. Internships are strongly encouraged but they often are arranged outside the department, either independent of the college entirely or administered under the college’s Interdepartmental Studies (IDS) banner. Credit and responsibility for these internships should accrue to the department, whose requirements the internship experience satisfies.

As media industries blur the lines between print, broadcast and web production platforms, the department will need to reconsider the value of having separate (print) journalism and electronic media tracks or whether convergence is a better approach. The Mass Communication faculty will also examine whether to continue to offer platform-specific courses or to incorporate various presentation platforms throughout the curriculum.

Given dramatic staffing changes within the department over the last decade (and particularly in the last five years), as well as the expected retirement of a faculty member during the next accreditation cycle, the department stands at a fruitful crossroads. The impending hire of two new faculty members will invariably prompt further departmental self-analysis and potential curricular redirection. For example, current emphasis on U.S. media history as the capstone course in the major will be rethought. A spring semester course that integrates material across the major may make more sense than introducing a wholly new subject area in the student’s final year. Also, rotating the capstone course among faculty will help to keep it fresh. Different January Term off-campus courses will likely be developed as well.

Over the next decade, then, the department faces exciting, yet daunting challenges, including the imperative to remain current with technological innovations in the media while retaining a focus on the role media studies plays in a liberal arts curriculum. The department has initiated discussions with potential donors to secure funding for production equipment to be used across the curriculum. Basic familiarity with audio, still image, and video equipment and associated software will prepare students for jobs in various media industries. Second, courses will need to be developed that reflect trends in the field, student needs and aspirations, and faculty expertise. Among the courses to be considered for curricular inclusion are advertising, ethics, international communications, and the political economy of the media. All of this will need to be done within the context of small department at a small college so that individual faculty energies and expertise are not spread too thinly.
MISSION

“Born of man’s primitive urge to seek order in his world, mathematics is an ever-evolving language for the study of structure and pattern. Grounded in and renewed by physical reality, mathematics rises through sheer intellectual curiosity to levels of abstraction and generality where unexpected, beautiful, and often extremely useful connections and patterns emerge. Mathematics is the natural home of both abstract thought and the laws of nature. It is at once pure logic and creative art.” Essays in Humanistic Mathematics, Alvin White, 1993.

The study of mathematics gives students the needed background to understand modern, complex scientific and social issues; provides students practice and training in the use of logic and critical thought; and helps students develop sound problem-solving abilities. No student should be limited in his or her aspirations due to an insufficient background in mathematics and the competencies it fosters.

The Linfield Mathematics Department maintains an active program preparing students for graduate study in mathematics, careers in teaching, and professions in which the critical thinking skills developed in mathematics are highly valued. Individual attention and sound preparation in the foundations of mathematics are key elements in the success of mathematics students. The department provides a rich and supportive academic environment nurturing a community of learners, including students for whom mathematics is their primary focus and those for whom mathematics is crucial for their chosen area of study.

Intersections with the Foundational Education Principles

The Department of Mathematics has had a long history of encouraging and supporting integrated learning in that the mathematics major and minor programs have been constructed to facilitate simultaneous study in another discipline. The faculty recognize that students will benefit from connecting mathematics with other disciplines. Thus, the major’s deliberate flexibility allows students to devise an appropriate program to complement other academic fields.

The Department of Mathematics promotes experiential learning in that to learn mathematics is to do mathematics. Appropriate experiential learning opportunities vary depending on the future goals of the student. Those intending careers in education benefit from opportunities to present and explain mathematical concepts. Students pursuing careers in the sciences benefit from opportunities to work on open-ended “real world” problems. Individuals planning graduate careers in mathematics benefit from making conjectures and proving them. Such opportunities are woven into standard courses, but are also promoted through collaborative research, independent studies, and the Mathematical Contest in Modeling.

Because mathematics is truly a universal language, the department finds itself fortunate in enjoying and fostering a climate that enriches students’ global and multicultural awareness. Not only do mathematics majors and minors come from around the world, but a member of the faculty is a Chinese national. The department encourages strong mathematics majors to apply to the internationally recognized Budapest Semesters in Mathematics program run through St. Olaf College. Four Linfield students have applied; to have been accepted (spring 2003 and fall 2006). Recently the Mathematics Department has begun to make direct forays into international education through the participation of faculty in the January Term off-campus program. In 2007 Dr. Charles Dunn brought a group of students to study Euler throughout Europe in celebration of the famous mathematician’s centennial year. Dr. Martha VanCleave is planning a
2010 January Term off-campus courses with Dr. Eric Schuck of Economics that will involve a quantitative analysis of the Normandy Invasion on D Day during World War II. Given Linfield’s new international education partners in Australia and New Zealand, more mathematics majors may be able to arrange a semester’s study abroad and stay on track for graduation.

FACULTY

Stephen Bricher; Professor, Department Chair. B.A. Linfield College; Ph.D. University of Colorado at Boulder

Charles Dunn; Associate Professor. B.A. Lewis & Clark College; M.S. University of Illinois at Urbana-Champaign; Ph.D. Arizona State University

Jennifer Nordstrom; Associate Professor. B.S. University of Redlands. M.S. University of Maryland, Baltimore County; Ph.D. University of Oregon.

Bill Raddatz; Associate Professor. B.A., M.A University of Oregon; M.S., Ph.D., Mathematics, Georgia Institute of Technology

Martha Van Cleave; Associate Professor. B.A. Linfield College; M.Ed. Western Oregon State College; Ph.D. Oregon State University.

Xiaoyue Luo; Assistant Professor. B.S. Beijing Jiaotong University; M.S., Ph.D. Michigan State University

[A search for the 7th departmental faculty member will occur in 2008-09.]

All members of the Department of Mathematics hold the Ph.D. The department has added two tenure-track lines in the last decade in response to the enrollment pressures facing a robust mathematics program serving approximately 50 majors and 30 minors in a year. Equally important has been the rising demand for mathematics courses serving other departments, particularly Introduction to Statistics, Precalculus, and Calculus.

The departmental faculty evaluation process has a formal and informal component. The formal component described in Section IV.6 in the Faculty Handbook. The informal process involves dialogue among colleagues that relates to teaching effectiveness, professional achievement and service. These informal dialogues enable each member to obtain feedback from his or her colleagues with an eye toward the formal evaluation process. Since 1998 three assistant professors have successfully earned tenure and promotion. One assistant professor was denied both and left at the end of 2007-08. Two faculty earned promotion in rank as well.

The Department of Mathematics delineates department responsibilities (such as participation in first year Colloquium, assessment, committee work, curriculum development, Division of Continuing Education liaison) on a volunteer basis. The department chairperson oversees this process and assures that the necessary tasks are completed. Each faculty member is responsible for teaching courses at all levels of the curriculum, although every member has an area of mathematical expertise. No course is “owned” by a single faculty member.
STUDENT PROFILE

The Department of Mathematics serves a wide range of students in terms of preparation, ability, and interest in mathematics. Courses such as MAT 116 Great Ideas in Math and MAT 115 Intermediate Algebra are tailored for those who have not satisfied the college’s Math Proficiency requirement and who often have little to no interest in the field. Courses such as MAT 150 Finite Mathematics and MAT 130 Introduction to Statistics assist students intending to major in fields which require some mathematical skills. Courses such as Calculus enroll a range of students from math majors to students desiring a stronger mathematical background than high school could provide. Calculus is also required for most science majors. Most courses numbered 200 and above are taken by mathematics majors and minors. A few of these courses are required for other majors such as Physics or Computer Science. Even students majoring in mathematics represent a broad cross-section of students as they are preparing for varied careers including education, actuarial science, business, medicine, and graduate study.

CURRICULAR EVOLUTION SINCE 1998

The department has made a total of four new tenure-track hires in the last ten years. New faculty have brought new interests and expertise. The department’s curricular revision has reflected these new interests in all levels of the curriculum, including service and general education courses. The discussion below reflects the 2007 Linfield College Course Catalog in terms of course numbering (changes in numbering that are effective for 2008-09 are printed in the newest edition of the catalog).

General Education

Since 1998, the Department of Mathematics has become much more involved in Linfield’s general education program, the Linfield Curriculum. The department has long been responsible for providing courses to satisfy the Math Proficiency requirement, previously satisfied by Intermediate Algebra. Yet many students taking this course were not planning to take any further mathematics classes. The department thus concluded that it could construct a course of potentially greater interest to such students: MAT 116: Great Ideas in Mathematics, first taught in fall 2003. This course introduces influential mathematical ideas, encourages students to think deeply about complex ideas, increases their familiarity with quantitative language and processes, and shows them how mathematics connects to other curricular areas.

It also became clear that Mathematics faculty had a strong desire to offer courses crossing disciplinary boundaries. The Department of Mathematics added MAT 230 History of Math course, first taught in spring 2006 (changed to MAT 290 in the 2008 catalog). The department has worked to ensure that this course, often a standard part of mathematics programs, reinforces the fact that mathematics is itself a liberal arts subject that easily crosses disciplinary boundaries. History of Math also allows departmental majors and minors to recognize the interdisciplinary nature of the subject.

In spring 2007 the Department of Mathematics offered its first Inquiry Seminar, “Math, Myth, and Madness.” This became another important step in integrating the department more fully into Linfield’s general education program.

As the college began its review of the existing Linfield Curriculum in 2005-06, the Mathematics faculty recognized that the general education program did little to encourage students to take quantitatively based courses if not required for their major. Mathematics faculty serving on the General Education Review Committee (GERC) brought these concerns forward and successfully helped design the new Quantitative Reasoning (QR) Mode of Inquiry, implemented as a graduation requirement for the entering class in 2008-09. Departmental faculty have been actively engaged discussing with colleagues how to identify and
design appropriate Quantitative Reasoning courses both for Mathematics majors and non-majors. Accordingly, in 2008-09 Mathematics faculty will teach four QR courses intended for Mathematics majors and minors, and five for non-majors, including two new offerings found in the 2008 course catalog: Introduction to Game Theory (MATH 120) and Problem Solving (MATH 130). Professor Dunn is a participant in a Keck grant which will explore the incorporation of writing into quantitative reasoning classes.

**The Major**

In 2003 the Department of Mathematics conducted a significant assessment of its curriculum [Mathematics Binder, Exhibit 1]. The faculty examined the mathematics programs of 15 comparison institutions, considered the recommendations of the Mathematical Association of America, consulted with departments whose students take a significant number of mathematics courses, and conducted a survey of recent alumni. This led to the conclusion that the curriculum should possess the following key attributes: flexibility; breadth and depth; disciplinary strengths; certain core courses; and streamlined prerequisites.

Nine new courses were created, and the number of credits per course was reduced from five to four for most 200-level classes and above. This new breadth of courses offers students a modern Mathematics major. The department still struggles with planning as enrollments in some courses have yet to develop a pattern. Having completed a single two-year rotation with the new curriculum, the faculty recognizes that it may need to keep adjusting when and how often certain courses are taught. To facilitate planning, the department has implemented a “math major contract” in which departmental majors, working with their advisors, document a course plan for their major [Mathematics Binder, Exhibit 4]. Although non-binding, the formality of the process should encourage students to construct and follow a cohesive plan.

**The Division of Continuing Education**

The Department of Mathematics works with the Division of Continuing Education (DCE) through a departmental faculty liaison. All DCE faculty have been vetted by the Mathematics Department chair and/or liaison. Prior to hiring this includes review of applications, vitae, and recommendations; upon employment with Linfield, the liaison reviews student course evaluations and recommends on retention of adjunct math instructors. The faculty liaison receives notification of the intended schedule of DCE classes and the textbooks selected by the instructors for the classes. The liaison has also worked with the Continuing Education Committee of the faculty to find means to improve the timeliness of communications between the department and DCE due to past problems with the feedback loop.

The major evolution in the DCE curriculum has involved offering the majority of its classes through an online format. This includes Intermediate Algebra, Introduction to Statistics, Finite Math I and Finite Math II. Clearly, it is student demand that drives this change. In many cases the courses are successful; however, success depends largely on the instructor teaching the course and the students’ learning styles. In each set of course evaluations, at least one student responds that the online delivery of mathematics content was not appropriate for him/her and that the individual would not take another math class in that format. Such students are outnumbered, however, by those who find the asynchronous format more suitable to their needs. The Mathematics Department and DCE are discussing the feasibility of adding other online courses.

MAT 116 Great Ideas in Mathematics has also been adopted by DCE as part of its curriculum. As on the McMinnville Campus, this course provides an option for fulfilling the Math Proficiency requirement that better meets the needs of the students. DCE is interested in making this an online offering. The department is working with DCE to determine if appropriate and effective online course materials can be created.
ASSESSMENT

In 2005 the Department of Mathematics began completely revising its assessment program. Professors Van Cleave and Nordstrom attended a workshop on assessment of mathematics programs sponsored by the Mathematical Association of America. Inspired by this workshop, the faculty worked together to determine appropriate goals and objectives for the mathematics major. They then developed an assessment plan based on the objectives and identified student portfolios as an appropriate means of collecting data on student learning. While no formal means currently exists for compiling student portfolios, individual faculty began collecting the basic components during 2006-07: a reflective essay; a student vita; final exams from Calculus I, Calculus II, and Linear Algebra; and student examples of mathematical proofs. During the 2007-08 academic year the department continued to collect materials, as appropriate, in individual courses and through advising. The department has also formally begun to track student participation in a variety of mathematical activities.

In reevaluating its assessment practices, the faculty have followed some key guiding principles:

- Encouragement of full participation from the department. Assessment will be more successful if there is a sense of ownership from all department members. Assessment is a responsibility of all faculty.
- Continued focus on assessment as relevant to the mathematics program. The faculty have avoided the idea that assessment is something they must do for the college or the administration. The department recognizes that they can build a more successful program if they develop a relevant, meaningful assessment plan.
- Recognition that the purpose of a departmental assessment plan is to assess the program, not the students.
- Recognition that a major purpose of assessment is to document success. Although a clear function of assessment is to identify areas of concern, the faculty can also identify departmental strengths. Documenting excellence serves to help recruit students and faculty, acquire additional funding, and raise the profile of the entire institution.
- Continued focus on keeping the plan and process simple. In working through one step at a time we are able to construct a manageable plan that works for the entire department.

The Mathematics Department believes that continued adherence to these principles will result in a strong, meaningful, useful assessment of its program. In keeping the assessment practices focused, practical, and positive, faculty have constructed a plan that can be enthusiastically adhered to by the entire department. The department has determined preliminary benchmarks associated with each learning objective. The faculty have also developed preliminary rubrics for assessing the objectives. The next step in the process will be to begin applying the assessment process to the student work collected. At this point in the process, the department has begun reviewing senior portfolios from 2006-07 and 2007-08. They expect to review the initial data early in 2008-09. See Mathematics Binder, Exhibits 2 and 3.

FUTURE DIRECTIONS

The Department of Mathematics will continue to work on its assessment plan by collecting more data and then reevaluating the program. The faculty have yet to apply this assessment process to the service and general education components of our program. Particularly since the department has only recently become involved in general education beyond Math Proficiency. Development of a full assessment of the service component is expected after a complete assessment cycle for the major program.

The Quantitative Reasoning component will first be implemented in 2008-09. Introduction to Statistics is expected to take a central role in Quantitative Reasoning. In recent years, the department has begun
moving towards teaching this course in a discovery based workshop format. In 2007-08 five of the nine sections of Introduction to Statistics were taught in a computer lab. The McMinnville Campus may have a difficult time accommodating more sections of Introduction to Statistics taught in this manner, as there is currently limited lab space. In particular, scheduling multiple January Term sections could be challenging as the hours of the day available for individual offerings are eaten up by the extended time frame of the average January Term class session. (In January 2008, four sections of Introduction to Statistics were taught, none of which used the workshop method.) The department may also have difficulty staffing Introduction to Statistics with full time faculty (a situation that already exists to some degree). The Mathematics faculty hope this course will not become increasingly assigned to adjunct faculty as additional sections are added. Although Introduction to Statistics may be a cornerstone Quantitative Reasoning course, most department members are excited to create new courses to meet the QR requirement. As current teaching loads are so high, however, it may be challenging for them to find time to create and offer new courses.

Given the Mathematics Department’s recent curricular revision, long-term enrollment patterns are still unclear, requiring adjustment in scheduling practices. Consultation is regular and ongoing with those departments whose students rely on mathematics courses, particularly the Departments of Education, Computer Science, Chemistry, Physics, and Economics. The mathematics faculty also look toward its new assessment practices to foster a more stable advising process and to keep predictable, balanced enrollments in upper division courses. This will not only strengthen planning and scheduling, but will also help ensure that the curriculum continues to serve well the wide variety of students choosing to major in mathematics.

DEPARTMENT OF MODERN LANGUAGES

Departmental Mission and Linfield Foundation Educational Principals

Through the study of other languages and cultures, students discover the challenges as well as the multiple satisfactions of acquiring another linguistic system; through the study of cultures they become more tolerant and gain important self-knowledge and the emotional maturity to meet the challenges of a globalized world. The mission of the Department of Modern Languages dovetails with the college mission as it is reflected in the three Foundational Education Principles at the heart of the Linfield College Strategic Plan 2007-12.

The comprehensive study of language fosters the cognitive skills required to understand other linguistic systems and helps students both to develop an awareness of the intricacies of their own language and discover their own interests and intellectual direction. The Modern Languages curriculum, which teaches both culture and language, helps students gain insight into the ways, the needs, and the ideas of others and thus sharpens their perspective on American culture.

By its very nature, the study of language is also experiential: students process and re-create linguistic information. Modern language majors and minors must complete extensive study abroad experiences. In this way, the department fosters the most profound kind of experiential learning: encountering the language and culture while living amidst both.

Language study at Linfield is inherently integrative. Modern Languages courses connect the study of culture to other areas of knowledge: economic and political thought, history, environmental issues, and more. Finally, the study of language is in essence global. It connects to other worlds directly when our students study abroad, and indirectly when they read and discuss the written artifacts of other cultures.
FACULTY

The Department of Modern Languages consists of nine full-time tenure-track positions dedicated to delivery of instruction in French, German, Japanese and Spanish. Eight of the faculty hold the Ph.D. in their respective areas, and the ninth is currently on a terminal year contract. In addition, the department recognizes the tenured faculty director of the English Language and Culture Program (ELCP) as an affiliated member. Through adjunct support the department provides courses in Chinese and American Sign Language.

Thierry Durand, Associate Professor of French. Maitrise, University of Lyon; Ph.D. Washington University

Juan Gomez, Associate Professor of Spanish. B.A. and M.A. San Jose State University; Ph.D. University of Oregon

Gudrun Hommel, Associate Professor of German. B.A., M.A. Portland State University; Ph.D. University of Oregon

Chris Keaveney, Associate Professor of Japanese. B.A. Manhattan College; M.A., Ph.D. Washington University

Mafumi Omura, Assistant Professor of Japanese. B.A. Kansai University of Foreign Studies; M.A. University of Iowa

Violeta Ramsay, Associate Professor of Spanish. B.A., M.A, Ph.D. University of Oregon. Co-Chair.

Peter Richardson, Professor of German. B.A. Stanford University; M.A. The Ohio State University; Ph.D. Yale University. Co-Chair.

Cheikh Thiam, Assistant Professor of French. B.A. University Cheikh Anta Diop; M.A. University of Provence; Ph.D. Binghamton University (S.U.N.Y.)

Sonia Ticas, Associate Professor of Spanish. B.A. California State University, Northridge; Ph.D. University of California, Berkeley.

Affiliated Faculty:
Sandra Lee, Professor and Director of the English Language and Culture Program. B.A. Portsmouth Polytechnic, England; M.A. University of California, Los Angeles

Since 2000 the Department of Modern Languages has operated with a co-chairing arrangement which allows two members to share administrative oversight across its diverse set of majors. This arrangement also permits more faculty to serve as chair. One co-chair works directly as liaison with the International Programs Office, whose activities are central to the department’s success. Professors Peter Richardson and Violeta Ramsay are 2008-09 co-chairs.

Even though the nine full time faculty members teach different languages, they plan departmental curriculum collectively and work as a team to improve the department’s operation. The faculty share a common passion for pedagogical and practical approaches to teaching, regularly sharing ideas and concerns. The department also functions as a single unit for budgetary and administrative purposes.
All faculty members assume the same pedagogical responsibilities across the various levels of curricular delivery required in language study. The Modern Languages faculty serve a dual educational function within the institution in that they deliver lower division classes in support of B.A. degree requirements and also teach upper-division courses for majors and minors.

Members of the department regularly serve as advisors in the first year Colloquium program. Every faculty member also advises students who major in his/her language area, as well as those who pursue a minor in that language.

**STUDENT PROFILE**

The Modern Languages Departments serves a very high percentage of the Linfield student body because of the one-year language requirement for those graduating with a B.A. According to the Office of Institutional Research, 55% of graduating McMinnville Campus seniors in 2006-2007 earned B.A.’s. Departmental faculty also provide courses for a smaller number of students who complete language majors and minors, as well as those in another program requiring advanced language competency (for example, the various regional studies minors, International Business, or Intercultural Communication).

Not all students are strong language learners; the faculty must often help them replace unproductive language learning habits for more effective approaches to foreign language acquisition. Surveys of students suggest that most see the ability to speak another language as an asset, but not enough to serve as the basis for a career. For this reason the department graduates more minors than majors. On the other hand, every year language majors and indeed minors move from Linfield into graduate study at major universities or enter careers where they will use language skills and cross cultural insights obtained as a result of their education through the Modern Languages Department.

The faculty recognizes exceptional student achievement in Spanish language through the Dona Marina Award. The French section offers the Juliette Barber French book award. For the past few years, several students who have majored or minored in a language have received prestigious Fulbright scholarships to pursue a variety of projects at sites around the world. Sixteen Linfield seniors have earned such national recognition since 1998 (and many more than that have undertaken the rigorous application process). Modern Languages faculty regularly play a significant role in guiding students in this effort.

Within the department, mentoring of new faculty members takes place within individual language sections. As part of the mentoring program orchestrated by the Office of Academic Affairs, new faculty are also partnered with an experienced faculty member from another department for their first year.

The department evaluates its members according to the guidelines in the Faculty Handbook. In the course of preparing assessments of a colleague, department members observe the classes of the faculty member to be evaluated since the effective teaching of language provides the foundational measure of an instructor’s success in the program. Scholarly achievement also receives scrutiny though this sometimes poses challenges given the very different fields found among department members who work in different languages and specialize in different areas within language study (for example, some focus upon literature while others emphasize cultural study).

**CURRICULAR EVOLUTION SINCE 1998**

*General Education*

Since 1998, the department has contributed in numerous ways to the general education program. This occurs most prominently through the faculty’s involvement in the First Year Inquiry Seminar Program (offering as many as four sections per year on topics of interest to participating faculty). Faculty also
teach a variety of literature and culture courses in English, both on the McMinnville Campus and at sites abroad (including during January Term) that fulfill Modes of Inquiry and Global Diversity requirements. Courses involving literature in translation earn Creative Studies (CS) credit. Others involve cultural study and earn either Vital Past (VP) or Individuals, Systems, and Societies (IS) credit.

**Majors**
In the last three years each section has evaluated its language courses to improve articulation between the different levels of study.

**New Curricula in Japanese Studies**
Since 1998 the department has introduced both a minor and a major in Japanese. This satisfied a curricular need underscored by Linfield’s historic partnerships with several Japanese universities. Following the 1998 launch of the minor, the college secured outside foundation funding in 2002-03 for a second tenure-track instructor and the department formally sought approval for a full-fledged Japanese major. The expanded Japanese curriculum serves Linfield’s institutional mission to build upon its location on the Pacific Rim.

**A New Major in German Studies**
In 2007-08 the Faculty Assembly approved the creation of a major in German Studies borne of an assessment of contemporary students’ needs and inclinations. Whereas the long-standing German major serves students primarily interested in language and culture, and regards German-speaking cultures from a single disciplinary perspective, the German Studies major pushes students to understand those cultures from a broader range of disciplinary perspectives and to engage in comparative analysis. This major will necessarily invite the kind of integrative learning celebrated by Foundational Education Principle One. **See Exhibit 1 in the Modern Languages Binder** for a detailed description of the new major and a comparison with the German major. (Note: This new major, found for the first time in the 2008-09 Linfield College Catalog, replaces a short-lived major entitled European Studies: German that existed from 2005-06 through 2007-08; initial plans to develop a number of majors under the European Studies umbrella went by the wayside and it was determined that the German Studies would be the sole entity of that kind—hence the simplification).

**Technology-based Changes**
Professional development focused on the use of relevant educational technology has taken a great deal of faculty time during the last five years, with the most intensive work happening during 2002-2005. The acquisition of a mobile lab with 15 laptop computers allows the transformation of any classroom into a language lab. The mobile language lab resulted from a substantial grant received from the Murdock Foundation in 2001-2002. This grant also made possible the hiring of a language technology specialist for two years to assist the faculty in this pedagogical shift.

As a result of the greater integration of instructional technology into language classes, students have become more active and responsible learners than they had been. Moreover, students find more opportunities to explore and discover on their own, aided by technology. This approach has had wide-reaching effects: it has modified the department’s shared pedagogy, the way faculty view themselves as instructors, the way they present material to students, and even the way they operate within the classroom. Instructors function more as providers of input and as guides, less as lecturers.

**Study-Abroad Programs**
Assessing the effectiveness of study abroad programs (both those operated by Linfield and those with which the college has affiliation agreements) began several years ago and is still ongoing. Extended junior year immersion experiences represent the central component of the department’s majors and minors, as they fully expose students to the language and the culture in which they have chosen to specialize. Until
2006-07, students could select any overseas program they wanted to attend, but this flexibility created several challenges for the college and the department.

Several disturbing practices in student site selection became apparent at the focus meetings held to help determine their junior year abroad plans. Some indicated reasoning far removed from the academic: rather, they were selecting programs based on relative costs, preferred tourism opportunities, or rumored reports on grading practices. This information led the department, together with the International Programs Office, to undertake a more rigorous evaluation process to identify acceptable programs to support majors and minors. Candidates for study abroad now undergo a more rigorous approval process to participate as well. These changes became operative in 2007-08.

See Exhibit 2 in the Modern Languages Binder for the criteria used to assess study abroad sites. Other important changes enacted in Linfield programs operated in Costa Rica and Mexico are documented in 2.G—International Education.

Division of Continuing Education

The Department of Modern Languages offers very few courses through the Division of Continuing Education (DCE). Several years ago MLS 101 Elementary Spanish I was made available for DCE students but oversight of the course proved difficult. American Sign Language (MLM) was offered briefly through DCE but did not continue due to budgetary and scheduling problems. No language courses are currently offered through DCE. The only departmental courses currently provided are MLC 211 Introduction to East Asian Culture and MLC 212 Survey of East Asian Literature. These courses allow DCE students to study about East Asia while also contributing to the available offerings for residential students interested in the Asian Studies minor or in Chinese studies.

ASSESSMENT

The Department of Modern Languages stands at a critical juncture. The three Foundational Education Principles articulated in the Linfield College Strategic Plan 2007-12 invite and indeed challenge the department to reconsider its delivery and assessment of its majors and minors. This self-analysis has positioned the faculty to make some radical changes in the department’s modes of assessment within both majors and minors. These changes should strengthen Modern Languages programs; in addition, the recommitment of the faculty to ACTFL Proficiency Guidelines and other objective means of assessing student achievement will help ensure consistency across sections of the same course. The Modern Languages faculty members gather annually for a weekend retreat to discuss or plan any changes to the curriculum. In some years the changes have proved more comprehensive than in others.

Evaluating the Junior Year Abroad

In 2006-07, the department’s central evaluation effort involved the junior year experience in each language major. This effort reflects findings in the department’s capstone course MLA 483 Advanced Cross-Cultural Seminar, taken the fall after students have returned from overseas. In MLA 483 it became clear to the instructor that the quality of enhanced language acquisition varied drastically among students. The seminar requires enrollees to complete a written project focused on some aspect of the culture they studied while abroad; the paper serves as the main evaluative tool of student progress in the major or minor. While some students demonstrated that they had met the goals of the study-abroad experience, others showed disappointing levels of linguistic and cultural proficiency. This result was compounded by the fact that too little time remained for senior majors to remediate their levels of proficiency in the time remaining before graduation.
Among the newly instituted assessment practices articulated in the *Modern Languages Major’s Manual* (which all majors receive when they declare the major) are evaluations of language proficiency at critical stages in their language study, including their year abroad. The results of these assessments are documented in the e-portfolio kept by each major. By following their progress across the major, and by more fully integrating both the study abroad experience and the capstone course, the language faculty hope to measure and document student language proficiency more accurately.

Information about specific changes in departmental oversight of the junior year abroad is detailed in the 2007 Assessment Plan [see Modern Languages Assessment Binder].

**FUTURE DIRECTIONS**

*The Language Major (all areas)*
The department faces a number of critical challenges in the immediate future. The faculty have decided to implement changes in the steps students take to complete the major, and to tailor student study abroad to ensure improved and more predictable outcomes. At certain critical points in the minor and major, faculty will use objective means of evaluating student achievement. These include: (a) the 201 course offered in each major, a class when students generally move beyond the novice stage to true intermediate stages of language proficiency; (b) the year of study abroad; (c) the senior capstone experience. Toward that end the department will publish a manual that describes the critical stages in the completion of a language major. To maximize the impact of the junior year abroad, instructors will seek to improve communication with students about the linkages tying together their educational experiences preceding and following their time overseas.

The Modern Language faculty will thus extend the assessment of student language preparation in the critical junior and senior years. The department is developing ways to assess individual language acquisition during the overseas experience. Faculty will also clarify expectations for the senior research project and share them earlier with the students looking ahead to complete such work.

*The Spanish Major*
The Spanish section, long challenged to keep up with the growing demand for Spanish among students seeking to fulfill their B.A. requirement, has agreed with a departmental decision to reduce the number of entry level sections to encourage enrollments in other languages. This change has also enabled the Spanish faculty to offer more advanced courses to serve growing numbers of majors and minors. Thus the Spanish section hopes to decrease its reliance on adjunct instructors. Hiring adjuncts represents a challenge and turnover among adjuncts compromises the quality of Spanish instruction for which the department as a whole strives.

As a means of addressing the matter of quality control, the Spanish section is in the process of establishing and publishing clear goals for each of the three years of language courses (101-102 or 105, 201-202, 301-302). This goals articulation will require the following: giving the same exam to different sections of the same course (to permit more objective assessments); choosing textbooks for collective use; and creating consistent training materials for adjuncts hired to teach Spanish classes. These efforts will also identify the appropriate proficiency level sought through each class and should foster greater student success. Though still early in this effort, the establishment of common goals is already providing positive results. The last Spanish adjunct hired applauded the clear guidance she received about learning outcomes sought for each Spanish class.

*Ongoing Faculty Development*
As a result of the self-study process, the department has decided to reaffirm reliance on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines as the standard by each
language section will measure proficiency. In preparation, every full time Modern Languages faculty member will be expected to complete or refresh past credentialing in the OPI (Oral Proficiency Interview) training offered by ACTFL. This will provide baseline consistency for assessment among sections and across languages. The Office of Academic Affairs has traditionally supported the department in this effort and has committed to do so in the future.

Other Curricular Initiatives
Following the model of the new German Studies major, the department is considering proposals for majors in Francophone Studies, Latin American Studies and Asian Studies. The latter two majors will require additional staffing, however. The Latin American Studies major would be greatly facilitated by another full-time instructor of Spanish. A credible Asian Studies major will require the availability of three full years of Chinese language instruction, preferably delivered by a new full time instructor of Chinese who could also support the creation of a Chinese minor to better prepare students to participate in Linfield’s semester abroad program in Beijing. At a time when national trends highlight the growing importance and popularity of Chinese language and cultural study, Linfield would benefit greatly from establishment of a true Chinese program.

Expanded Engagement with Technology-Enhanced Pedagogy
The department’s recently implemented lab fee in courses relying on the mobile language lab will make possible the purchase of new computers to replace outdated ones. Linfield’s director of instructional technology will continue to provide faculty development opportunities regarding the latest programs and their pedagogical applications. Ongoing financial support for this effort will be crucial to cutting edge language instruction for a globally self-aware college.

DEPARTMENT OF MUSIC

MISSION
The Department of Music, accredited through the National Association of Schools of Music, supports the mission of Linfield College as a liberal arts institution. Within the context of a Bachelor of Arts degree, the department provides a rigorous music program of appropriate size and scope to meet the needs of its students, and presents educational and concert/recital offerings to the college community and the community at large.

Music programs at Linfield are a synthesis of liberal arts education and professional studies. They are designed to provide the richness and the breadth of understanding needed for worthwhile living along with providing the special skills and understanding necessary to becoming a creative artist.

The Music degree programs at Linfield are accredited by the National Association of Schools of Music (NASM) and are subject to the standards set by NASM. The study of Music within a liberal arts framework encourages broad coverage of music. It also allows for emphases in various areas of Music as appropriate to the objectives and resources of the institution. Studies develop musicianship, an intellectual understanding of the art, and the ability to perform within a program of general education.

Linfield's patterns of quality professional training within the liberal arts setting are accomplished through a choice of emphases toward the Music major: performance, music education, composition/theory, and general music. The curriculum also includes a minor in Music and provides applied study opportunities for majors engaged in the International Program's study abroad.
The student who participates in the Linfield Music program enjoys the attention and caring which is evident campus-wide and receives an education that prepares him/her to enter the professional arena and to meet the challenges of a pluralistic world. Students gain insight and depth of human understanding which enhance the opportunity for personal success and significant service to the broader community.

**Intersections with the Foundational Education Principles**

*Integrated Learning*

The Music student’s liberal arts education begins with an overlay of participation and performance in musical activities. The amount and intensity of participation increases for those declaring a major. An environment of strong caring exists for building confident, qualified, and self-actualizing musicians. Individual attention and personal advising are possible through private applied lessons and juries.

The core music curriculum is designed to integrate the study of music history, music theory, music education, and performance, and to encourage students to consider Music from the various perspectives of these specializations. In doing so, students are able to place music in context, thereby fostering an appreciation of each music in its own time and place. In a new curricular activity, “Sharing the Score,” Music faculty and students study a significant work of music that can be featured in different ways across several music classes, culminating in a live performance experience with the Linfield Chamber Orchestra. The choir and band also fulfill a role in the life of the college by integrating Music into the broader educational experience and bringing students together from many different areas of study. Several music courses, such as Understanding Music, American Sense and Sound, and Music Cultures of the World, relate broadly to other areas of study so that students make connections across the college curriculum using music as a pathway to explore other disciplines.

*Global and Multicultural Awareness*

The Department of Music offers courses in world music and culture; American music history, including jazz; and gender studies. These include classes for Music majors, minors, and non-majors, as well as Inquiry Seminars in the Linfield Curriculum. One objective of the department is to expose students to a wide and diverse range of music literature, and to teach students to be able to evaluate relationships between repertoires. International students are invited and encouraged to join in all music classes and ensembles where the international language of music is clearly communicated.

The Department of Music also encourages students to study music in various world locales. Music students have participated in January Term off-campus courses to Europe, Asia, and the Middle East. In January 2008, Linfield students traveled to Africa with the course Music and Dancing in Ghana. The Music Cultures of Trinidad and Tobago is planned as an upcoming January Term offering. A regularly available semester-abroad class, Music in Vienna, proves popular with Music majors as well as non-majors on that program. Music faculty participate in grant opportunities for travel and faculty development, particularly Dr. Jill Timmons, who has a summer residence in France.

The Department of Music features global music artists in concerts and master classes. In spring 2007, world music artists Mei Han and Randy Raine-Reusch performed and gave master classes in Asian music and improvisation in the Bull Music Center. In fall 2007, in preparation for the January 08 off-campus course to Africa, master drummer Obo Addy and Okropong presented a concert of music and dance from Ghana. In 2008-2009 the department will organize a concert featuring the musical arts of India.

*Experiential Learning*

With a performance-based music curriculum, experiential learning holds a central role in the Department of Music. All Music students take applied lessons in voice, instrument, or composition. Student
performances, internships, and research projects take students and faculty out of the classroom and into the field. The Music program also supports a growing interest in music technology. Performing ensembles play in local venues, and also tour nationally and internationally. Music students take part in all aspects of concert planning and production. Music Education students contribute to teaching and learning efforts in schools and the community. Back in the classroom, Music students share the results of their service learning experiences with their peers.

This past year, the Department of Music introduced new opportunities for student leadership and collaboration in a new chamber music class with piano and a Composer’s Forum. In 2008-2009, the faculty plan to integrate student composers with the college dance program. The Student Advisory Council began publishing a departmental newsletter. Both the Linfield College Choir and the Linfield College Community Band include service learning in their schedules. In spring 2007 The Opera Theater class (directed by Gwen Leonard) collaborated with the community Gallery Theatre for a performance of The Merry Widow. They also performed for fundraisers and retirement communities. The Saturday Strings preparatory program invites Music students to help guide young string players. The Linfield Chamber Orchestra serves as a mentoring opportunity where students and professionals play side-by-side for an annual subscription concert season. A new such series of recitals on campus is planned for launch in 2008-09.

Experiential learning also plays a significant part in Senior Projects. These include a senior recital, a departmental thesis, a composition recital or a major music theory project, internships, and student teaching. All Music majors are required to attend six concerts per semester. Attending concerts as educated listeners, and presenting music as informed performers in recitals and concerts, are significant goals for Music students.

**FACULTY**

The Department of Music includes full-time faculty, many adjuncts and staff members, and one full-time administrative coordinator. A new chair was hired in 2005, bringing the total full-time faculty to six members. For the music program emphases, Drs. Gwen Leonard and Jill Timmons lead the performance area; Drs. Joan Paddock and Interim Choir Director Anna Song direct the large ensemble participation and music education activities; Drs. Richard Bourassa and Faun Tiedge coordinate music theory and music history. All faculty participate in general music study within Linfield’s liberal arts environment and remain professionally active in areas that relate strongly to the curriculum in performance, composition, education, research, and other collaborations.

Richard Bourassa, Professor of Music. B.M. University of Idaho; M.M. University of Denver; D.A. Ball State University
Duties: Composition and Music Theory; Advisor for Composition/Theory Emphasis

Gwenellyn Leonard, Professor of Music. B.M. Oberlin Conservatory of Music; M.M. University of Illinois; D.M.A. University of Oregon
Duties: Applied Voice, Opera Theater; Advisor for voice majors, Performance Emphasis, General Music Emphasis

Joan Haaland Paddock, Professor of Music. B.M.E., D.M, M.M Indiana University
Duties: Director of Instrumental Activities, Applied Trumpet, Music Education; Advisor for Performance Emphasis, Music Education Emphasis

Anna Song, Interim Choir Director. B.A. University of California, Los Angeles; M.M. Yale University.
Faun Tanenbaum Tiedge, Professor of Music. B.A. Hunter College; M.A. Binghamton University; Ph.D. New York University
Duties: Department Chair; Music History, Music Theory, World Music, Chamber Music
Advisor for Transfer students, General Music Emphasis

Jill Timmons, Professor of Music and Artist-in-Residence. B.M., B.A. University of Washington; M.M. Boston University; D.M.A. University of Washington,
Duties: Applied Piano, Piano Pedagogy, Chamber Music; Advisor for Performance Emphasis and Internships

Note: A list of adjunct faculty and staff with qualifications may be found in the Department of Music Binder within the Department of Music Handbook [Exhibit 1].

STUDENT PROFILE

Over 100 music majors and minors participate in a wide variety of classes in the Department of Music. Music majors choose one of four emphases in music: performance, music composition/theory, music education, or general music. All students approved for the major must pass both a sophomore standing and a junior standing evaluation. Several music participation classes are also open to non-majors and DCE students. These include applied lessons for non-majors, the Linfield College Community Band, Masterworks Chorale, Jazz Choir, Jazz Band, and the Linfield Chamber Orchestra. Other classes for non-majors include introductory courses such as Understanding Music, Music Fundamentals, Understanding Jazz, Understanding Dance, and American Popular Music and Culture. The Inquiry Seminars include music classes entitled “Power and Pulse,” and “Music and Change.” The Departments of Music and of Education work together to provide courses to fulfill the music education emphasis.

CURRICULAR EVOLUTION SINCE 1998

With the 2006 completion of the Vivian A. Bull Music Center and renovation of Ice Auditorium, the Linfield music program now offers a setting for music study that is competitive with peer institutions. As a result, many of the goals cited in the 1998 accreditation self-study have been realized. The faculty has worked steadily to build the size and quality of the Music program in anticipation of a new facility. The program now features state-of-the-art teaching studios, practice rooms, a seminar room, a score library, a piano lab, a new rehearsal hall, a new 98-seat recital hall, and a central meeting space for faculty and students. The new music center offers a dedicated space for music learning on the Fine Arts Quad of the Keck Campus. The new facility has fostered a renewed sense of community, a stronger identity, and clear sense of pride of place among music students and faculty alike. Proximity to Nicholson Library, the Department of Art and Visual Culture, and the Department of Theatre/Communication Arts has opened new venues for creative collaboration with these groups.

The impact of the new facility and its effect on the curriculum is already evident:

• The Bull Music Center contains a dedicated office space that supports the needs of the departmental administrative coordinator, faculty, staff, and work study students to fulfill the daily demands of the music program from class scheduling through concert production. It also includes a private room for confidential meetings and materials. Faculty studio offices are large, sound-sensitive rooms with pianos, whiteboards, computers, and sound equipment that provide teaching space for lessons, advising, research consultation, and other collaborative study. The Seminar Room offers a place for weekly department meetings as well as small classes in upper-level music history and music education.
Delkin Recital Hall, with its fine acoustics, professional lighting and recording capabilities allows the Music Department to schedule a majority of its curricular activities in the Bull Music Center. These include juries, recitals, master classes, and guest speakers. The hall also serves as a flexible large classroom space equipped with the newest educational technology. Delkin Hall functions as the choir room for the Linfield College Choir as well.

Wooley Rehearsal Hall provides a dedicated rehearsal and study space for large and small instrumental ensembles, including the Linfield College Band, the Jazz Band and Jazz Choir, and the Linfield Chamber Orchestra. Applied lessons are also given in this room. Bull Music Center includes an instrument storage room and a new Score Library, both of which can be used and maintained without disturbing classes and rehearsals.

The central lobby serves as a gathering place for faculty and students throughout the day. It also provides space for college social functions. Pre-concert lectures around the fireplace may precede performances in Delkin Hall.

The Collaborative Studio is used for applied lessons, rehearsals with staff accompanists, and a growing program in chamber music. The Piano Lab functions as a multi-purpose classroom for music theory, class piano, applied lessons, and small group rehearsals. With the addition of practice rooms now in the Music Center, the departmental environment is filled with the sounds of music-making enhancing the excitement of learning and creating.

The Miller Fine Arts Center provides additional classroom space and houses the Music Technology Lab. Many students from different arts emphases come together in this area.

In 2006, a million-dollar restoration was completed in the newly designated Richard and Lucille Ice Auditorium in Melrose Hall. The improved 394-seat auditorium continues to function as the main stage performance hall for the college.

The renewed sense of community within the department has inspired more interaction among faculty and students, and has fostered enhanced student leadership and ownership of the program. The new Student Advisory Council has developed a strong voice to deliver student concerns and appreciations to the department chair. This council will thus play a key role in devising new directions for the curriculum.

Since 2005, the department has also received additional budgetary support for new equipment and instrument maintenance. This includes sound equipment, technology, and music cabinets. The musical instrument collection benefited from the professional restoration of two Steinway grand pianos and the Casavant pipe organ in Ice Auditorium. In 2008, the department acquired a new Bluthner 7-foot grand piano for the piano performance program.

**General Education**

The Department of Music employs both traditional and new teaching methods, including technology. Faculty continue to seek ways to connect with the liberal arts curriculum. A new Inquiry Seminar, IQS 125 “Music and Change” was taught in fall 2007. MUS 253 Music Cultures of the World, MUS 251 American Sense and Sound, MUS 355 Women in Music, and MUS 135 Understanding Jazz show consistent enrollment and support Global and Multicultural learning goals. A new class, MUS 138 American Popular Music was approved in 2007. This course fosters an appreciation of American popular music through multicultural and social perspectives. The new multidisciplinary Electronic Arts major employs several music courses in its core curriculum to assist those majors in developing necessary skills.
as well as fulfilling their Creative Studies requirement. Many music courses reach out to non-majors with an interest in music. Ensembles and applied lessons also attract a large number of talented students.

The Major
The Music major continues to draw quality students who pursue an emphasis either in performance, composition/theory, music education, or general music. Senior projects and internships are completed with excellent results. The combination of small classes, private study, and regular juried evaluations by the Music faculty contributes to the challenging and supportive environment of studying music at Linfield. The following items reported in 2005-2006 continue to be areas of concern:

Music Education
The National Association of Schools of Music requires that 50% of coursework for the Music Education degree be completed in music and music education. Many music education programs are designed as a five-year course of study for this reason. However, Linfield does not offer the B.A. in Music Education, but rather a special subject endorsement in music education for the State of Oregon. Faculty in both departments are studying this issue in preparation for the next NASM accreditation review in 2009.

String players
The Music program needs to attract more qualified string players, but this proves difficult without a full-time string teacher. Previous proposals to the Faculty Staffing Committee have requested a string teacher/music education specialist, but to date have not been approved. This staffing need may be addressed in conjunction with future faculty retirements. The department chair has suggested that additional scholarship support to attract good string players would help, particularly if they were featured in a Linfield string quartet that would become the core of the college chamber music program.

Division of Continuing Education
The Department of Music recognizes the importance of continuing education in its philosophy for lifelong learners. Many adult students participate in performing ensembles and music classes. Students may choose to focus on a music topic through the Arts and Humanities major in DCE and be advised by participating music faculty. Two students graduated through DCE in 2007 with topics in music. Students may also petition to receive credit towards their degree for life experience in music. The department chair sees to the workings of the DCE liaison relationship.

ASSESSMENT
The Department of Music is currently reviewing its curriculum and its relationship to the liberal arts program of study at the college. Music majors balance high quality performance with broader academic interests. Many Music students seek to combine the study of music with another major or minor at Linfield.

Discussion of assessment practices and results regularly occurs at weekly department meetings, and the faculty have realized that some Music students need greater guidance in making connections among music classes. Improved communication among faculty, along with more accountability and more clearly integrated goals for students, should help in this regard. A more coherent and inclusive curricular thread must be developed to link the first two years of the core music curriculum to the upper level classes.

Several existing classes can be used in more meaningful ways across the music curriculum to successfully guide students toward department learning objectives. This may result in more structured relationships between music theory and piano proficiency classes, music theory and music history classes, applied lessons and staff accompanying, and applied lessons and ensembles. For example, syllabi for music
theory and class piano can integrate topics of study. Concepts can be more clearly reinforced with repetition and application of theory and practice. New software will be added to the music computer lab for students to work independently on music skills. The department agreed to review all textbooks in use and to update selections as needed.

Students share faculty goals in expanding repertoire choices to include more world music, jazz, and new music. Students derive greater benefit from more in-depth special topics classes rather than broad survey classes. Students and faculty also express an interest in exploring opportunities for more multidisciplinary courses, classes with creative outcomes, and courses that clearly integrate theory and practice. Results from student juries demonstrate that this process can become more intentional and can be measured more clearly. For juries, Drs. Joan Paddock and Gwen Leonard designed a new rubric that adds a number grade—ranging from Not Acceptable (1) to Exemplary (5)—in addition to the written comments provided by the faculty. This will help students and faculty measure an individual’s progress in musicianship skills and performance. In attempting to assess what students are learning, Dr. Jill Timmons exposed a communication gap between classes that focus on similar music skills. This initiated brainstorming around new strategies to make improvements in this area.

Dr. Richard Bourassa received approval for a sabbatical leave for 2007-2008 to study music programs at peer institutions and will present some updated ideas to the department upon his return in fall 2008. Dr. Faun Tiedge expressed the need for an upper-level class for music majors that will include rigorous advanced musicianship skills, graduate school application processes, creating a portfolio, designing a personal web page, networking, entrepreneurship, and exploring career options.

FUTURE DIRECTIONS

The Music faculty recognize the need to keep the Music curriculum relevant in a rapidly changing world, preserving past traditions while embracing future directions in music. The department is working towards a new strategic plan for the program in its new home.

Areas within the music major that offer new or expanded opportunities in the new facility include:

Chamber Music
The size and scope of Linfield’s Music program is ideal for cultivating a core program in chamber music. The study and performance of chamber music encourages collaboration and the pursuit of an intellectual music repertoire that complements solo recital accomplishments and current music courses. Chamber music engages students in small combinations for voice, piano, and other instruments. A new 2008-2009 chamber music series will feature guest artists in the intimate setting of Delkin Recital Hall. A chamber music program also offers a unique focus to recruiting efforts that is not typically duplicated by peer institutions.

Keyboard Studies
Faculty and students have expressed interest in more courses that guide the music student toward professional goals. Proposals under review include “Keyboard for the Professional Musician,” classes in collaborative piano that teach the art of accompanying, and keyboard studies that include techniques for piano, harpsichord, and organ. Ice Auditorium houses the Alice Clement Memorial Organ, a significant instrument in the college’s keyboard inventory, and a concert-size harpsichord, both of which are available for student study and performance.

Recruiting
In 2007, the Department of Music published and distributed a new poster to help support recruiting efforts. See Exhibit 2 in Department of Music Binder. More publicity is important. Continued
scholarship support is crucial. Peer institutions use stronger scholarship packages to compete for the best music students. The Music Department is preparing an improved departmental web page. New web-focused publicity planned for 2008-2009 will direct students to the music department website with information on scholarship auditions, placement exams, and program highlights.

Staffing
Several faculty retirements will take place in the next five years. This will allow the department to review important staffing needs and the curriculum. Previous requests have included Violin/Viola, Music Education, and Music Technology. A part-time sound and light technician would also be an asset to the program to manage new professional equipment in the concert halls.

Specific Goals for the Major in Music
An overall goal for the Department of Music is to encourage integrative thinking and innovative ways to help students achieve lifelong learning skills through their experiences in studying music. Checkpoints in the curriculum become milestones for assessment. Special assessment occurs at checkpoints in the curriculum that include evaluation of student progress in sophomore and junior standing juries, piano proficiency exams, and personal achievement in total musicianship. All Music majors enroll in applied lessons and participate in a required ensemble. Every semester, students perform a graded jury before the faculty and also perform in concert with their assigned ensemble. Opportunities for advanced study in collaboration with a faculty advisor are offered through MUS 480 Independent Study, MUS 487 Internship, MUS 490 Senior Thesis, MUS 491 Senior Recital, and MUS 492 Senior Project.

Through the achievement of capstone goals, the essential elements of a musico-cultural literacy can be defined. See Exhibit 3 in the Department of Music Binder for an outline of:

- The specific goals for a major in music;
- The courses that are designed to fulfill the specific goals; and
- The tools for assessing the achievement of the specific goals in music.

SCHOOL OF NURSING

MISSION

The curriculum of the Linfield-Good Samaritan School of Nursing is designed to actualize the commitment of Linfield College as described in the Mission Statement. The philosophy of the School of Nursing provides a foundation upon which the curriculum is structured to be applicable to both generic students with no previous preparation in nursing and the returning registered nurse seeking a baccalaureate degree.

The School of Nursing provides a quality education derived from a liberal arts foundation and nursing theory and research, supplemented by content from other disciplines. The School prepares graduates to act as providers of care, designers/managers/coordinators of care, and members of the nursing profession to meet the health needs of multidimensional individuals and families, groups, and communities in a diverse and multicultural society. Analytical, critical, and creative thinking, as well as intuitive processes are developed as a basis for independent and collaborative decision making in the application of clinical judgment, as part of nursing practice. The curriculum exposes the student to a variety of factors that contribute to the development of a professional worldview, among them the historical and legal context of
nursing, as well as diverse professional and cultural values, social issues, and ethical concepts. Experiences are selected to motivate students toward understanding the needs of others, making creative and constructive contributions to society, and lifelong learning.

Scholarly activity is promoted to prepare students for post-baccalaureate study in nursing. Graduates are expected to be accountable in the practice of nursing and provide leadership in implementing changes necessary to meet the health needs of a complex and evolving society.

**Intersections with Linfield's Foundational Educational Principles**

*Integrated Learning*
Nursing needs to develop opportunities for interdisciplinary and integrated student learning. The ability to work in an interdisciplinary way is critical in nursing practice. The introduction of the new general education requirement for an upper division course outside of the major is a step toward this goal.

*Global/Multicultural Awareness*
Nursing continues to integrate global and multicultural awareness throughout the curriculum. At the senior level, the overarching theme of required nursing courses is nursing in a global society. Students explore many global healthcare issues such as HIV/AIDS and obesity. The faculty have made remarkable progress in moving toward inclusive excellence and look forward to the time that colleagues in other disciplines join the School of Nursing in a more explicit way as the two residential campuses become more intertwined curricularly. The School of Nursing has recently received HRSA grant renewal and will be able to provide more resources for students in mentoring and scholarships. Several nursing faculty will continue to implement two grants related to long-term care and seniors in ways that will provide opportunities for student learning and service to the community.

In 2007 two faculty members participated in intercultural workshops that relate to diversity of learning styles and relationship-building around difference; they will continue to share this information in the nursing curriculum committee and department. The faculty will discuss emotional intelligence and civil communication with the goal of understanding each other in an academic learning environment.

*Experiential Learning*
To prepare students for a practice profession, nursing education at the undergraduate level must remain highly experiential. The focus on experiential learning has strengthened through the introduction and ongoing expansion of high fidelity simulation education and periodic performance evaluation while also maintaining a value for theoretical learning.

**FACULTY**

The Dean of Nursing is the chief academic officer of the School of Nursing, which includes 20 full time nursing faculty (one of whom is a faculty member with a .5 associate deanship and .5 faculty load). In addition there are three visiting professors and three clinical associates. Eleven faculty, including the dean, are doctorally prepared (indicated with * below) and three faculty members are engaged in doctoral study at this time (indicated with + below). One faculty member and one adjunct faculty member involved with teaching in the RN-BSN program at this time (indicated with # below). In summer 2008 the adjunct faculty member became interim associate dean of distance education for the School of Nursing.

*Bonnie Saucier, Dean. B.A. Stephens College; M.S. University of Missouri, Kansas City; Ph.D. Texas Woman’s University*
Lisa Aepfelbacher, Assistant Professor. B.S., B.S.N. Boston University; M.S.N. Case Western Reserve University

Sherry Archer, Assistant Professor. B.S. Portland State University; B.S.N. University of Kansas; M.S.N. University of Portland

*Rebecca Boehne, Associate Professor. B.S.N. Pacific Lutheran University; M.S.N. University of Kentucky; Ph.D. Oregon State University

Sue Butell, Professor. B.S.N. University of Washington; M.S. University of Utah

+Frederico Calixtro, Assistant Professor. B.S.N. University of East Ramon, Philippines; M.S.N. University of Phoenix

*Beverly Epeneter, Professor. B.S. University of Oregon; M.N. University of Oregon Health Science Center; Ed.D. Portland State University

*Mary Harris, Assistant Professor. B.S.N., Ph.D. University of Washington

Karen Hubbard, Assistant Professor. B.S. University of Oregon; M.S. University of Utah

*Noreen Johansson, Professor. B.S.N., M.S.N. University of Illinois; Ed.D. Loyola University

+Teri Joyer, Assistant Professor. B.S.N., M.S.N. University of Colorado

+Kathy Kinderman, Assistant Professor. B.S.N. Saint Martin’s College; M.N. Washington State University

Cheryl Langford, Associate Professor. B.S.N. Mississippi College; M.S.N. The University of Texas Health Science Center

# *Barbara Limandri, Associate Professor. B.S.N. Medical College of Virginia, Virginia Commonwealth University; M.S.N. The Catholic University of America; D.N.Sc. University of California

+Karen Maxwell, Visiting Assistant Professor of Nursing. B.S., M.S. San Jose State University.

*Barbara May, Professor. B.S.N. Trenton State College; M.S.N. Montana State University; Ph.D. Oregon Health Sciences University

Jeanette O’Brien, Visiting Assistant Professor. B.S.N. University of Iowa; M.S. in Nursing, University of Wisconsin-Eau Claire; Master of Public Health, Portland State University; PhD, Oregon Health & Science University

Laura Rodgers, Professor. B.S. Texas Women’s University; B.S.N. University of Portland; M.S., Ph.D. Oregon Health and Sciences University.

Donna Routh, Associate Professor. B.S. University of San Francisco; M.N. Oregon Health Sciences University

*Jan Selliken, Associate Professor. B.S.N. University of Portland; N.D. National College of Naturopathic Medicine
Jana Taylor, Professor. B.S.N. Humboldt State University; M.S. Georgetown University

*Vivian Tong, Professor. B.S.N. San Francisco State University; M.N. University of California at Los Angeles; Ph.D. Portland State University

Diane Welch, Associate Professor. B.S., M.S.N. University of Portland

*Pamela Wheeler, Associate Professor. B.S.N. University of Oregon; M.S.N. Marquette University; Ph.D. Portland State University

*Peggy Wros, Associate Dean and Professor. B.S.N. University of Wisconsin; M.S.N. Marquette University; Ph.D. Oregon Health Sciences University

RN-BSN Program

# Ann Hedger, Interim Associate Dean for Distance Education. B.S.N. Arizona State University; M.S.N. University of Washington

Clinical Associates

Ann Chamberlain, B.S.N, University of Texas; M.S.N. Texas Woman’s University

Nadine McKinley. B.S.N. Linfield College; M.N. Oregon Health and Sciences University.

Carolyn Parchinsky. B.S.N. Syracuse University; M.A. Teacher’s College, Columbia University.

Winetta Soderlind, B.S.N. Oregon Health Sciences University; M.S.N. University of Portland

Effective 2005-06, the doctoral requirement applies for tenure and promotion for all new nursing faculty, to promotion for continuing tenured faculty, and to both promotion and tenure for continuing non-tenured faculty (Linfield College Faculty Handbook, IV-12). The college provides limited financial support for doctoral study. The School of Nursing recently decided to reduce committee responsibilities and the number of advisees that faculty carry while engaged in doctoral study.

All full time nursing faculty have the same teaching, advising, research and scholarly activity, and service responsibilities as described in the Faculty Handbook (IV.6.1-2) and 2007 Nursing Faculty Manual, pp. 34-35 [Exhibit 1]. In addition, nursing faculty have committee responsibilities to meet the accreditation standards of the Commission on Collegiate Nursing Education (CCNE) and the Oregon State Board of Nursing (OSBN). (See 2007 Nursing Faculty Manual, Membership of School of Nursing Standing Committees, p. 48, Clinical Advisory Council, p. 49, and Multicultural Advisory Council, p. 51: Exhibit 2—Nursing Faculty Committee Assignments).

Each of the nine required nursing courses with a clinical component have a course coordinator responsible for administering the course and addressing the needs of full time and adjunct faculty as well as students. These administrative responsibilities have increased over the past few years and require more and more faculty time (2007 Nursing Faculty Manual, responsibilities of course coordinators, p.36).

The faculty clinical associate position is a new non-tenure track position in the school of nursing (Nursing Faculty Manual, p. 39). The clinical associates have clinical teaching, adjunct mentoring, community outreach and administrative responsibilities. They participate in nursing departmental business and
curriculum meetings and work closely with the course coordinators to provide consistency within the courses.

The School of Nursing has a formal mentoring process for new faculty during their first year with the college. Each new faculty member is assigned a mentor to facilitate understanding of Linfield College, the School of Nursing, the students and the curriculum. The mentoring program may continue on an informal basis if desired and agreed upon by the mentor.

In addition to the full time faculty, the School of Nursing hires approximately 40 part-time clinical adjuncts each semester. Nursing offers mentoring workshops for adjunct faculty and ongoing mentoring by course coordinators and faculty associates. Mentoring is essential to successful integration of new faculty and clinical adjuncts, as well as to sustained consistency within the program.

The School of Nursing follows college-wide processes for evaluation of faculty described in the Faculty Handbook. In addition, course coordinators are responsible for evaluation of clinical nursing adjuncts and the dean of nursing is responsible for the evaluation of classroom adjuncts. Students have the opportunity to evaluate the quality of adjunct teaching through the same college process used to evaluate full time faculty.

STUDENT PROFILE

The profile of the students in the nursing major is one of transition and increasing diversity. The last class of true first year students was admitted to nursing in fall 2004 with an anticipated graduation in spring 2008. The last sophomores (5) entered nursing in fall 2007 with an anticipated graduation of spring 2010. Effective 2008, students are now admitted as juniors.

The average age for nursing students is 28, with a range of 18 to 64. Students with a prior bachelor degree who started in summer 2007 as juniors have a slightly higher average age of 30.7 years with a range of 24-46. The students starting in fall 2007 are somewhat younger with an average age of 23.4 and a range of 18-42. The majority of these students are seeking their first baccalaureate degree and are entering nursing as juniors although five sophomores in this group. The forty students who started in spring 2007 have an average age of 29.9 years and a range of 21-64.

Out of a total population of 325 students in 2007-08, 28 were Asian/Pacific Islanders (8.6%), 24 Hispanics (7.4%), 3 Black students (0.9%), and one American Indian/Alaska Native, for a total 17.3% minority population. In addition the share of men in the nursing major has increased to 13.0%, up from 10.7% in fall 2006.

These figures demonstrate that nursing now serves a more sophisticated learner with the introduction of the accelerated curriculum for students with prior bachelor degrees, and a more diverse learner in terms of age, gender, and ethnicity. Students in any given class bring various developmental levels, varied life experiences, and different personal challenges to their pursuit of a professional baccalaureate degree. Many students are employed and are single parents.

The student population in the RN-BSN program has similar statistics as related to the average age: 28. Most of these students are employed part-time or full-time in acute care settings. They are located throughout the State of Oregon, with a large percentage in the Portland area.

The Portland Campus, including the nursing program, has made a commitment to inclusive excellence, this concept has been developed by the American Association of Colleges and Universities and has been foundational for the development of the School of Nursing’s strategic plan and curriculum. To that end, in
the past three years the nursing program has hosted four consultants who have worked with faculty to develop a program related to diversity and cultural competence. Dr. Alma Clayton-Pederson from AAC&U introduced the concept of inclusive excellence to the campus faculty, administrators, and staff; the concept was defined (and approved) for the Portland Campus in spring 2007, with recommendations made for campus committees and strategic planning work groups. Dr. Margie Kitano from the Education Department at San Diego State University assisted faculty with multicultural curricular transformation, which resulted in the inclusion of diversity and cultural competence in student outcomes and learning activities. Dr. Norma Martinez-Rogers from the University of Texas, San Antonio worked with faculty to develop a progressive mentorship program for students from disadvantaged backgrounds, implemented in fall 2007. Dr. Susan Bosher, from St. Catherine’s College in St. Paul, Minnesota, consulted about improving the nursing curriculum, teaching strategies, and support systems for multicultural students, including those who are not native English speakers. Dr. Bosher’s recommendations were reviewed and implemented during the 2007-2008 academic year.

CURRICULAR EVOLUTION SINCE 1998

The nursing faculty approved a major curriculum revision in spring 1998 for implementation in 1998—the time of the last regional accreditation. This “new” community-based curriculum was designed to immerse students in nursing practice from the time they entered the program in their first year and included nursing courses every semester throughout the four years. Based on a comprehensive program evaluation that included written student evaluations and focus groups, the curriculum was modified in 2002 by shifting credits between courses, combining two courses into a senior practicum experience, and adding a 300-level acute care maternal child course. There are currently 53 hours of required nursing courses, which include 966 hours of clinical practice.

While the nursing program builds on a liberal arts foundation, students now come to The Portland Campus with most of their pre-requisites and general education credits completed. However, consistent with Linfield’s commitment to liberal arts, students have an opportunity to take elective courses in the humanities, sciences, and social sciences while in the nursing program. Nursing course pedagogies and approaches integrate liberal arts values, and several nursing electives earn general education credits. These courses include: NUR 245 Evolution of History, NUR 195 Health Care Perspectives in Death and Dying, and various January Term off-campus courses. Consistent with college standards, three nursing courses (NUR 106, NUR 313, and NUR 416) are writing intensive. Nursing students are encouraged to participate in any of the January Term study abroad courses offered by the college; approximately 10% of Portland Campus students take advantage of this opportunity.

The nursing curriculum currently is organized into four levels which reflect the organizing theme of the courses taught within the level and move the student into ever-more complex nursing practice: Level 1: Socialization into Nursing; Level 2: Promoting Healthy Choices; Level 3: Illness Experience; and Level 4: Nursing in a Global Society. Seven major concepts are threaded throughout the courses and provide continuity in the curriculum: caring, community, ethics, health promotion, holism, human diversity, and stewardship. Reflecting the above-described structure, the faculty have developed a cohesive set of curriculum, level, and course outcomes. These student outcomes have resulted in more focused learning activities in each nursing course and better coordination between courses. During the 2006-07 academic year, the faculty invited two consultants to campus to work on rubric development; many faculty have moved forward with the development of rubrics to measure student performance on assignments and outcomes. Rubric development continued in 2007-2008.

Also in 1998, a separate campus-based RN to BSN program for nurses returning for a bachelor degree was implemented. In 2003, a web-based program was initiated, predicated on market demands.
Enrollment in the on-campus version of this program declined and it was closed. The last student from the on-campus program graduated in December 2007.

The current RN-BSN program, provided by the School of Nursing and delivered by the Division of Continuing Education (DCE), is a modification of the School of Nursing curriculum. It is designed to avoid content that nurses learned within their previous nursing programs. All students have an advisor who reviews their transcripts to determine earned courses required by the college and School of Nursing. All students must complete the necessary nursing pre-requisites and the general education curriculum, as well as accrue 125 total credits for graduation. Many complete this through community colleges and DCE’s Adult Degree Program (ADP) while beginning the nursing program.

Table 1: RN-BSN Enrollment Patterns

<table>
<thead>
<tr>
<th>Year</th>
<th>On-campus cohort</th>
<th>Online cohort</th>
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<tbody>
<tr>
<td>1998-99</td>
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<td></td>
</tr>
<tr>
<td>1999-00</td>
<td>9</td>
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<td>2000-01</td>
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<tr>
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</tr>
<tr>
<td>2007-08</td>
<td>1</td>
<td>126</td>
</tr>
</tbody>
</table>

Registered nurses seeking a BSN degree receive advanced placement after admissions to the college and the nursing major. Admission depends on meeting the same requirements as those of the generic students. RN students earn 36 semester credits in the nursing major when they successfully complete NUR 309 Transition to Professional Nursing with a grade of C or higher. Credit is given for NUR 103, 106, 213, 206, 313, 316, and 318. They complete general education and support courses, as well as proficiency requirements. Up to 72 credits can be granted for courses successfully completed with a grade of C or higher at an accredited two-year college.

The nursing curriculum for the RN-BSN student includes five required nursing courses:

- Nur 309 Transition to Professional Nursing. This course includes the introduction of the seven major curricular concepts and the Nursing Practice Model. Although there is no practicum associated with this course, students work together to do projects that require some field work (e.g., a community assessment).
- Nur 208 Therapeutic Communication
- Nur 314 Research Methods
- Nur 416 Nursing in a Global Society: Stewardship of the Community
- Nur 419 Reflective Practice in a Global Society: Senior Practicum

The course content parallels the generic curriculum including continued liberal art emphasis with additional tailoring for the RN-BSN learning needs. All courses include the same outcomes required for the nursing major.

In response to best practices in teaching and learning in both college and nursing education, pedagogies in the nursing curriculum have become increasingly more interactive for the on-campus students. Classes have been limited to 40 in theory classes and 8-9 in clinical sections. Faculty have made a commitment to a model of inquiry-based learning. The active learning strategies identified and implemented by the nursing faculty include communication, praxis, thinking/knowing skills, and community of learning.
Teaching strategies are varied to accommodate the diverse backgrounds, experiences, and learning styles of students and to build on the liberal arts.

A nursing practice model was developed by the faculty and implemented in all nursing courses to provide a cohesive approach to teaching and learning about clinical decision-making across all courses at all levels. This model was revised in 2003 and again in 2006 based on feedback from students and faculty. The nursing practice model is well-integrated into the course outcomes and related student abilities are assessed across the curriculum (2007 Nursing Faculty Handbook, p.18).

The concept of evidence-based practice in nursing has been well integrated into the curriculum. Students learn the skills needed to identify and apply best practices, including use of information technology, throughout their major. The Portland Campus librarian has been intimately involved in this process, and abilities to discern and apply best practices are incorporated into course outcomes. Additional reference technology has been implemented as PDA’s have been made accessible to students and are integrated into classroom and clinical learning. Many nursing assignments incorporate and assess competency with technical and computer literacy skills.

In response to evaluation data and concern from clinical partners about the abilities of students to complete nursing skills competently, a program for competency testing of skills was implemented in January 2003. Evaluation data show that while competency testing is stressful for students, it gives them more confidence in their abilities and increases their competence in clinical practice.

Consistent with national trends in nursing education, Linfield has implemented a program of high fidelity simulation to support teaching of critical thinking and nursing skills (in addition to previously implemented low and mid-fidelity simulation). Significant resources have been devoted to expansion of the Nursing Learning Resource Center, and evaluation shows that students gain knowledge, skill, and confidence through their learning experiences.

Since 1998, the School of Nursing has expanded the curriculum related to: (1) the Linfield-Good Samaritan School of Nursing: Nursing Practice Model; (2) best practices in nursing; (3) use of information technology and information literacy; (4) skills competency testing; (5) integration of high-fidelity simulation technology; (6) cultural competence of students; and (7) readiness for the NCLEX-RN licensure exam. These changes in curricular focus support the education for 21st century nursing practice.

In response to a decrease in the two-year NCLEX-RN pass rate among Linfield graduates for the period ending September 30, 2002, the nursing faculty modified the implementation of the Kaplan NCLEX-RN review course and examination program in order to better prepare nursing students for the licensing examination. Based on evaluation data, the faculty changed NCLEX-RN preparation vendors to a program of study developed by Health Education Systems Inc. (HESI) in 2004 and implemented a required 1-credit NCLEX-RN review course in a student’s last semester. The HESI program includes case studies and practice examinations that are integrated throughout the curriculum; students are also required to pass the HESI Exit Exam, to demonstrate readiness for the NCLEX-RN exam. Implementation of this program has resulted in a pass rate of 93% for the past two years.

Since about 2000, significant changes have occurred locally and nationally in nursing education and the marketplace. An ongoing national nursing shortage has been identified and predicted to be prolonged, based on the impending retirement of “baby boomers” and decreasing interest in nursing as a career among the new generation of high school students. At the same time, the applicant pool has continued to change on the Portland Campus, with more students from community colleges and other institutions interested in transferring for the nursing curriculum only. In addition, as unemployment and outsourcing has increased in the U.S., the nursing applicant pool has included more students with a previous degree.
looking for the job security of a career in nursing. In 2004, in response to these external factors, and as a result of strategic planning, the Portland Campus (including the nursing department) decided to become a transfer-only campus. The last first year class was admitted to nursing in fall 2004 and graduated in spring 2008. For the past three years the Portland Campus has not admitted first year students to nursing. In a recent decision within nursing and supported by the college, the Portland Campus no longer admits sophomores. Lower division students seeking to begin their educations at Linfield and move into the nursing major now begin their studies on the McMinnville Campus.

The transition to a transfer-only campus has many implications for the curriculum. Most significantly, nursing students are moving through the same curriculum in five semesters instead of the original eight, with entry points in fall, spring, and summer. An 18-month accelerated program was implemented for second degree students who are admitted in summer. Concerns related to the shortened curriculum have been identified in student evaluations and by the faculty. In 2007-08 the faculty undertook a comprehensive curriculum review based on evaluation data and recommended a curricular revision to address the transfer program status of the BSN program. In spring 2008, two consultants, Dr Sarah Keating and Dr Coleen Saylor, provided consultation on this curriculum revision. The timetable for the curriculum redesign has been extended, with the intent to implement the new curriculum no later than 2009-2010.

ASSESSMENT

The School of Nursing assessment plan focuses on measuring student learning outcomes and instructor pedagogical effectiveness so as to better inform ongoing program modifications. The Quality Improvement Committee monitors educational practices through the following benchmarks:

• Graduates’ pass rates on the National Council Licensing Examination for Registered Nurses (NCLEX-RN) by means of the Oregon State Board of Nursing Report and the National Council of State Boards of Nursing Program Report (NCLEX-RN Program Report)
• Graduates’ evaluations of the program by means of Educational Benchmarking, Inc (EBI) questionnaires
• Students’ critical thinking skills and preparation to practice nursing by periodic standardized examinations at the first, second, and third levels of the curriculum and final-term comprehensive examination by means of the Health Education Systems, Inc. (HESI)
• Curricular consistency in critical outcomes by means of the program outcomes, level outcomes, and course outcomes developed as a faculty in 2006-2007.

ASSESSMENT RESULTS SUMMARY:

NCLEX-RN Program Report
• In 2004, 94 graduates took the NCLEX-RN with a pass rate of 88%. No comparable statistics with other schools in its jurisdiction were available to Linfield during that time because the college had not subscribed to the NCLEX Program Report.
• In 2005, 120 graduates took the NCLEX-RN with a pass rate of 93.5%. In Oregon the pass rate was 90% and the national rate was 86%.
• In 2006, 141 graduates took the NCLEX-RN with a pass rate of 94.5%. In Oregon the pass rate was 93% and the national rate was 89%.
• In 2007, (first half only) 70 graduates took the NCLEX-RN with a pass rate of 89%. In Oregon the pass rate was 92% and the national rate was 87%.

EBI Report
• The EBI uses 11 factors to assess new graduates’ perceptions of the quality of the nursing program. Over the past five years Linfield has shown consistent improvement in all eleven
factors. Below is the order of the highest improvement to least improvement on the eleven factors during the five years of evaluation.

- Core Knowledge
- Overall Program Effectiveness
- Facilities and administration
- Course lecture and interaction
- Technical skills
- Amount of work and class size
- Professional role development
- Satisfaction and comparison with classmates
- Core competencies
- Professional values

HESI Test Results

Students take a comprehensive test (HESI Exit Exam) comparable to the NCLEX-RN the semester prior to graduation. Prior to taking the NCLEX-RN exam, students take a review course that concentrates on case study analysis and answering NLCEX-type questions as a way to synthesize their critical thinking. Faculty require that students score at least 850 on the test to qualify to take the NCLEX-RN. Since instituting the HESI exam as a requirement for receiving authorization to take the NCLEX, the HESI first-time pass rate has slowly inched upward for fall and spring graduates. However, a considerable number of students need to take the exam more than once and have not met this benchmark at the time of graduation. Students have additional opportunities to take the HESI after graduation at scheduled times. In addition, in summer 2007, Linfield offered an NCLEX-RN review course for graduates. The number and percentage of students who scored 850 or above on the HESI Exit Exam at the first testing, and the number and percentage of students who scored 850 or above by graduation, are presented below. The results indicate that a higher percent of fall graduates meet the 850 score or higher by graduation and that there is a downward trend for both fall and spring graduates over the last two years. The faculty are reviewing trends for possible interventions.

Table 1: HESI Exit Exam Results

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Students</th>
<th>% Pass 1st time</th>
<th>% Pass by graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>50</td>
<td>44 (n=22)</td>
<td>88 (n=44)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>71</td>
<td>41 (n=29)</td>
<td>79 (n=56)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>68</td>
<td>60 (n=41)</td>
<td>91 (n=62)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>81</td>
<td>53 (n=48)</td>
<td>89 (n=72)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>70</td>
<td>65 (n=46)</td>
<td>87 (n=61)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>93</td>
<td>55 (n=51)</td>
<td>84 (n=78)</td>
</tr>
</tbody>
</table>

Outcome Measurements

- Faculty developed program outcomes, level outcomes, and course outcomes during 2005-06 and incorporated them into syllabi for 2006-07.
- Faculty will monitor course changes and resulting changes in other benchmarks based on outcome changes.

Based on on-going faculty evaluations, faculty discussions, and student evaluation, improvements that the department has instituted over the past five years include:

- Development of a high fidelity simulation laboratory for students to experience scenarios with interactive models that realistically depict clinical situations. The lab support staff enact and
videotape students during the scenarios, and the faculty work with students in analyzing their responses immediately afterwards.

- Administration of Clinical Performance Evaluations at three key points in the curriculum in which students must successfully demonstrate clinical skills before they can move forward. Students have time to practice those skills in the laboratory prior to the examination period. Faculty members assess the students’ skills during the examination period and provide students with feedback and a performance grade.

- Improving cultural inclusivity in curriculum and student enrollment. Upon receiving a Health Resources and Services Administration grant (and an extension of the grant) to improve cultural competence in the program, the School of Nursing brings quarterly consultants to work with the students and faculty in various areas such as learning activities, test development, language skills, etc. Because of the grant the School of Nursing implemented the following initiatives:
  - Expansion of a transcultural nursing committee into a campus-wide diversity committee;
  - Annual or biannual meetings of a Multicultural Advisory Council;
  - A regional nursing workforce diversity summit hosted by the School of Nursing to encourage collaboration on nursing diversity issues among nursing schools, healthcare agencies, and community organizations;
  - Revised search committee guidelines and interview process for full- and part-time faculty to increase the diversity of the candidate pool for positions;
  - Hiring of one minority nursing faculty member by spring 2005;
  - Development and implementation of cultural competence activity for all students during new student orientation;
  - Development and implementation of a lecture/consultation series focused on development of cultural competence for faculty and staff with attendance of 92% of faculty and staff;
  - Development of course outcomes related to diversity and cultural competence in each nursing course;
  - Development of a multicultural nursing elective;
  - Expansion of the library collection to include more books and DVD/videos related to cultural competence and diversity.

In 2006, a survey of all graduating nursing students on campus (N=68, response rate 85%), 50% expressed themselves as willing to extremely willing to work with culturally diverse communities after graduation. In 2007, a survey of all graduating nursing students on campus (N=71, response rate 76.3%), 40% expressed willing to extremely willing to work with marginalized populations and culturally diverse communities after graduation. More students have had clinical experiences in community agencies with a widely diverse client base of underserved people.

- Development of grading rubrics that provides clear criteria for course assignments and clinical performance.
- Development and implementation of a faculty satisfaction questionnaire to measure faculty members’ assessment of the curriculum, administration support to the program, and environmental supports. Initially distributed as a pilot in fall 2007, it will be re-administered periodically after validity and reliability statistics are completed and the questionnaire is revised.
- Development of a test bank editing process: faculty members will review test item writing skills, may submit their items to editors for assistance in improving the clarity and effectiveness of the items, and monitor the validity, reliability, and complexity of items used to test students’ knowledge. The test bank follows the standards established by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN.
FUTURE DIRECTIONS

Nursing has several concerns for the future. The most critical concern involves sustaining the program and expanding enrollments with the limited, aging physical facilities occupied by the Portland Campus. Grants secured in 2007-08 have made possible needed renovations in one portion of Peterson Hall to improve teaching spaces for readiness in fall 2008. The college has begun discussion around relocating the Campus away from Legacy Property sometime in the future.

A second concern for the School of Nursing involves clinical placements for current enrollment levels as well as projected enrollment expansion. Nursing faculty are exploring possibilities and alternative clinical education models.

A third major concern entails successful recruitment, mentoring, evaluation, and retention of qualified nursing faculty and clinical adjuncts in an ever tightening and more expensive job market for professionals with the necessary educational credentials.

DEPARTMENT OF PHILOSOPHY

MISSION

The mission of the Philosophy Department is to instill and develop in students critical thinking acumen – including careful analysis, logical consistency, and creative speculation – facilitated by a working knowledge of the history of ideas and culminating in an ability to apply that knowledge to complex issues in contemporary life and society.

As a result of a comprehensive revision of its curriculum over the past three years, the department has reshaped its learning goals for the major, as evidenced in the new 2008 Linfield Course Catalog. A document comparing the new learning goals with those in place until 2007-08 may be found in the Philosophy Department Exhibit Binder, Item 1. Both sets of goals emphasize the importance of critical thinking and global awareness, while preserving an emphasis on argumentative discourse (both oral and written) and on understanding major motifs in non-Western philosophy. The department has now bolstered experiential learning within its curriculum by explicitly recognizing a need for “collaborative communication and reasoning,” by emphasizing application of philosophical argument to “specific questions or areas of concern,” and by “supporting and/or constructively challenging established social orders and/or beliefs based on one’s moral principles, personal courage of conviction, and critical thinking ability.” Finally, the learning goals now specifically address the new two-year old requirement for all majors to complete a senior thesis. Philosophy’s curriculum likewise contributes to each of the six bulleted objectives in the college Mission Statement (see Philosophy Exhibit Binder).

Contributions Linfield’s Foundational Education Principles

Integrated Learning
The Philosophy curriculum regularly requires students to pursue cross-disciplinary inquiry whose goal is intellectual integration of the ideas and issues posed in such courses as Biomedical Ethics; Environmental Ethics; Philosophy, Sport and Society; Social and Political Philosophy; Philosophy of Law; Philosophy of Science; and Philosophy and Literature. Such courses challenge students majoring in other disciplines allied to these topics to focus on the philosophical dimensions of their fields. Students taking philosophy courses to satisfy general education requirements are taught with the goal of encouraging them to bring their philosophical discoveries to bear in the rest of their curricular undertakings.
Global and Multicultural Awareness

The mission, curriculum, and goals of the Philosophy Department directly support this Foundational Principle in a number of explicit ways. Courses such as Philosophy East and West and Comparative Philosophy—Asian Philosophy carry Global Diversity (GP) designations due to their focus on non-Western philosophies. Departmental learning goals and assessment practices explicitly require all majors and minors to develop “a more global awareness of the interrelated concerns of all human beings” and “exhibit competence in understanding major motifs in at least one non-Western philosophy.”

Experiential Learning

The Philosophy Department recognizes the need to explore creative ways of developing experiential goals and opportunities within the curriculum. The departmental mission to develop students’ application of philosophical knowledge to contemporary life and issues provides a bridge into expanded experiential opportunities such as faculty-student collaborative work, internships (for example, in social and political philosophy or philosophy of law), or student-designed independent studies with an experiential component. The department regularly participates in the off-campus component of January Term, most recently through Environmental Ethics in the Galapagos (2008) and, in earlier years, Asian Thought in China (2004, 2006).

FACULTY

All faculty within the Philosophy Department hold the Ph.D. In 2008-09, the department emerged from two recent major transitions: 1) the retirement and replacement (in 2006) of a senior faculty member with 25 years of experience, and 2) the movement to full-time teaching status (in 2007) of the college’s 11-year dean of faculty, who also served a stint as interim president. Full-time members now include:

Kaarina Beam, Assistant Professor. B.A. Bellarmine University, Ph.D. Purdue University

Marvin Henberg, Professor and Chair. B.A. Washington and Lee University; M.A. Oxford University (Magdalen College); Ph.D. University of Texas at Austin.

Jesús Ilundain-Aguruzza, Assistant Professor. B.A. University of Wisconsin at Oshkosh; M.A., M.S., Ph.D. University of Illinois at Urbana-Champaign

John Thomas (Portland Campus), Associate Professor. B.S. Portland State University; M.A. University of Washington, University of Missouri; Ph.D., University of Edinburgh.

The Philosophy Department participates in the standard college mechanisms of evaluative review and oversight: untenured faculty reviews, including departmental input and a self-evaluation narrative, every year; tenured faculty reviews every five years. Within the department, the chair assumes mentoring responsibilities for untenured faculty, including conducting in-class teaching visitations at least once a year and reviewing teaching evaluations after every semester. The faculty meets on a regular basis for both formal and informal reviews of curriculum, teaching, scholarship, and service.

Departmental faculty share advising responsibilities as well as several programmatic commitments:

- Philosophy hosts the Walter Powell Distinguished Lectureship, now in its 38th year. Annually a distinguished philosopher visits campus for three days, giving two public lectures, visiting classrooms, and meeting with interested faculty members both within and outside the department [Philosophy Binder, Exhibit 1].
• Each fall the department organizes an annual Philosophy retreat and departmental student conference. The retreat operates as a mini philosophy conference, where students in the department present and/or comment on original philosophical papers. Presentations stimulate lively debates and weekend-long dialogues on a variety of student-generated philosophical themes. The retreat serves as both a rigorous academic exercise and an opportunity for valuable professional and social contact among students and faculty.

• The department harbors the Northwest’s Alpha chapter of Phi Sigma Tau, the national honor society in Philosophy. One faculty member acts as advisor, and all faculty members belong to the chapter.

• Phi Sigma Tau and the Philosophy Club regularly sponsor topical philosophical discussions and/or philosophical film and discussion forums. All faculty members attend these events as time allows.

STUDENT PROFILE

The Philosophy Department consistently serves over 250 students every semester in its regular philosophy courses and Inquiry Seminars. Most of these students are non-majors/minors seeking to fulfill a general education requirement. Given the recent general education change reducing the Ultimate Questions (UQ) requirement from two courses to one (effective fall 2008), the department has broadened its 100-level introductory offerings. In addition to Fundamentals of Philosophy and Philosophy East and West, the department as of 2008-09 offers a course called Moral Problems (PHIL 180) and has made Logic a 100-level class (PHIL 190) so that both now provide curricular options especially suited to first-year students (NOTE: See 2008 Linfield College Catalog for these changes). Other courses with strong cross-disciplinary potential such as Biomedical Ethics and Philosophy of Science have been moved to the 200-level with the hope their lower division status will encourage non-majors to take a second (now elective) Ultimate Questions course within the department.

Upper division courses contribute to the Philosophy major or provide electives for more advanced students from other fields. The department offers nine to eleven 100-level sections each academic year and five to six 200-400 level courses. For the past several years the Philosophy Department has consistently served 40-70 majors and minors in its upper division courses, along with the mixture of advanced students from other majors who are academically prepared to take a more challenging general education requirement or elective course. As noted below, the situation previously had permitted novices to Philosophy to enroll in upper division courses alongside experienced majors and minors, a situation which produced understandable dissatisfaction among advanced students. That situation should be alleviated going forward.

CURRICULAR EVOLUTION SINCE 1998

As part of the changes involved in absorbing two new faculty members, explicitly articulated college-wide Foundational Education Principles, and modifications to the Linfield Curriculum, the Philosophy Department offers a critical analysis of its trajectory since the last accreditation, outlining the rationale for changes instituted to improve the delivery and assessment of departmental learning goals, its service to general education, and its participation in the Division of Continuing Education.

For all McMinnville courses beginning in 2008-09, the department has standardized instruction so that all philosophy courses now earn four credits. Previously, nearly 40% of courses were taught in a 5-credit format and three in a 3-credit format. These inconsistencies hindered both curricular planning and student advising.
Changes in the Major and Minor
The department provides a comprehensive curriculum for majors and minors, with 25 courses on the McMinnville Campus, two more than in the previous curriculum (courtesy of the net gain of one full-time FTE in 2007). Three courses were recently deleted and five added to the major offerings. Overall, the balance among levels is much improved over the former curriculum, with four courses at the 100-level, eight at the 200-level, seven at the 300-level, and six at the 400-level (by contrast, in the former curriculum, the department offered 13 courses at the 300-level and only 2 at the 400-level). Prerequisites have been instituted for the first time for many upper division courses. Exit interviews with majors had identified a consensus in favor of reducing the extent to which material from lower division courses had to be re-introduced at the upper division to satisfy students not yet accustomed to the methods and vocabulary of philosophical discourse. Overall, the recent changes reflect a more thoughtful approach to student development, tracking progress in intellectual maturity from the first year through the senior year.

In addition to regular class offerings, students may undertake Independent Study and are required to complete a Senior Thesis. The curriculum offers a wide range of disciplinary exposure for majors and minors. As the capstone in the major, Senior Thesis provides a vehicle for assessing student mastery of departmental learning goals.

Changes in General Education
In addition to a broadened number of 100- and 200-level course offerings (discussed above), the department has re-vamped its Linfield Curriculum designations. For instance, in the 2007-08 catalog, three philosophy courses satisfied the Vital Past (VP) Mode of Inquiry within the college’s general education program, the Linfield Curriculum. Beginning in 2008-09, no philosophy courses will satisfy the VP requirement, reflecting a conviction among departmental faculty that students should complete their Vital Past requirement through the History Department. Those philosophy courses taught from a historical perspective are best suited to serve the Foundational Principle of integrative learning. Other aspects of departmental participation in Modes of Inquiry outside of Ultimate Questions (UQ) have also tightened. Another result of the department’s curricular consolidation and expansion has been the shifting of its course in Critical Thinking completely into the yearly lineup of Inquiry Seminars.

With the addition of Quantitative Reasoning (QR) as a new required Mode of Inquiry in the Linfield Curriculum, Philosophy has revamped its course in Logic (PHIL 190 as of 2008-09) to achieve QR learning goals. The department will monitor student demand to determine if the course should eventually be offered yearly rather than every other year, as is now the case.

Division of Continuing Education
Professor Ilundain-Agruzza serves as departmental liaison to the DCE Program, reviewing and approving credentials of all adjunct appointments and advising the chair on all requests for Philosophy credit for courses transferred from other institutions. The recent standardization of all McMinnville philosophy courses to a 4-credit format has improved the department’s integration of on-campus and DCE curricula. Gone are five previous 3-credit DCE-only versions of philosophy courses. In the new curriculum, all DCE courses must be approved versions of existing McMinnville Campus courses, standardized by and under full control of the Philosophy Department. In undertaking this move the department consulted with DCE, which welcomed the change.

ASSESSMENT PRACTICES
The Philosophy Department seeks to develop students’ critical thinking skills, including careful analysis, logical consistency, and creative speculation. These competencies are central requisites to philosophical
inquiry and also prepare students to deal with the complexities of contemporary life. The department has generally been pleased with student outcomes assessment in concert with this mission. Assessment results and work samples exhibit students’ considerable dialectical skill in both oral and written formats.

Senior Philosophy majors and minors typically show a marked improvement in the work completed during their final year in the program, as compared to work done in classes taken early in their departmental careers. Seniors each produce a substantive thesis or independent study project totaling between 40-100 pages, depending on the credit load undertaken. This provides one of the clearest markers of student growth in relation to mission goals. Senior theses and independent studies projects have been of relatively consistent high quality. Even students who have struggled early on with the level of sophistication required and expected of their critical reading, writing, and speaking skills have often surpassed expectations in their completed thesis projects. Others have produced work that approaches or, in some cases, even surpasses, master’s level work. This assessment has been substantiated in several cases by students’ admission to quality graduate programs in Philosophy or a related discipline. In the recent past, thesis and independent study students have met in weekly informal seminars to share work, methods, problems, and critiques. The level of dialectical engagement during these seminars has been quite impressive. Recently the department has launched a formal Senior Seminar (PHIL 490; see 2008 Linfield College Catalog) taught by a faculty member on load in a format that enhances both the educational and assessment potential of the thesis experience.

Though the above assessments have been widely distributed among Philosophy majors and minors, some inconsistency has also surfaced. Some students have been less successful than others in improving and developing their critical skills and the stated goals of the department for: competence in some historical period(s), competence in some field(s) of philosophy, competence in the principles of reasoning/inference, and/or in understanding major motifs in non-Western philosophy. The department has successfully attracted students, in part by demonstrating the relevance of philosophy and the skills it imparts to contemporary life and society. This greater number of students has brought a greater diversity of backgrounds and outlooks as well. Though some variation in student success is to be expected, the department could be more successful in addressing the needs of students from diverse backgrounds and with diverse learning styles. Indeed, the new curriculum’s greater emphasis on developmental courses at the lower division is prompted by this recognition. Until recently, chronic understaffing, combined with unprecedented growth, has slowed both the formalization of assessment procedures and the needed restructuring of the department. Happily, the department is now better staffed, has overhauled its curriculum, and can turn to revising and formalizing its assessment practices. Progress is spelled out in detail in the updated assessment plan found in the Philosophy Binder, Exhibit 2.

FUTURE DIRECTIONS

Transitional restructuring of the department, now nearly complete, accommodates new areas of faculty expertise and addresses changes in the general education program. The analysis required for this self-study has borne considerable fruit in that the Philosophy faculty have now developed a new vision for the curriculum and have become restructuring departmental assessment practices, which have never been sufficiently formalized.

The implications of previous assessment results were twofold. On the one hand, the faculty could generally ascertain that departmental goals and mission were reasonably well served by the breadth of curricular offerings and the intensive seminar-style classes that make up the majority of upper-division course offerings. In addition, student interest, performance, and feedback underscore faculty skill in introducing dialogical interaction even in large introductory and lower-level courses.
On the other hand, Senior Survey results have revealed frustration over the department’s historic lack of sufficient staffing to accomplish identified curricular and program changes. Only with the fall 2007 increase in permanent faculty members from 2 to 3 FTE has a comprehensive curricular revision and revamped assessment program with more formalized elements been possible.

Planned future enhancement of the department’s assessment program begins with revised student learning goals better designed to introduce diverse students to the perennial questions of philosophy as they apply to contemporary life, acquaint them with both Western and non-Western histories of ideas and major philosophical motifs, and familiarize them with specific applied areas of philosophical inquiry. A larger, full-time teaching faculty will enhance advising, mentoring, and development of students’ critical thinking, reading/listening, and writing skills.

The department will continue to lobby for one additional faculty member to enhance its ability to meet these goals as well as to contribute more fully to the interdisciplinary liberal arts mission of the college. Philosophy has historically given birth to multiple new disciplines, and the current faculty members have a great deal to offer current interdisciplinary programs in Environmental Studies, Gender Studies, and Asian Studies. The long-term aim is to support a rich program in philosophy, emphasizing both the history of ideas and application of philosophical knowledge and skill, as well as to contribute significantly to interdisciplinary programs.

Interdisciplinary, integrative connections between philosophy and other subjects will be bolstered by a planned move to a remodeled Northup Hall, where the department will share classroom, seminar, and office space with the departments of English, Economics, and Business. The Writing Center will likewise move to Northup, an added boost to integrative learning, as the department remains a strong contributor to the teaching of writing, speaking, and reasoning via its yearly involvement with the Inquiry Seminar.

**DEPARTMENT OF PHYSICS**

**MISSION**

The Physics Department strives to continue a tradition of successfully training physicists. Many have earned doctorates and are now teaching or pursuing research careers. Other graduates have entered careers as engineers, secondary education teachers, technicians, and physicians. The Physics faculty are available to assist students in a one-on-one basis; every major is encouraged to become involved in a research project, either individually or in partnership with a member of the faculty. The department continually works to secure outside funding for basic and applied research. This effort has historically focused on surface physics and electron emission physics.

The department offers courses to meet the needs of two categories of students: (1) those who expect to become scientists, technicians, medical professionals, or teachers of science, and (2) those who wish to increase their understanding of the physical world without becoming practicing scientists.

**Intersections with the Foundational Education Principles:**

The Physics Department achieves its mission by providing a quality curriculum, engaging classroom instruction, active advising, and hands-on research experience for students. In execution of its mission, the Physics Department intersects with the Foundational Education Principles in three main ways:
1. Because Physics intersects so thoroughly with mathematics, the study of one necessarily entails the study of the other, making it a true cross-disciplinary and integrative endeavor. In addition, many science fields often come together in collaborative research projects; for example, it is not unusual for students and faculty from Chemistry and Physics to work together in this context.

2. The department is also committed to fostering a global and multicultural education for its majors. To this end, the department encourages all of its students to participate in January Term courses and semester abroad semesters. In the recent past, Physics students have studied abroad in England and Austria. In addition, the department has offered a January Term course to China three times over the past six years focusing on education, technology, and environmental issues. In 2009, this China-bound course will explore transportation issues. Recently, a Physics major earned a Fulbright to undertake a year of study and research in Iceland.

3. As noted earlier, the Linfield Physics Department has a long and successful history of performing collaborative research with students. In the sciences, this is undoubtedly the best form of experiential learning, as it gives students the chance to do unscripted, novel science.

4. As a central part of the Physics program, faculty in the department have been engaged in a variety of research areas over the years (field and thermionic emission, carbon nanotubes, photovoltaic materials, magnetic properties of materials, high energy nuclear physics, sonoluminescence, computational modeling). All of these projects have involved undergraduates and many resulted in refereed journal publications and national conference presentations. The majority of research in the Physics Department focuses on materials/surface science and is conducted through the Linfield Research Institute (LRI). The research conducted in LRI has been highly successful in the past, attracting funding from a wide variety of sources and producing three spin-off companies.

5. LRI has a well-equipped laboratory for surface physics and materials science studies that is unlike any at other small liberal arts colleges. It contains the following: extensive ultra-high vacuum equipment; several arbitrary waveform function generators (recently donated from Tektronix); several research-grade digital phosphorus oscilloscopes (recently donated from Tektronix); an Auger Spectrometer; a Scanning Electron Microscope; a Focused Ion Beam Microscope/Milling system; and an Atomic Force Microscope.

FACULTY

The Physics Department at Linfield College has long honored and supported undergraduate education and research. The department currently has five faculty members (4.5 FTE) and 1 adjunct/laboratory coordinator. All five hold the Ph.D. The faculty pride themselves on being highly accessible to their students in addition to providing a quality curriculum with in-depth advising, engaging in active research, and contributing to campus life through committee leadership and service. Students regularly remark on the level of contact the department achieves with its students and cite it as one of the most important aspects of their experience as a physics or applied physics major.

Teaching Faculty:
Michael Crosser, Assistant Professor. B.S. Centre College, KY; M.S., Ph.D. Michigan State University

Jennifer Heath, Associate Professor. B.S. Whitman College; M.S., Ph.D. University of Oregon

William Mackie, Professor. B.A. Linfield College; MS, Ph.D. Oregon Graduate Institute
Joelle Murr, Associate Professor. B.S. Beloit College; M.S., Ph.D. Michigan State University

Tianbao Xie, Associate Professor. B.S. Beijing University; M.S., Ph.D. University of Oklahoma. Department Chair.

**Instructional Associate:**
Donald Schnitzler, Adjunct Professor and Laboratory Coordinator. B.S. University of Detroit; M.S. University of Pittsburgh; Ph.D. Wayne State University

Mentoring occurs within the department as well as beyond, in keeping with the college’s faculty mentors’ program. In the last decade two assistant professors in the department have been successfully tenured and promoted; one associate professor has been tenured and promoted as well.

**STUDENT PROFILE**

The Physics Department serves a wide variety of students, from Physics majors to non-science majors. The department’s courses taught each year consist of approximately 60% majors courses and 40% non-majors courses. On average, the department graduates 8-10 Physics and Applied Physics majors each year. This number is regularly amongst the highest number of Physics graduates in the state of Oregon and is larger than about 87% of the institutions in the U.S. offering bachelor’s degrees in Physics (American Institute of Physics Statistical Research Center at http://www.aip.org/statistics/trends/highlite/ed/tableA.htm).

**CURRICULAR EVOLUTION SINCE 1998**

The Physics Department’s curricula for majors and non-majors reflect the belief that the best way to develop an understanding of and appreciation for physics is to practice it. To this end, the department has developed learning goals for all students in its courses, whether majors or non-majors. All physics classes seek to foster:

- An understanding that physics is a process, not just a body of knowledge
- An appreciation for the complexities of physics
- Development of curiosity about the physical world
- An understanding of inquiry through the scientific process
- Development of critical thinking and questioning skills relevant to physics
- Development of oral and written communication skills relevant to physics

**General Education**

The Physics Department offers approximately ten courses each year that earn Natural World (NW) credit within the Linfield Curriculum (LC). These courses, taken mainly by non-science majors, traditionally have full enrollment and are taught mainly by tenured or tenure-track faculty members. They include a wide range of content (Conceptual Physics, Astronomy, Physical Geology, Energy and the Environment, Aviation Physics). Two of these courses have been created in the past decade to reflect an individual faculty member’s passions (PHY 109 Aviation Physics; PHY 107 Energy and the Environment). All physics NW classes are informed by the belief that science literacy for all students can be motivated by enthusiastic and patient teaching. Members of the Physics Department were closely involved in the Linfield Curriculum review process and have extensively discussed how the department’s LC courses might better serve its learning goals. In particular, use of scientific reasoning and development of communication skills have received special focus in several LC courses in recent years.
**The Physics and Applied Physics Majors**

In addition to the general learning goals cited above for all students who take physics courses, those who have successfully completed a Physics or Applied Physics major will:

- understand basic concepts presented in core curriculum
- develop advanced qualitative/quantitative skills to ask and analyze questions in physics
- develop laboratory skills relevant for physics/engineering research
- (PHY 115, PHY 116, PHY 315, PHY 316, PHY 385, PHY 386, PHY 489)
- develop independence in approaching and answering theoretical and experimental questions in physics
- develop the ability to synthesize knowledge in order to explore new areas of physics
- experience planning/conducting thesis research
- (PHY 489)
- experience writing a thesis in the standard American Institute of Physics style (PHY 490)

These same goals operate in each course within the major/minor curriculum (except where noted).

The Physics Department considers research experience to be an essential part of the education it provides to its students. To this end, all Physics and Applied Physics students must write a senior thesis (PHY 490) based on independent research (PHY 489). This generally means that during the summers, the majority of physics and applied physics students participate in research with faculty members on-campus or off-campus through Research Experience for Undergraduate (REU) programs. Each year, an average of ten students perform summer research. Several students work with Linfield faculty and many hold positions in REU programs at other universities and national laboratories (Stanford Research Institute [SRI], Cornell University, Stanford Linear Accelerator, University of Washington, Johns Hopkins University, the University of California at Santa Barbara, Fermi National Accelerator Laboratory, Carnegie Mellon University, Ames Research Center, Batell Laboratory, Notre Dame University, Baylor University, the Mineral Institute at the State University of New York – Stony Brook.

Over the past ten years, the department has introduced several significant changes to the Physics curriculum and is currently in the midst of making several more. A number of courses have been added (Computational Physics, Special Topics, Introduction to Material Science) and many courses have been revised (Advanced Laboratory, Electricity and Magnetism, Electronic Circuits, Senior Thesis). This has all been done to better serve the changing needs of majors.

**ASSESSMENT**

Outside of the more traditional methods of assessing student learning (homework, quizzes, exams), the Physics Department’s cornerstone assessment tools are the reports written during the advanced laboratory courses (PHY 385 Great Experiments in Physics and PHY 386 Explorations in Experimental Physics) and the senior thesis. The ability to formulate a thesis question, develop/conduct independent experiments, and analyze results combine to create the culminating or capstone experience for any science student. Through these courses, faculty are able to determine the level of individual and collective student achievement in terms of each learning goal.

One way to measure the achievements of the Physics program is by the success of its graduates. Students graduating from the department enjoy a wide variety of opportunities after leaving Linfield. The following list details some such opportunities pursued by Linfield physics graduates in recent years:

- Research and teaching assistantships at Ph.D. programs at Northwestern University, Stanford University, Columbia University, University of California-Davis, University of California at
Within the past six years, over 80% of the department’s graduating majors left Linfield College having secured admission to graduate programs or employment related to their field of study.

Over the past decade, the Physics Department has integrated several different active learning pedagogies into many of its courses. This has been done in an attempt to improve assessment of student skills and provide more immediate feedback so that any student misconceptions regarding content or process can be addressed directly.

FUTURE DIRECTIONS

The Physics Department plans to have a retreat every three years to assess the impact of recent departmental changes on its goals. The department also meets each summer to discuss the past year and, particularly, the most recent class of graduating majors. At this time, the department also discusses the coming year and identifies issues that should be addressed in the following year. At this time, the department is planning to investigate interactive pedagogies in the first year physics course (Scale-Up Physics, Workshop Physics).

DEPARTMENT OF POLITICAL SCIENCE

MISSION

The Political Science curriculum is intended to help students make the connection between political events, experiences, and the normative and empirical theories that give them meaning. Majors develop skills of critical analysis, evaluation, and independent thinking as they deal with politics and public policies in local, national, and global political communities. The Department of Political Science puts into practice, in virtually every course, each point of the college’s mission, particularly in promoting intellectual curiosity and creativity among students, inviting them to think theoretically, gain practical experience through required internships, engage in civil dialogue as part of the democratic process, acquire knowledge of and experience with other cultures and ways of thinking, and develop their moral principles through in-depth study and discussion of politics in varied contexts. The Political Science faculty prepare departmental majors for further study, enhanced employment, and life as engaged and thoughtful global citizens.

The Political Science Department supports the three strategic Foundational Education Principles (Integrated Learning, Global and Multicultural Awareness, and Experiential Learning) through faculty-student collaborative research, outreach to the community through speaking in McMinnville and around Oregon on political topics, requiring internships of majors, and actively developing and teaching January Term study abroad courses. The department does these things well and plans to keep doing them well. With the hiring of an international relations specialist for 2008-09, the number of departmental personnel
devoted to *global study* will have doubled, but at the expense of sacrificing the long-standing political theory and law position (temporarily, it is hoped).

As an example of departmental commitment to *integrated learning* both within and beyond the major, faculty provide courses that serve many who are pursuing other fields. Some students take political science to complete the social science cognate for the Mass Communication major or to contribute to an International Business major. Political science classes also serve as electives for multidisciplinary concentrations in Environmental Studies, Gender Studies, Asian Studies, European Studies, and Latin America Studies. POL 315, Politics and Religion in the United States, is cross-listed in the Department of Religious Studies.

Political Science faculty have also played a significant role in sponsoring nationally prominent speakers to give public talks at Linfield also of interest to the wider community. These have included, in recent years, Jim Marone, David Shipler, Mark Danner, and Scott Ritter. In seeking dedicated college funds to ensure annual programming of this kind, the college has assigned the Department of Political Science responsibility for managing the Edith Green Lectureship in Public Affairs (endowed in honor of Oregon’s pioneering woman Congresswoman and former Linfield trustee). In spring 2008, Dr. Kathleen Hall Jamison of the Annenberg Public Policy Center at the University of Pennsylvania visited the McMinnville Campus for a day, participated in classes, and provided analysis of the 2008 presidential election season.

**FACULTY**

Since 1991 the department has consisted of three faculty FTE. The Political Science Department is the only one in the Social and Behavioral Sciences Division that has not added faculty lines in over fifteen years. As of 2008-09, two of those positions are held by tenured or tenure-track faculty, with the third filled by a visiting assistant professor pending a replacement search in 2008-09 for senior department member Dr. Howard Leichter, who retired in July 2008. Considerable faculty turnover in the last five years (due both to retirements and to the resignation of a junior colleague who left for another institution) have made for a period of significant transition within Political Science. Occasional adjunct faculty have been hired to ease staffing pressures but as a rule the department does not like to rely on adjuncts to deliver its curriculum. Dr. Shaik Ismail, Director of the International Programs Office, holds courtesy faculty status in the department, given his doctorate in Political Science, but does not teach in the Political Science curriculum. All departmental faculty (regular, visiting, and courtesy appointments) hold the Ph.D. One faculty member has been mentored through successful tenure and promotion, first to associate professor and most recently to full professor.

*Teaching Faculty 2008-09*

Nicholas Buccola, Visiting Assistant Professor. B.A., B.S. University of Santa Clara; M.A., Ph.D. University of Southern California

M. Patrick Cottrell, Assistant Professor. B.A. University of California, Davis; M.A. Johns Hopkins School of Advanced International Studies (SAIS); Ph.D. University of Wisconsin-Madison

Dawn Nowacki, Professor. B.A., M.A. University of Washington; Ph.D. Emory University. Department Chair.

Shaik Ismail, Associate Professor (courtesy appointment). B.A. Beloit College; M.P.A., Ph.D. The American University
In fall 2007, pre-law advising—once the responsibility of the Political Science Department—shifted to the Office of Academic Advising, at the request of the department itself. This change has provided some relief to faculty already overtaxed with various college, curricular, and departmental tasks.

**STUDENT PROFILE**

The Department of Political Science is small but rigorous, and tends to attract some of the brightest students at the college. Political Science majors are often elected as ASLC officers and staff the college newspaper, *The Linfield Review*. Many go on to such law and graduate schools as Harvard, Georgetown, Michigan, Virginia, Cornell and Wisconsin. In 2006, one major, Alexis Lien, won a Fulbright fellowship to Vienna. Linfield Political Science graduates currently hold teaching positions at Gustavus Adolphus, Cornell, the University of New Mexico, and most recently Yale University (Susan Hyde, Class of 2000, named by *The Chronicle of Higher Education* as “the darling of last year’s faculty job market in international relations.”)

In spring 2004 the Political Science Department invited an external review of its program by Dr. Steinberger, Dean of Faculty at Reed College. In his final report to then-Dean of Faculty Henberg, Dr. Steinberger commended the quality of both faculty and students by noting: “Frankly, the department is a good deal stronger than one would expect of a college of Linfield’s reputed caliber. If all of Linfield’s departments are this strong, then the college is seriously underrated. . . .” Based upon interviews and observations during his on-site visit, he reported that “the department has earned both the respect and affection of its students. More generally, the department is regarded as suitably hard-nosed. It is admired for its high standards, and for taking the teaching process seriously. The department should strive to maintain its rigor, since this is one of its greatest assets” *[Political Science Binder, Exhibit 1]*.

For all these reasons, the number of department majors and minors, and enrollment in political sciences courses, continue to increase: from 40 majors in 2004, the total swelled to 50 in 2005. In 1994, the department graduated about six majors; in May 2007 the number of graduates reached 17. Similarly, enrollment in political science courses has increased dramatically: 99 students took political science courses in spring 2002, while 169 did so in spring 2006.

With the exception of “Experiences in Politics: Internship” all political science courses meet requirements in the Linfield Curriculum and are open to all students. For example, over 50% percent of the students in political science courses in 2006-07 were non-majors *[see Political Science Binder, Exhibit 2 for a compilation of that data]*. As noted earlier, the department also draws students from other fields who take political science courses to complement or complete their major or minor. Departmental prerequisites with a number of upper division offerings do protect against a flood of students without any background in political science, in an attempt to keep the course content and analysis sufficiently high to serve political science majors.

Almost every year since its inception in 1997, a Political Science faculty member has taught the required first-year Inquiry Seminary. Students in these courses represent the full range of academic interests and do not all aspire to major in political science.

**Division of Continuing Education**

Political Science faculty have taught in DCE, in some cases several times. Department chair Dawn Nowacki will become the department liaison in 2008-2009.

**CURRICULAR EVOLUTION SINCE 1998**

Following the retirement of long-time faculty member Elliot Tenofsky in 2003, Political Science hired a new assistant professor to teach political theory and public law. In August 2004, the department held a
retreat to discuss curricular changes in response to growing enrollments and the new member’s areas of teaching and research. Growing out of that retreat, the following changes were approved by the Faculty Assembly and implemented within the curriculum:

- **Course Renumbering**
  - Historically all students had been encouraged to take American Politics (POL 100) prior to taking other political science courses. Because of limited departmental staffing, it became impossible to accommodate all the students who need or want to take this course, even though it had been taught each semester. To ease the logjam and more equitably distribute the first year student population, the faculty designated four “gateway” courses as entry points for further upper division offerings: POL 201 American Politics; POL 210 International Politics; POL 215 Introduction to Comparative Politics; and POL 220 Great Political Thinkers. Each major must eventually take all four courses, with each gateway course serving as a prerequisite for upper division courses in its respective subfield. *(Note: Non-majors may take upper-division courses without a gateway prerequisite provided they have the consent of the instructor.)* These gateway courses have been renumbered at the 200 level to indicate that, as entry level courses of relatively equal difficulty, they are appropriate for students new to the study of Political Science.

  - The rest of the department’s courses were grouped by sub-discipline, with numbers reflecting the degree of difficulty of each course. This replaced the fairly random numbering of courses that existed previously.

- **New Courses**
  
  Several New “Topics” Designations: These classes now provide the flexibility for faculty to periodically offer courses that capitalize on contemporary political issues or concerns in their respective fields. They also allow the department to respond to student interest without having to commit to a particular course on a regular basis, something impossible with just three full-time members. These courses include:

  - **POL 365 Topics in American Politics.** In 2006, The American Presidency was offered.

  - **POL 370 Topics in International Politics.** Under this rubric, Professor Nowacki has successfully offered such courses as “Political Islam” and “Women and War.”

  - **POL 380 Topics in Political Theory.** With the loss of the department’s political theory position (in exchange for a position in international relations), this curriculum will suffer until the college approves the hiring of a fourth political scientist. Given the centrality of political theory to any political science curriculum, this deficit seriously worries the Political Science faculty.

  - **POL 385 Topics in Comparative Politics.** Most recently, in fall 2007, Internal Wars Worldwide was offered.

**POL 490 Honors Senior Thesis.** The department allows its most accomplished seniors an opportunity to research in depth, and at a sophisticated scholarly level, a topic or issue that will bring together both their academic and practical interests. This capstone experience requires students to write a senior thesis of significant length and breadth to warrant designation as an “honors thesis.” Because political science can claim some of the strongest majors on campus, some of them both enjoy and benefit from this demanding academic experience. An honors
experience on a student transcript will be beneficial to those going on to graduate school — as many of these students do.

ASSESSMENT

In its 2005-06 annual report, the Political Science chair identified the administrative difficulties in systematically assessing the department’s work given its insufficient staffing. Despite these difficulties, the faculty have undertaken two new assessment protocols.

In 2006-07 the department began an experiment, in most of its classes, to identify how well faculty were meeting course objectives. Each syllabus listed the appropriate objectives for that class and faculty went over them at the beginning of the semester. At the end of the semester instructors administered a course evaluation using the same objectives identified in the syllabus. These evaluations are used to help us improve any deficiencies identified by students. See Political Science Binder, Exhibit 3, for results. In addition, all political science faculty administer the standard college end-of-class student evaluations.

Because experiential learning of the kind achieved through internships provides another source of information on how well political science students have been prepared for outside work in the field, the department regularly collects and archives employer evaluations of its student interns. Samples of those evaluations are in the Political Science Exhibits Binder [Exhibit 4] but two examples effectively demonstrate student success in this area: (1) The public affairs director of a state Planned Parenthood organization recently wrote of one of political science major: “I have copious compliments and a plethora of praise for Hanna, but realize you and I both do not have the appropriate amount of time (re: a lifetime) for me to adequately express them all to you.” (2) Referring to the work of a Linfield intern, the public policy director of another state’s Planned Parenthood group said: “She was a complete joy to work with and she quickly became my right-hand person — someone who I could always count on to do more than a fantastic job, Her contribution to us was a significant reason why our department was able to accomplish so much in 2007.”

In 2005-06 the department committed itself to trying to assess the success rates of its graduates. In 2006-07 the faculty began collecting contact information on nearly 300 political science alums. This effort, however, was superceded by the college-wide alumni survey, whose departmental results the Political Science faculty have not had a chance to digest given Dr. Leichter’s retirement and Dr. Nowacki’s sabbatical through summer 2008.

Perhaps the most comprehensive assessment of program effectiveness occurred in 2005 when the department brought in Dr. Peter Steinberger, whose consultancy report, quoted earlier in this self-study, is found in the Political Science Binder, Exhibit 1.

FUTURE DIRECTIONS

The Department of Political Science will continue to press for a much-needed expansion of the department to include a fourth person, now identified as a return of the political theory position sacrificed to hire an international relations expert in 2008. Budgetary constraints have not allowed the long-needed faculty expansion to occur, and this staffing deficit informs the other major challenges facing the department: (1) continuing to attract high-quality majors (indeed, high caliber students interested in Linfield itself), and (2) satisfying students’ course preferences. A fourth faculty member would provide a more credible major than is currently possible and allow Linfield to better compete for strong incoming students against other regional departments with larger faculties The fact that no comparable institution in the Northwest has fewer than five faculty in Political Science speaks to the level of need currently existing.
With increased faculty FTE the department also envisions expanding the experiential learning opportunities available to its majors, such as the competitive Model UN programs offered in the Pacific Northwest and Western areas for college and university students, and the Model Arab League. Faculty could also nurture student participation in programming by the World Affairs Council of Oregon (located in Portland), the annual Lewis & Clark College Forum on International Relations, and other regional opportunities.

Other areas of potential interdisciplinary intersection include the Environmental Studies major, the International Business major, and the college’s various Area Studies minors (depending upon the area of specialty).

The department also desperately needs more administrative help to implement its assessment program and achieve its goals of improved outreach to Political Science alumni.

Finally, as ongoing personnel changes occur within the department, the faculty will face the necessity of re-thinking the entire Political Science curriculum. In doing so, several points made by Dr. Steinberger in his consultancy report underscore areas requiring special attention:

*The focus of contemporary comparative and international political science — involving its preoccupation with globalization — is on the economic roots of various international ‘regimes’. Much of the most exciting and theoretically compelling work in the discipline takes some such perspective, i.e., a focus on political economy in a regional or worldwide context. Linfield’s curriculum pays comparatively little attention to this, and that’s a real gap.*

*...political science has long been, and continues to be, a fundamentally quantitative discipline in which institutions of economic, psychological and sociological theory are used to generate causal models of political behavior — on the part of individuals and groups, elites and ordinary citizens — which are then elevated and tested through elaborate data-gathering and data analysis protocols. Linfield political science students get little if any systematic exposure to this kind of work.*

**PORTLAND CAMPUS HUMANITIES AND SOCIAL SCIENCES DEPARTMENT**

Created in 1996-97, the Humanities and Social Sciences Department (HSS) exists to provide general education classes and elective offerings for students matriculating in Nursing or Health Sciences on the Portland Campus. They also oversee a certificate in Health Care Ethics.

**FACULTY**

Three faculty serve in this department, all of them with the Ph.D. in their respective disciplines. In 1998, the department totaled 4 FTE but currently supports 2.5 FTE. This situation reflects the retirement of one long-time faculty member who has not been replaced, and the reduction in load of another to .5 FTE in 2008-09. The drop in FTE has resulted from enrollment trends of the last decade wherein increasing numbers of applicants to the Portland Campus were transfer students rather than traditional four-year matriculants. The decision by the college to move to a transfer-only model in Portland in 2005-06 is explained in detail in Standard 1.A.1. For the faculty not teaching in the Nursing or Health Sciences majors, these changes have reduced enrollment demand for general education and elective offerings.
These faculty hold concurrent affiliated appointments in the McMinnville Campus departments associated with their respective disciplines. These affiliations are particularly important in relation to curriculum development and revision. After seeking guidance and support on discipline-based courses from the appropriate allied department, the HHS Department sends its curricular recommendations directly to the faculty Curriculum Committee.

William Bestor, Associate Professor of Anthropology. B.A. Yale University; M.A., Ph.D. Harvard University. Department chair

Mary Lee Nitschke, Professor of Psychology. B.A. Wichita State University; M.A., Ph.D. Michigan State University

John Thomas, Associate Professor of Philosophy (.5 FTE). B.S. Portland State University; M.A. University of Washington, University of Missouri; Ph.D. University of Edinburgh

PORTLAND CAMPUS DEPARTMENT OF SCIENCE

Created in 1996-97, the Science Department has responsibility for delivering science courses serving the Health Sciences and Nursing majors. The faculty also provide science courses for general education or elective credit. In 1998, the department totaled 5 FTE, one of whom was on a temporary contract. Two tenured Science Department faculty have moved to the McMinnville Campus (one in 2007-08, the other in 2008-09) as lower division enrollments for the courses they taught in Portland dropped and McMinnville Campus courses in the same areas swelled. The decision by the college to move to a transfer-only model in Portland is explained in detail in Standard 1.A.1.

FACULTY

Two faculty serve in the Science Department, both holding the Ph.D. in their respective disciplines and both tenured. These faculty hold concurrent affiliated appointments in the McMinnville Campus departments associated with their respective disciplines. The affiliation is particularly important in relation to curriculum development and revision. After seeking guidance and support on discipline-based courses from the appropriate allied department, the HHS Department sends its curricular recommendations directly to the faculty Curriculum Committee.

Jack L. Keyes, Professor of Biology. B.A. Linfield College; Ph.D. University of Oregon Department Chair.

William J. Weaver, Associate Professor of Biology (.5 FTE as of 2008-09). B.S. College of Idaho; M.S., Ph.D. University of Oregon

CURRICULAR CHANGES

Due to the decision to admit only upper division students to the Portland Campus as of 2008-09, the concomitant decision was made by senior administration to end lower division course duplication in the sciences on the McMinnville and Portland Campuses (under the rationale that students would be securing their lower division prerequisites for the Nursing and Health Sciences major elsewhere—either in McMinnville, if they were Linfield students, or at community colleges, from where most Portland Campus transfer students come). As a result, the following science classes have been discontinued on the
Portland Campus. Principles of Biology; Physiology; Anatomy; Embryology; Genetics; Ecology; Cell Biology; Forensic Science; Organic Chemistry; General Physics. The Science Department has not agreed with this decision, although declining enrollments made it necessary.

DEPARTMENT OF PSYCHOLOGY

MISSION
The multifaceted nature of psychology requires a Psychology Department curriculum representative of the diversity within the discipline and offered within an atmosphere promoting learning and instigating curiosity. The primary objective of the Linfield Department of Psychology is to confront students with the methodologies, professional issues, theoretical paradigms, and major themes found within the science of psychology. This foundation, when combined with laboratory practica and supervised internships, will equip students with the necessary prerequisites for professional opportunities, including advanced training. The department’s mission is in harmony with the college’s mission in respect to providing preparation for graduate study, encouraging lifelong learning, and “contributing to a society which needs creative and constructive thought in citizenship, family life, employment and leisure pursuits.”

Intersections with the Foundational Education Principles
Even a cursory examination of the Psychology Department’s approach to its curriculum reveals a close connection between its structure and the college’s newly adopted Foundational Education Principles:

Integrated Learning
The Department has at least three structures which call on students to think about what they have learned in one setting and to integrate it into others:

1. First year students participate in a brief course that introduces them to all of the specialty areas of departmental faculty and gives them an opportunity to discover the ways in which faculty think about common issues and interact with each other.
2. Students are required to take a set of courses which require them to consider the subject matter at higher and higher levels of sophistication and to bring to bear information from lower level courses, and from more general courses such as Design and Analysis.
3. All Psychology majors participate in the capstone Senior Seminar. This very challenging class calls on students to reassemble a discipline that they have spent nearly four years taking apart.

Global and Multicultural Awareness is probably the Psychology Department’s weakest area in relation to the Foundational Principles. When possible, a member of the department has offered PSY 367 Psychology East and West, but personal circumstances have made that difficult in recent years. Students are encouraged to pursue international study where possible in their four year plans.

Experiential Learning is an area where the Psychology Department excels. The curriculum specifically requires students to participate in designing and in many cases implementing original research, often through student/faculty collaborative activity. The department also oversees a wide range of internship and community service opportunities for its majors and minors.

FACULTY
The Department of Psychology currently has 6 FTE positions, one of which has just reverted from a split position with Religious Studies to a full 1.0 Psychology FTE following the retirement of a long-time faculty member in July 2008. All departmental faculty (regular and visiting) hold the Ph.D.
T. Lee Bakner, Professor. B.A. Shippensburg University of Pennsylvania; M.A., Ph.D. Kent State University. Professor Bakner heads the Institutional Animal Care and Use Committee, is responsible for the department’s animal care facility, and oversees the work study program.

Eugene R. Gilden, Professor. A.B. University of California, Los Angeles; M.A. California State University, Los Angeles. Ph.D. University of Houston. Professor Gilden currently serves as Chair and has for many years served as the transfer advisor.

Jennifer Ruh Linder, Associate Professor. B.A. University of New Hampshire; Ph.D. University of Minnesota. Professor Linder serves as the advisor to the Psi Chi Honorary as well as to the Psychology Club.

Kay Livesay, Associate Professor. B.S. University of California, Los Angeles; M.A., Ph.D. University of California, Riverside

Tanya L. Tompkins, Associate Professor. B.A. University of Colorado; M.A., Ph.D. University of California, Los Angeles. Professor Tompkins is the Psychology Department’s liaison to the Division of Continuing Education.

Visiting Appointment:
Melissa Fredette, Visiting Instructor. B.A. Harvard University; M.A., Ph.D. University of Virginia. A search to fill this position as a tenure-track hire will occur in 2008-09.

The Psychology Department does not currently have a formal faculty mentoring program. However, all junior members of the Department have participated in the mentorship program established by the Office of Academic Affairs and the Faculty Development Committee. Informal mentoring occurs through ad hoc meetings among junior and senior departmental faculty and through feedback on self-appraisals written by junior faculty as part of the college-wide evaluation process. Evaluation follows the schedule described in the Faculty Handbook. As part of that process, tenured department members closely read teaching evaluations, consider new faculty self-evaluations and professional vita, and in some cases conduct classroom observations. In the last several years, three assistant professors in the department have successfully earned tenure and promotion.

STUDENT PROFILE

The Psychology Department serves students from all parts of the college. The department has had a strong commitment to the Linfield Curriculum, both in its previous incarnation and its revised form. A large number of courses taken by Psychology majors and minors may also earn Linfield Curriculum credit for students who wish to explore an interest in psychology. Opening psychology courses to such a wide array of student interests has created some challenging situations. For example, enrollment demand has forced the department to offer courses multiple times each year, thus decreasing the numbers of specialty classes and electives that can be offered. In addition, the large enrollments required to meet the needs of the numbers of students desiring the courses has an influence on the pedagogies and activities that might be offered in each course. Additional enrollment pressures are generated by the fact that some departments require psychology courses for their major. Health, Human Performance, and Athletics until very recently required PSY 250 Design and Analysis for its Exercise Science majors, as well as two other introductory level psychology courses still required. The School of Nursing requires PSY 186 Introduction to Developmental Psychology for pre-nursing majors matriculating on the McMinnville Campus. Psychology courses are also among the options for meeting major requirements in Environmental Studies.
CURRICULAR EVOLUTION SINCE 1998

The Psychology Department has undergone a revolution in the past decade which has had a significant impact on its contribution to general education, the requirements of the Psychology major, and, to some extent, on the Division of Continuing Education. In 1998 the department offered a fairly standard curriculum requiring a standard Introduction to Psychology survey, an experimental design/statistics course (Design and Analysis), a capstone course (Senior Seminar), and a set of introductory level courses covering various areas of the discipline. The department offered the survey course six times each year and every member of the department taught a section at least once: one class thus absorbed considerable departmental resources. After considerable reflection, discussion, and written communication, the department reinvented its curriculum.

The guiding principles of the revolution were derived from several sources. First, the retirement of a long term faculty member created an opportunity to bring new perspectives, ideas, and expertise into the department. Second, over a roughly one year period, the department conducted a conversational assessment among its faculty and majors. And third, some members of the department began to examine writings and other published material on the development of undergraduate Psychology curricula. The guiding principles of the department’s curricular reform included these:

- Psychology would continue its commitment to serving large numbers of students in the Linfield Curriculum;
- Majors and minors would have more opportunities for experiential learning;
- Majors and minors would, in consultation with their academic advisors, have greater opportunity to pursue their own interests within psychology;
- Faculty members would have increased opportunities to teach within their specialty area and to serve as mentors to students in experiential learning settings.

The faculty regards the new curriculum developed in response to these criteria as achieving its objectives. In terms of impact on general education, a Survey of Psychology is offered only three times per academic year and does not count toward the major or minor. But most lower division psychology courses also contribute to the Linfield Curriculum. Majors and minors are now much better able to pursue their interests while still being exposed to the discipline as a whole. Faculty members have many more opportunities to teach within their specialties. Although it certainly seems likely that this has a positive effect on professional development it is impossible to explore that claim with any precision because so many new faculty members have joined the department since the change.

Division of Continuing Education

Following the curriculum revision described above, the Psychology Department dropped some courses from the catalog because of the need to offer multiple sections of other courses. In consultation with the DCE dean, the department has decided to phase out the Psychology concentration previously included as an option within the SBS interdisciplinary major. Dr. Tompkins serves as departmental liaison to DCE.

ASSESSMENT

As evidenced by the Psychology Assessment Plan (included in the Linfield College Assessment Plan 2007-08), the department includes learning opportunity goals in all of its syllabi. This practice serves multiple purposes. First, it orients students to the major issues, topics, and subject matters that they will have the opportunity to learn about in the course. Next, it provides a structure for faculty members to think about what they want students to have a chance to learn in their courses. Third, the learning
opportunity goals provide a basis to consider relationships among topics and to illustrate how specific material is related to overall course goals. Students who are under-prepared for a course may view themselves as not having had an opportunity to learn material that is presented.

A brief survey of adjustments to courses that have been made as a result of assessment supports the claim that the Psychology faculty are putting this procedure to constructive use. At a global, departmental level, prerequisites for courses have been changed from simply requiring a passing grade to now requiring at least a C-. This raises the performance bar for majors and minors without encouraging pressures to grade inflation. The department has also moved Theories of Counseling and Psychotherapy from being an upper division course to a lower division course (PSY 252). This was done for two reasons: to more accurately reflect the level of the content of the course, and to provide an additional lower division elective. To respond to the tremendous demand for lower division, introductory psychology courses (those numbered in the 180’s), the department now offers more sections of those courses.

Within individual courses, faculty members review their course assessments and make changes as appropriate. Without providing an exhaustive list of such changes, what follows should demonstrate the types of changes being made. In the Developmental Psychology sequence, Professor Linder has: (a) incorporated more experiential learning such as an advanced preschool observation assignment and an interview with an older adult; (b) added some thought-provoking assignments such as writing a letter to expectant parents; and (c) increased the number of in-class activities. Based on student feedback she has also restructured assignments so that difficult and long term assignments are broken into small steps that allow students to receive more feedback at more stages. Exams and exam performance are scrutinized and modified based on student performance. The presentation of material may also be revised to help improve student performance.

The Abnormal Psychology sequence taught by Professor Tompkins provides further examples of assessment-induced changes. Important changes include: (a) providing more models or “templates” of complex assignments so that those students who wish to do so can see examples of what the instructor expects, and (b) changing modes of grading to meet the needs of students while still allowing for a timely return of materials in relatively large classes. Students are given some options in the weights that they would like to assign to various aspects of exams.

In PSY 250 Design and Analysis, Professors Tompkins and Livesay have developed a set of handouts and reserve readings for those students with less statistical training. An increased number of active, in-class exercises involving calculation, interpretation, and threats to various experimental designs have also been developed.

In the capstone Senior Seminar, Professor Gilden has significantly increased the pace of reading for the class and added more writing assignments related to the interests of individual students.

At a more global level the new curriculum has clearly succeeded in meeting the goals referred to above. Psychology Department courses continue to be heavily enrolled by students seeking Linfield Curriculum credit and, because all majors must take a research class, each participates in at least one experiential learning opportunity within the department. For Psychology minors, the requirement of a seminar course has made them eligible to enroll in a research course after they complete the seminar. That change increases minors’ access to experiential learning opportunities in the department. Focused discussion the capstone course indicates that seniors appreciate the opportunities that the curriculum affords for them to pursue their own interests. As students move into graduate school and post-baccalaureate employment settings, they report back to the department on the value of the research experiences they had as undergraduates.
**FUTURE DIRECTIONS**

The Psychology Department would like to improve on what it already does quite well. That is, the faculty would like to continue to strive toward offering a “high quality comprehensive curriculum that facilitates student learning, [encourages] student/faculty collaboration, enriches students’ lives both during and after college, and allows faculty to be professionally engaged in their discipline.” (from the Psychology Department’s Vision Statement, November 28, 2006). The frustration lies in the fact that the department is in control of its own fate only to a limited extent.

For example, as noted elsewhere in this document, the high demand for introductory psychology courses has created a situation in which faculty must strip the curriculum of electives in order to meet the generalist needs of Linfield students. Although the department currently lacks the FTE to adequately staff both the needs of the college and the goals of the department, some relief is immediately in sight and more is possible. A faculty member whose teaching load was split between Psychology and Religious Studies has just retired and her replacement will be as a full FTE in Psychology. In addition, the department will continue to seek approval for an additional full time faculty member.

Cross-departmental needs have also increased enrollment pressures for lower division psychology courses. The move to a transfer-only program in the School of Nursing has meant that pre-nursing majors matriculating on the McMinnville Campus (a number that has swelled from approximately 2-3 per year to a new high of approximately 35-40) has seriously inflated the demand for PSY 186 Introduction to Developmental Psychology. The department will likely have to resort to staffing this increased demand with adjuncts for the foreseeable future, a circumstance the department does not find optimal. Heavy lower division teaching loads also compromise individual faculty member’s opportunities to remain active as psychologists. Adding an additional faculty member to the departmental roster should help decrease individual course enrollment demands somewhat.

A related issue is the abysmal state of the Psychology teaching environment. The outside of Pioneer Hall, where many Psychology courses are held and where all Psychology labs are housed, is the iconic structure for Linfield College. Unfortunately, the inside of the building really needs a lot of work. Although the Psychology Department has been a constructive participant in discussions about space, building, and remodeling on campus, Pioneer Hall in general is, perhaps because of its complexity and certainly because of its costs, far from the top of the major renovation queue. Some relief in this area occurred in summer 2008, when the Psychology Department’s laboratory facility was expanded and a new faculty office was constructed. The new space will greatly increase student access to computerized data collection and allow research students to carry out post-data collection activities such as scoring video and audio tapes.

The Psychology Department will continue to have internal discussions, to consider and address data provided by feedback from students, and to strive to be the best that it can be within the constraints imposed by the realities of life at Linfield College. It is difficult to think about change as improvement rather than change just as change without increased human and material resources. That said, it must be reiterated that some improvement in the department’s situation is expected with the remodeling project of summer 2008, and the recovery of a .5 FTE in psychology with the pending new faculty hire.

**DEPARTMENT OF RELIGIOUS STUDIES**

**MISSION**

The Department of Religious Studies expects its students to learn that the academic study of religion is an integral part of a liberal arts education. By inquiry, reflection, critical thinking and writing, students will
develop the capacity to know one’s own way and the ways of others. Since American culture does not systematically include the academic study of religion at the high-school level, students come to Linfield with mixed exposure to religious systems. Some come with no exposure at all; others have encountered religious systems within the context of faith-based communities. Central to the department’s mission is to provide a point of entry into the academic study of religion within the context of the liberal arts and sciences.

**Intersections with the Foundational Education Principles**

Because the study of religion is already a multi-disciplined discipline, the department embraces the Foundational Educational Principles guiding Linfield’s long-range planning. The faculty actively promotes integrated learning through course offerings and hiring practices that “encourage educational experiences that foreground more than one disciplinary perspective in overt and reflective ways. . . .” One faculty member within the department has a joint appointment with History, and another who just retired in July 2008 spent most of the last decade in a joint appointment between Religious Studies and Psychology. Religious Studies also “promote[s] faculty development around shared learning goals that link disciplines, coursework, and/or experiential education.” To that end, some Religious Studies courses are cross-listed with other departments, taught by faculty trained in those disciplines; examples include the Sociology of Religion, Philosophy of Religion, Politics and Religion, Folklore and Mythology, and History of Religion in the Middle East.

The department draws on the financial resources of the Frazee Lectureship and Pollard Symposium to bring national and international speakers on topics related to spiritual inquiry and religious scholarship to Linfield. These events become occasions for integrated learning at a number of levels. Religious Studies majors and minors, as well as faculty from other departments and interested friends of the college from the community, are regularly invited to a dinner honoring the invited speaker who will later present a public lecture and the next day visit classes. Recent invitees have included Karen Armstrong to speak on Islamic Fundamentalism; James Finley and Trappist Abbot Peter McCarthy to speak on Spirituality; Huston Smith to discuss “Why Religion Matters”; Andrew Newberg and Warren Brown on the theme “Why God Won’t Go Away: A Dialogue Between Neuroscience and Theology”; and Rabbi Michael Berenbaum, founder and director of the U. S. Holocaust Museum, on social and political issues that create environments making genocide possible. Respondents to the Berenbaum lecture were four Linfield students, two Jewish and two Muslim. The department is actively engaged in promoting a dialogue among the three Abrahamic faiths—Judaism, Christianity, and Islam. To that end the department sponsored a program entitled “Abraham’s Children Ask: Is Peace Possible?” consisting of four keynote speakers and six respondents. Audiences typically number 300-400 attendees at these events.

Nurturing global and multicultural awareness lies at the heart of the departmental mission. Religious Studies faculty actively participate in January Term off-campus courses that “foster opportunities for students to complete global and multicultural experiences and reflect upon the relevance of those experiences for their particular courses of study.” In the last three years the department has sponsored a course on pilgrimage to Italy as well as a history and archaeology course on Carthage (Tunisia) and Rome. Another class focused on the politics and religion of Turkey is scheduled for January 2009. The Department of Religious Studies and the Chaplain’s Office are currently formulating a proposal for a Center for Spirituality, Pluralism, and Dialogue to systematize opportunities “to ensure that experiential learning is supported and coordinated” in shared areas of the curriculum and co-curriculum. Such a Center would help create the multiple-faith support system required to serve the increasingly diverse faculty and student body the college seeks to attain.

It is within this learning environment of the liberal arts and sciences that the department works on developing the specific skills of inquiry, reflection, critical thinking, and writing (see updated Assessment
Plan. The faculty have seen how cultivating such skills helps students clarify their own way and gain an appreciation for the ways of others—qualities they will take with them throughout their lives.

**FACULTY**

An extraordinary range of human experience falls under the label of religion. The liberal arts and sciences environment offers multiple points of entry to such study. Faculty expertise within the department is disciplinarily grounded in the study of sacred texts, the study of historical data, and the study of theological systems. All department members have earned the Ph.D. One member serves as dean of the Division of Continuing Education. The Chaplain holds a joint appointment within the department and offers an opportunity to bring experiential opportunities for learning and oversees internships.

With the July 2008 retirement of Dr. Linda Olds, who held a .5 FTE in Religious Studies, the department has actually lost teaching coverage and load in 2008-09 which may be made up through adjunct support from the Office of Academic Affairs or offset by the change in the Linfield Curriculum Ultimate Questions requirement from two courses to one. Nonetheless, the department is keenly aware of this reduced FTE situation.

William D. Apel, Professor. B.A. Muskingum College; M.Div. Garrett Theological Seminary; Ph.D. Northwestern University

Stephen H. Snyder, Professor. B.A. Stanford University; M.A., Ph.D. University of Chicago (joint appointment with the History Department)

William R. Millar, Professor. B.A. Linfield College; B.D. Andover Newton Theological School; Ph.D. Harvard University. Department Chair.

Kathleen A. Bemis, Dean of the Division of Continuing Education. B.A. Southern Illinois University; M.A., Ph.D. Florida State University

David L. Massey, Chaplain and Assistant Professor of Religion. B.A. Linfield College; M.Div. Colgate Rochester Divinity School; D.Min. San Francisco Theological Seminary

**STUDENT PROFILE**

Students take courses in the Religious Studies Department through a number of venues: the department major and minor; Inquiry Seminars; Linfield Curriculum Modes of Inquiry (both on the McMinnville Campus and through the Division of Continuing Education); through study of biblical languages; through January Term classes; and through the Arts and Humanities major within the Division of Continuing Education.

The department plays an active and extensive role in the general education of the entire student body. Religious Studies faculty regularly mount three Inquiry Seminars for incoming students each year. They also contribute to the Linfield Curriculum via courses in Ultimate Questions, Vital Past, Global Diversity, and U.S. Pluralisms. Faculty regularly participate in January Term by offering both off-campus and on-campus offerings that appeal to a wide cross-section of the student body from both residential campuses. The Religious Studies Department also offer online general education classes through DCE across the calendar year.
To meet its various commitments to general education, the department opens all of its courses to students of any major; prerequisites exist only for the capstone course in the Religious Studies major. For this reason any given religious studies class may include a wide variety of student backgrounds and preparation for the disciplinary approach of the curriculum. This has posed challenges as well as advantages. Such an approach allows the department to demonstrate there are multiple points of entry to the study of religion while also capitalizing on a student’s current interest. Some students are interested in comparative religion; others in the study of the Bible and its languages; others in the personal spiritual quest that the study of monks and mystics affords. The downside is the department does not have the luxury of creating a sequence of courses that builds on a series of prerequisites. At the baccalaureate level, the faculty have found, however, that working for breadth more effectively meets the current needs of the majority of students. This explains the department’s active involvement in the IQS program which serves to introduce first year students to the college experience. Most Religious Studies majors come to the department in their junior year.

CURRICULAR EVOLUTION SINCE 1998

The increased availability and effectiveness of both hardware and software technologies have enabled the Religious Studies faculty to reconceptualize the delivery and assessment of instruction. The comfort-level with technology of the so-called Net Generation is producing a changing social environment within educational institutions. This offers opportunities for reinventing educational space itself. Just as social space is a construct, virtual space provides a conceptual tool enabling the reorganization and engagement of data both for purposes of instruction and assessment.

Program Overview

The Religious Studies curriculum consists of interconnecting networks serving a variety of programs offered by the college. The Religious Studies major and minor provide the core curricular agenda and include an optional concentration in Biblical Studies. The Biblical Studies concentration offers introductory courses in Biblical Hebrew and New Testament Greek. No major curricular changes have occurred over the past decade; rather, the faculty have concentrated their attention on evolving delivery modes and assessment practices related to the existing curriculum.

An important shift in paradigm for what a course entails has been shaped by the availability of new options afforded by the resources of WebCT/Blackboard. Even for hybrid courses, rather than thinking of a class as based primarily in face-to-face meetings with supplementary links for communication available online, it is now possible to conceive of a course as centered in cyberspace with periodic meetings face-to-face, for instance MTThF from 9:05-9:55. The asynchronicity of the cyberspace option—even for hybrid courses—provides twenty-four hour access to a forum for exchange of ideas and information. Course management is simplified by Blackboard’s capacity to provide access to all courses being taught by an instructor in one place, whether they be completely online or hybrid. See Exhibit 1 in the Religious Studies Binder for an overview of the hybrid course paradigm developed by departmental faculty.

Another significant facet of the department’s approach to curriculum involves a very important shift in the department’s self-understanding. Rather than pursuing a mission according to what used to be thought of as a “little seminary” [read professional school] in a liberal arts setting, Linfield’s current Religious Studies Department seeks to foster the recognition that the study of religion is a legitimate academic exercise in a liberal arts college. There are abundant resources for the study of that facet of human experience labeled “religion” in the multidisciplinary expertise that exists across academic departments. In that spirit the department has begun a serious conversation with the Chaplain’s Office to create a Linfield Center for Spirituality, Pluralism, and Dialogue [see the Religious Studies Binder, Exhibit 2].
The faculty see this as consistent not only with the multidisciplinary structure of religion but also with the college’s Foundational Education Principles, as noted earlier in this self-study.

ASSESSMENT PRACTICES AND DISCOVERIES

After a number of years of piloting different assessment tools, the department feels the time is right to implement a more comprehensive assessment program tracking student progress in: the Religious Studies major and minor, as well as the Concentration in Biblical Studies; the first year Inquiry Seminar; the Linfield Curriculum modes of inquiry (including those offered through the Division of Continuing Education); introductory courses in biblical languages; off-campus courses offered in January Term; the Arts and Humanities major within DCE.

By offering multiple points of entry to the departmental curriculum the faculty aim to capitalize on a student’s initial interests. Accordingly they have also identified multiple assessment tools to track collective progress on these various fronts. Given what the department already uses as tools for assessment of student work, and information gleaned from the pilot projects referred to below, an emerging set of formative and summative assessment tools holds promise as the department moves forward. See the Religious Studies Binder, Exhibit 3, for a chart mapping the department’s current strategies.

**Formative Tools (designed to gather evidence within the context of a particular class and determine a student’s grade in that class):**
The department has traditionally used the in-class written essay as its primary assessment tool. Through a systematic negotiation process, students generate topics on a particular unit within the syllabus and the professor assesses their appropriateness to the subject matter within the time available to prepare the essay. Typically the student then has until the next class session to prepare for the exam. The exercise in practice becomes a mini-paper designed to have each student formulate a thesis stance and build an argument drawn from in-class lectures and previous discussion group sessions. Normally the professor is available for consultation as the student prepares for the exam—a period when some of the most important work of the class takes place.

**Summative tools (designed to gather more comprehensive evidence about how students are doing in achieving departmental learning goals as they move through the program):**
Normally the faculty make individual determinations about the efficacy of a given course by reflecting on cumulative student performance in discrete classes, reviewing student evaluations for each class, and adjusting the delivery of the course in question the next time it is offered. This process reflects an emphasis on instructor input as the key to assessment and presumes that if a professor is adequately trained, s/he can be trusted to make the right choices. When actual student learning outcomes become the measure of educational effectiveness, however, tools that enrich student reflection on their progress in the program rise to the forefront.

Recent pilot projects document the department’s expanding efforts to assess individual student progress toward the goals articulated for the major and/or the Ultimate Questions requirement in general education.

**Major-specific efforts:**
- From 2003-2006, a Religious Studies major with a concentration in Biblical Studies was asked to keep a portfolio including at least one writing sample from each year, archiving what he felt to be his best written work. In the spring of his senior year, he wrote a reflection essay on his portfolio identifying where he saw improvement in his writing and critical thinking skills (Exhibit 4).
In fall 2005, a student double-majoring in Religious Studies (with a concentration in Biblical Studies) and Sociology wrote a senior thesis empirically examining the impact of the academic study of the Documentary Hypothesis on the personal faith of students taking religion courses (Exhibit 5).

General education-specific efforts:

- During AY 2006-2007, department chair Bill Millar added the online discussion component of Blackboard to all of his courses throughout the year to track and record the effectiveness of a Discussion Worksheet tool in facilitating thesis formation (Exhibit 6).

- In fall 2006, the department joined other Inquiry Seminar instructors in the newly adopted portfolio submission project (see 2.C.2).

- Beginning in the summer of 2006 and extending through fall and spring, Professor Millar has offered through the Division of Continuing Education a sequence of online courses designed to engage the sacred texts of the three Abrahamic faiths: REL 120 Old Testament; REL 130 New Testament; and REL 140 The Holy Qur’an. Part of the project was to assess how well humanities courses offered online achieve the same goals as in-class offerings (Exhibit 7). Also see DCE Exhibit Bin for additional information on this assessment effort.

- In May 2007, Professor Millar participated in a faculty workshop designed to explore the introduction of electronic media into classroom teaching. Of particular interest was the discussion of Google-Documents and the storage capabilities of the recently acquired Catfiles to make the management of ePortfolios a possibility.

These trial efforts have led the Religious Studies Department to develop a new assessment plan to track student growth—from beginning to middle to end—in writing and critical thinking skills as they move through the major and minor. The faculty will supplement reliance on the in-class essay exam with specific summative assessment tools:

- The Discussion Worksheet designed to facilitate thesis formation coupled with the record-keeping capability of the online Blackboard discussion tool enable the instructor to track progress in the formation of that skill both within and beyond the class in question.
- The Google-Document capability enables the archiving of collaborative projects that can be revisited for assessment.
- The combination of Blackboard and Word editing capabilities allow electronic grading of papers and the tracking of student progress on individual assignments (as well as across a semester).
- The use of Catfiles (Linfield’s Xythos platform) to archive student production over four years via ePortfolio development.
- Strategically located reflection papers by students assessing their archived work over time to assess progress in their program. Such reflection papers would serve as catalysts for discussion with a student in advising sessions just prior to registration time for a new semester.
- Continuation of a long-standing capstone experience involving a senior thesis and oral defense before the department, preliminary to having the thesis bound for the library.

Assessment Planning Going Forward

In the Religious Studies Major:
- A student declaring a Religious Studies major will open an ePortfolio in Catfiles as a collection point for archiving written and other media work throughout the student’s career at Linfield.
• The department will prepare a template of specific work requested at strategic points to track the student’s progress in the major.

• Before the student’s advisor signs off on registration for each new semester, the student will prepare a reflection essay on the work archived to date. That reflective essay (including advisor’s comments and recommendations) will become the focus of a conversation on the student’s progress, and archived in Catfiles.

• The Senior Seminar will continue to be the capstone experience for majors in Religious Studies to include the writing of a major paper and oral defense before the department. Student theses will continue to be bound for the library.

• The oral defense should include a reflective artifact on the student’s entire career as a Religious Studies major. The student could be encouraged to create a multimedia presentation.

**In the Religious Studies Minor:**

• A student declaring a Religious Studies minor will open an ePortfolio in Catfiles to be a collection point for archiving written and other media work throughout the student’s career at Linfield.

• The department will prepare a template of specific work requested at strategic points to track the student’s progress as a minor.

• At least one reflective essay will be required of minors, midpoint in their careers in the department. That reflective essay (including advisor’s comments and recommendations) will become the focus of a conversation on the student’s progress, and archived in Catfiles.

• Though no formal capstone experience currently exists for Religious Studies minors, the department might move to require a reflective artifact, preferably multimedia, on the student’s entire experience in Religious Studies. Graduating seniors would be asked as a group to present their reflective artifacts orally before the department.

**First Year Inquiry Seminar:**

The department will actively participate in the assessment program designed for Inquiry Seminars.

**Linfield Curriculum (LC) Modes of Inquiry:**

In preparation for moving to the revised Linfield Curriculum in AY 2008-09, the department will identify the courses to submit to the authorizing faculty committees for credit in Ultimate Questions, Vital Past, Global Diversity, and U.S. Pluralisms. Instructors of the respective modes of inquiry will meet periodically to assess student achievement in terms of the designated learning outcomes for each area.

**Biblical Languages:**

Assessment of progress in language study will take place formatively within individual classes. Summative evaluation for those who take the languages as part of a Concentration in Biblical Studies will occur within the Religious Studies major.

**Off-Campus January Term Courses:**

Assessment of progress in such courses will take place formatively within individual classes. Summative evaluation for those who take a travel course as part of a Religious Studies major or minor will take place within those procedures.

**Religious Studies offerings through DCE:**

Assessment of individual courses will take place formatively within the individual classes. Formative assessment of online courses will take place within the criteria established for online courses. Summative evaluation for those enrolled as an Arts and Humanities major, or taking such courses as part of the Linfield Curriculum will take place within the requirements of the respective programs (see Exhibit 7 for a comparative analysis of in-class and online delivery of the same course).
FUTURE DIRECTIONS

One of the challenges the department faces in the near future is the impending retirements of more than one of its current faculty. Department members are agreed and committed to ensure that such a transition be made in an orderly way so the department can continue its high level of participation and excellence in the ongoing life of the college. They are convinced by experience over the years that the department is best served with three core faculty: one trained in sacred texts and languages; one trained in history; and one trained in theological systems. Similarly, collective faculty experience has been that both the department and the Chaplain’s Office are more effective if the Chaplain has at least a half-time academic appointment in the department. Faculty feel their active participation in the Arts and Humanities major of the Adult Degree Program of DCE affirms the academic integrity of that program. Religious Studies faculty regard the time as right to move forward on the creation of a Center for Spirituality, Pluralism, and Dialogue which could serve many of the learning goals of the College grounded in its foundation principles [Exhibit 2].

DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY

MISSION

The faculty of the Department of Sociology-Anthropology (SoAn) have worked assiduously to create a student-centered and student-friendly environment in support of the departmental mission: “To work with and develop in our students the ability to think critically and responsibly about the world and the place of humans as social beings within it, giving them the confidence and social consciousness to address, mitigate, and resolve those problems. The department is committed to the teaching of undergraduates about human societies and cultures in an atmosphere of tolerance, respect, intellectual rigor, and open inquiry.”

Intersections with the Foundational Education Principles

The departmental vision intersects with and contributes centrally to all three Foundational Education Principles guiding current academic planning at Linfield:

Integrated Learning
In virtually every departmental course taught, from SOC 101 Fundamentals of Sociology and ANT 111 Cultural Anthropology to senior capstone seminars, students are encouraged to reflect on and integrate what they learn, wherever they learn it, within the broader contexts in which they live. Knowledge, they hear repeatedly, never occurs in a vacuum, and so students coming out of SoAn courses often remark on how they can’t “turn off” thinking anthropologically or sociologically. Faculty both model and encourage student participation in the intellectual life of the wider community, hammering home the importance of integrating their lives to become more effective, responsible citizens. The ambitious programming of the SoAn Table, which schedules noon hour campus conversations and presentations around issues of importance to the college and in the world, offers a striking example of how the department extends its mission to the wider Linfield community and encourages integrated thinking and learning.

Global and Multicultural Awareness
SoAn faculty are deeply engaged in the broader efforts underway at Linfield to engage students with the global and multicultural realities of the diverse worlds in which they live. The department modestly considers its course offerings among the most central in the college curriculum in this regard. Faculty encourage students to understand and critically interrogate the multifaceted nature of diversity, and to think of society/culture in terms of itself rather than in terms of oneself.
Experiential Learning
SoAn faculty are among the most enthusiastic supporters of internships, January Term, and study abroad. Students are encouraged to recognize that experiential learning is not just useful, but indeed vital to fully grasping the nature of the worlds within which they live, move, and have their being. SoAn students have interned in a wide variety of settings including adoption agencies, after school enrichment activities, bilingual education programs, Habitat for Humanity projects, and orphanages, both here and abroad. SOA 040 Community Service is required of, and SOA 487 Internship is strongly recommended for, all majors and minors. Service Learning plays a central role in SOA 485/486, the required senior capstone professional seminar.

FACULTY
William Bestor, Associate Professor of Anthropology. B.A. Yale University; M.A., Ph.D. Harvard University (Portland Campus)

Hillary Crane, Assistant Professor of Anthropology. B.A. University of Seattle; M.A., Ph.D. Brown University

Robert Gardner, Assistant Professor of Sociology. B.A. Bowling Green State University; Ph.D. University of Colorado, Boulder

Thomas Love, Professor of Anthropology. B.A. Columbia University; M.A., M.S., Ph.D. University of California, Davis

Amy Orr, Associate Professor of Sociology. B.A. Nebraska Wesleyan University; M.A., Ph.D. University of Notre Dame

Jeff Peterson, Associate Professor of Sociology. B.A. Washington State University; M.A., Ph.D. University of Texas, Austin

Visiting Faculty Member 2008-09:
Michael Osmera, Visiting Assistant Professor of Sociology. B.A. University of Oregon; M.A., Ph.D. University of Minnesota.

All SoAn faculty hold the Ph.D. The Department of Sociology/Anthropology adheres to the college's established mechanisms of faculty evaluation, and encourages all members to become excellent instructors, independent researchers, and productive contributors to college governance. The department prides itself on the active mentoring of junior faculty. This includes visiting each other’s classes (including guest lecturing) and holding frequent discussions regarding teaching and scholarship; there is no reason to think this tradition will change. Since 1998 two assistant professors have successfully secured tenure and promotion to associate professor. Currently two assistant professors are receiving departmental support in their progress toward tenure. The department urges colleagues in their first year not to take on advisees or committee assignments, in order to learn about the institution, establish their own research agendas, and identify how best to serve students, departmental colleagues, and the wider college community.

Each member’s load is defined collaboratively and by consensus. All duties within the department, including equal sharing of the advising load, attendance at student recruitment events, and service as a first year Colloquium advisor, are shared fairly among all members. Several faculty members have taken the lead on such issues as new instructional technologies and pedagogical implications (Gardner, Peterson) and mentoring senior thesis writers (Orr).
Most recently, the department has managed a successful transition following the retirement of long-serving anthropologist Joel Marrant to new colleague Hillary Crane.

**STUDENT PROFILE**

About 20 students graduate each year with degrees in Sociology or Anthropology. SoAn students are among the most engaged and active in and out of the classroom on both the McMinnville and Portland Campus. As outlined below, the department curriculum is oriented toward both general education and its own majors and minors. Sociology and Anthropology courses are also required or recommended for majors in Nursing, Mass Communication, Environmental Studies, Modern Languages, History, Intercultural Communication, and other fields. SoAn faculty are actively exploring ways to more systematically intersect their courses with those in Psychology, History, Biology, Mass Communication, and Health, Human Performance, and Athletics. The department is successfully coordinating with the Nursing faculty regarding the influx of pre-nursing students now matriculating in our introductory courses.

**CURRICULAR EVOLUTION SINCE 1998**

*General Education*

The SoAn Department contributes significantly to the Linfield Curriculum, the college’s general education program. Many departmental offerings earn either IS (Individuals, Systems and Societies), GP (Global Pluralisms), or US (U.S. Pluralisms) credit, since all of these areas relate to the core departmental mission. Yet one or more departmental courses also contribute to the other five Modes of Inquiry making up the revised Linfield Curriculum (the Vital Past, Creative Studies, Ultimate Questions, Natural World, and Quantitative Reasoning).

*The Majors*

The department determined the shape of its current curriculum in Sociology and Anthropology around 1996, just before the last accreditation visit in 1998. The program crafted at that time continues to maximize limited resources to achieve ambitious goals, at the core of which is the structural and practical integration of the two closely-related, disciplines. This is reflected in the SOC/SOA/ANT structure of courses, in which those marked SOA (the majority of courses in the departmental curriculum) count toward either Sociology or Anthropology majors and minors. The structure of majors and minors remains essentially unchanged since the last accreditation visit. With the retirement of Dr. Joel Marrant and the hiring of Dr. Hillary Crane, the primary curricular matter now facing the department is reform of the Anthropology curriculum.

*The Division of Continuing Education*

Two SoAn faculty, Professors Love and Peterson, have taught in the Division of Continuing Education for many years. Dr. Peterson, in his time as departmental liaison to DCE, initiated a review of pedagogical strengths and weaknesses of the online format to which the DCE program has now almost entirely moved. Dr. Love continues to find the flexibility of the DCE curriculum as providing a rich opportunity to devise unique course offerings: for example, he has taught four summer off-campus courses to the Andes. Recently elected as the Social and Behavioral Sciences Division representative to the Continuing Education Committee, Prof. Love became its chair in 2007-08, during which time the committee began a comprehensive review of the DCE program and spearheaded efforts to improve the departmental liaison role in providing oversight to the curriculum. In 2008-09, Dr. Orr has become the department’s liaison to DCE.
ASSESSMENT

The faculty hold weekly departmental meetings to discuss curricular development, student progress, contributions to faculty governance and community enrichment, and pedagogy. About five years ago the department institutionalized an annual planning retreat each August.

The SoAn faculty have learned a good deal over the past few years by scrutinizing departmental curricular goals, the means for assessing them, and the insights into instructional effectiveness that have resulted. The program is already stronger for it, with students the primary beneficiaries. Assessment practices are detailed in the Compliance Template included in the Sociology/Anthropology Binder [Exhibit 1].

Midway through as well as at the end of the junior year, and again in SOA 485 Senior Proseminar, students must conduct a self-assessment in relation to departmental goals. Analysis of these essays have led the faculty to redouble their efforts to link course learning goals in SOA 307 Research Methods and SOA 385 Social Theory seminars more explicitly to the departmental learning goals and mission. From the close faculty-student interaction in Senior Proseminar, especially around the student-run senior/alumni gathering each fall, the faculty realized that confining SOA 485 to the fall semester was leaving seniors adrift in their final semester in the department. The faculty rectified that problem by extending the Proseminar to four credits, divided equally between work in the fall (485) and spring (486) semesters. It is hoped that this arrangement will enhance students’ completion of the major and afford them an arena for further self-assessment, as laid out in the updated assessment plan.

Preliminary results from the departmentally based outreach to alumni suggest that students regard departmental faculty and curriculum very highly, but that the department needs to be more intentional about preparing its students for life after Linfield, particularly the roughly 50% of majors who do not proceed to further work in Sociology, Anthropology or related fields. The revised 485/486 senior Proseminar, discussed above, as well as the addition of a service learning component to this sequence, are steps the department has already taken to improve the course in response to senior and alumni feedback.

FUTURE DIRECTIONS

This departmental self-study has been very helpful for the faculty, reminding them of the strengths of their respective programs even as they seek to represent each sister discipline as comprehensively and effectively as possible to all students taking SoAn classes. Each new faculty hire presents opportunities to expand the curriculum in his/her area; such was the case recently when Dr. Gardner joined the Sociology section and brought his research foci on religion, music, and the environment. In the last year, Dr. Crane’s arrival has posed the same opportunity for the Anthropology section, which plans a careful assessment and revision of its existing curriculum.

Conventionally considered to be composed of four subfields (cultural anthropology, linguistic anthropology, archaeology and physical anthropology), Anthropology is one of the last of the general enlightenment fields within the modern academy. The Anthropology program has historically relied on the Sociology faculty to provide a respectable curriculum in cultural anthropology but has had to count on colleagues in adjacent fields to provide coverage in linguistics (via Modern Languages faculty) and physical anthropology (via Biology faculty). With the recent retirement of the founding anthropologist of the department, Dr. Joel Marrant, the current anthropology faculty have entered a period of critical self-examination about how best and how well they can continue to represent general anthropology to students. While Hillary Crane brings considerable and welcome expertise in linguistic (and cultural) anthropology into the department, the program nevertheless seeks to shore up the other two areas of the discipline cited above.
Dr. Marrant developed a vital museums program and, through January Term courses and adjunct hires, bootstrapped a basic level of archaeology into the curriculum. While the Office of Academic Affairs has committed to continuing to support a skeleton curriculum in museology and archaeology/physical anthropology, the department is frustrated that for the sixth year in a row the Staffing Committee has passed over recommending its bid for a third anthropology position to cover archaeology, museum studies, and physical anthropology. When Dr. Mike Roberts of Biology retires, the department will have trouble continuing to offer ANT/BIO 105 Human Biology and Evolution. Anthropology programs in other small colleges, confronting this same problem, have sometimes opted to abandon the holistic, four-field model in favor of a “cultural studies” model. The department strongly prefers not to go this route, having detailed the problem in its proposals to the Staffing Committee and elsewhere. In sum, while cultural and linguistic anthropology are on very firm footing, the representation of general anthropology at Linfield continues to be precarious.

DEPARTMENT OF THEATRE AND COMMUNICATION ARTS

MISSION

The Department of Theatre and Communication Arts focuses on assisting students to become mindful, creative, and responsible citizens capable of functioning in diverse contexts. The department, created in 1997, provides a home for two distinct academic disciplines: theatre and communication arts (speech/human communication). While each program offers unique approaches to scholarly and creative inquiry, points of intersection also emerge. Each discipline exemplifies multiple modes of inquiry, ways of knowing, and communication media. As integrated disciplines firmly grounded in the liberal arts tradition, the department’s mission aligns naturally with the college’s mission and its foundational principles for a liberal arts education (see Exhibit 1 in the Theatre and Communication Arts (TCA) Binder). The goals of each program/major and individual course objectives emanate from those same ideals [TCA Exhibit 2]. Curricular and co-curricular experiences explore the interaction of persons and institutions through symbolic messages in order to seek a more informed understanding of the self and others in a global and multicultural society. To achieve its mission the department encourages the integration of creative and intuitive skills, imagination and scholarship, public presentation and private introspection.

In fall 2003, the department moved into Ford Hall, which includes the state-of-the-art flexible Marshall Theatre, support spaces for the theatre production and teaching program, a design lab, a classroom/lab for the intercollegiate speech and debate team, faculty and staff offices, and a lobby/hearth area/living room to encourage faculty and student interaction as well as provide a lobby space for theatre audiences, small lectures and performances, and other community-oriented college functions (see TCA Binder, Exhibits 3 and 4). The department cannot overstate the degree to which Ford Hall enhances teaching, creative endeavor, and the public face of the program to the community.

Intersections with Linfield’s Foundational Education Principles

Integrated Learning
Each of the department’s disciplines exists as a product of integration. From its reliance on science and technology to its scenographic engagement of principles and techniques of the visual arts, from its performative telling of individual and collective tales to its philosophical and psychological examination of the human condition, theatre engages multiple ways of knowing and numerous vehicles for
communicating the resultant insights. For example, students learn about electricity, acoustics, and color theory as they study lighting, sound, and design, embody the triumphs and frailties of human nature in their creation of believable characters on stage, and contemplate the cultural and historical contexts that lead to specific conventions in dramatic literature. By adopting pedagogical approaches that require students to explore the varied underpinnings of the discipline in both curricular and production contexts, faculty encourage an integrated understanding of the theatrical art as well as its reliance on and contributions to other liberal arts disciplines.

The Communication Arts Program similarly embraces the humanistic, performative, and social scientific paradigms that inform contemporary conceptions of human communication. Students explore classical, modern, and postmodern perspectives on the role of communication in human interaction. The program’s contributions to the Linfield Curriculum (LC) also illustrate its inherently integrative nature. The discipline embraces the habits of mind and learning objectives of four of the six Modes of Inquiry—Creative Studies (CS), Individuals, Systems, and Societies (IS), Ultimate Questions (UQ), and Vital Past (VP)—and offers courses in both Global and U.S. Pluralisms. Often, multiple modes of inquiry provide focus within a single course. For example, Protest Rhetoric of the 1960’s belongs to Vital Past, Individuals, Systems, and Societies, and U.S. Pluralisms. Integrative learning and teaching opportunities also arise through interdisciplinary teaching. To date much of this activity has focused on January Term. For example, one such course for January 2009, cross-listed in Chemistry and Communication Arts, will focus on the science and discourse of global climate change in Chile.

**Experiential Learning**

Both departmental programs incorporate experiential learning as an integral facet of their educational goals. Focusing on the integration of theory and praxis in the curriculum and co-curriculum, the faculty regard learning as an embodied experience. The theatre production program provides a “laboratory” in which students hone talents and skills developed in the classroom. Theatre classrooms themselves become sites where theory explains and illustrates practice, which in turn sheds light on those same theoretical perspectives. Theatre performances serve as a catalyst for the Linfield community’s discussion of complex issues. Citizens from McMinnville and surrounding areas often join these conversations. In this “doing” of theatre, the program thus contributes to Linfield’s mission to connect learning, life, and community. Similar examples abound in the Communication Arts Program. Students in communication arts courses learn the rudiments of effective speech-making and then put that knowledge into practice as they present speeches in the classroom. Those who participate on the intercollegiate speech and debate team regularly engage in the speech act in deliberative and provocative ways. Both programs offer community service and internship opportunities to further augment possibilities for experiential learning [TCA Exhibit 5].

Students in the theatre program, including involved non-majors, routinely participate in the annual Kennedy Center/American College Theatre Festival (KC/ACTF). From the Irene Ryan acting and various design competitions to presentations of papers and workshops, Linfield students represent the college at regional and often national conferences. **TCA Exhibit 13** provides a summary of these activities, but two deserve mention here. In spring 2005 and again in 2006, Linfield students, one a theatre major and the other a minor, won the lighting design competition at the regional KC/ACTF conference, which included the opportunity to participate in the national festival and competition at the Kennedy Center in Washington, D.C. Both students held their own in the national adjudications, and both now work in the theatrical lighting industry.

Students in Communication Arts also engage in regional conferences through panel participation and faculty reviewed scholarly paper presentations. These opportunities include regional and national meetings of Pi Kappa Delta, a national forensic honorary, the Northwest Communication Association, and the Western States Communication Association. Since the last accreditation, Linfield students have
held offices in the Great West province of Pi Kappa Delta as well. Forensics students routinely participate in regional and national tournaments and occasional international competitions [TCA Exhibit 14].

Students in both departmental programs participate in the Annual Linfield College Student Collaborative Research and Creative Projects Symposium [TCA Exhibit 15]. While rewarding, faculty mentoring of students engaged in the various activities just described is both labor and space intensive.

Global and Multicultural Awareness
The department mission embraces global and multicultural awareness in numerous ways through its curricular and co-curricular activities. The interdisciplinary major in Intercultural Communication, housed in the Communication Arts Program, focuses on conceptual understandings of communication across situations in which difference affects interaction; it also cultivates skills to foster positive exchanges within those contexts. The Intercultural Communication major promotes a dual emphasis on global contexts and the multicultural United States. Several communication arts courses fulfill requirements in both global and U.S. pluralisms [TCA Exhibit 6]. As resources permit, forensics students participate in international competitions and events. In 2006, two students participated in the British Parliamentary Debate Tournament in China. In the theatre program, performances often transport audiences to eras and cultures other than their own. Those involved with the production must learn about the time periods and societies explored within the play. In fall 2005, Linfield presented A Corpse with Feet, a Japanese play reminiscent of Beckett’s Waiting for Godot. The faculty director incorporated both English and Japanese into performances through double casting of the roles with speakers of each language, one a Japanese exchange student who returned to the U.S when the production was chosen for presentation at the regional Kennedy Center/American College Theatre Festival the following spring. The department’s January Term study-abroad courses also contribute to the programs’ experiential and theoretical exploration of global issues.

TCA faculty regularly turn to the departmental mission for guidance in determining next steps, whether they be related to curriculum, facilities, or the co-curriculum. The philosophical statement developed to guide the planning for Ford Hall [TCA Exhibit 7] exemplifies the role of the mission in departmental planning.

FACULTY AND STAFF
The Department of Theatre and Communication Arts includes two faculty FTE in Communication Arts and two faculty FTE in Theatre Arts. Dr. Marshall, department chair, also holds a joint appointment in Theatre and Communication Arts but teaches primarily in the Communication Arts Program. All full-time departmental faculty hold the appropriate terminal degree as described in the Faculty Handbook (IV.11). TCA Exhibit 8 contains faculty and staff CV’s.

2.C. TCA Table 1 Faculty Ranks and Degrees

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Program</th>
<th>Year Employed</th>
<th>Degrees</th>
<th>Granting Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Gupton</td>
<td>Associate Professor</td>
<td>Theatre</td>
<td>Fall 2000</td>
<td>Ph.D.</td>
<td>U of Oregon</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td></td>
<td></td>
<td>M.S.</td>
<td>U of Oregon</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>J.D.</td>
<td>Wake Forest U</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.</td>
<td>Wake Forest U</td>
</tr>
<tr>
<td>Brenda DeVore</td>
<td>Professor</td>
<td>Theatre/ Com. Arts</td>
<td>Fall 1987</td>
<td>Ph.D.</td>
<td>So. IL U-C</td>
</tr>
<tr>
<td>Marshall</td>
<td></td>
<td></td>
<td></td>
<td>M.S.</td>
<td>No. TX State U</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.A.</td>
<td>U of Denver</td>
</tr>
</tbody>
</table>
Sandra Lee, Director of the English Language and Culture Program, holds an affiliate position in the department as Professor of Intercultural Communication.

**Instructional Associates**

In 2000, the college added a full-time ten-month (.83 FTE) instructional associate line for a technical director/sound designer position. Prior to the fall of 2000, the faculty scenic designer also served as technical director. Beginning in fall 2007, a previous part-time contract position in costuming became a half-time instructional associate line as a first step toward creating a full-time position (.83 FTE). Both positions had been recommended by a consultant who had reviewed the program in 1999. Both individuals in these positions hold the terminal M.F.A. degree.

In fall 2003, in response to another recommendation from the 1999 program consultant, a 30-hour per week academic secretary/box office manager joined the department. Staff members in each of these three positions bring specialized expertise to the theatre program and the department, and allow faculty previously covering these duties to focus more on other aspects of their work.

### 2.C. TCA Table 2 Degree Information for Instructional Associates

<table>
<thead>
<tr>
<th>Instructional Associate</th>
<th>Position</th>
<th>Program</th>
<th>Year Employed</th>
<th>Degrees</th>
<th>Granting Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annelie Thurin</td>
<td>Costume Designer</td>
<td>Theatre</td>
<td>Fall 2008</td>
<td>M.A.</td>
<td>U of Oregon</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.F.A.</td>
<td>Webster College</td>
</tr>
<tr>
<td>Robert Vaughn</td>
<td>Technical Director/</td>
<td>Theatre</td>
<td>Fall 2008</td>
<td>M.A.</td>
<td>No. Illinois U</td>
</tr>
<tr>
<td></td>
<td>Sound Designer</td>
<td></td>
<td></td>
<td>B.A.</td>
<td>Linfield College</td>
</tr>
</tbody>
</table>

The department also regularly employs adjunct faculty members [TCA Exhibit 9]. Theatre adjunct faculty routinely teach one or two sections of Beginning Acting each year as well as one or two sections of Introduction to Theatre. Occasionally adjuncts have taught upper division courses, such as Topics in Performance/Advanced Acting. During the last decade, each of these colleagues has held the terminal degree, either an M.F.A. or Ph.D. Much of this teaching has been done by one person who worked for the department as an adjunct, guest actor, and guest director for more than 20 years.

Several adjunct faculty members have contributed to the Communication Arts Program in the last decade. Adjuncts regularly cover 15 load credits during the academic year. Classes taught by these colleagues regularly include Public Speaking and Interpersonal Communication, though other topics courses have been assigned as appropriate.
The department follows the guidelines for faculty evaluation outlined in the Linfield College Faculty Handbook Section IV.6. Students have an opportunity to evaluate all courses regardless of the professor’s rank and course evaluation requirement. The department chair provides guidance through the evaluation process, especially in matters concerning tenure and promotion. Two faculty members who joined Linfield in 2000 and 2001 have both received tenure and promotion to associate professor. The teaching component of instructional associates’ work is evaluated using the same guidelines operative with faculty. The department chair and director of theatre meet regularly with the instructional associates to discuss teaching in both standard courses and the co-curricular program.

Likewise, the department chair meets with adjunct faculty each semester to discuss pedagogy, learning objectives and program goals, assessment guidelines, and related matters. For adjunct instructors new to the department, informal meetings occur throughout the semester to insure quality teaching across the curriculum. In some cases, the adjunct faculty member also works directly with a full-time professor to insure consistency across class sections offered during the same semester.

Faculty mentoring in the department incorporates multi-dimensional and multi-directional approaches. In other words, everyone mentors everyone, including instructional associates and adjunct faculty. A collegial relationship among colleagues allows more seasoned faculty and staff members to provide insights for those newer to the institution who, in turn, bring new perspectives to their colleagues. The theatre faculty also utilize more formal weekly meetings to discuss the many details related to pedagogy, curriculum, co-curricular activities, and professional collaboration.

STUDENT PROFILE

The Department of Theatre and Communication Arts provides curricular and co-curricular opportunities for majors and minors as well as students from most segments of the McMinnville Campus. Many of the students pursuing majors in either program find the disciplines as a result of their participation the department’s co-curricular activities or their enrollment in Linfield Curriculum offerings. While a large segment of high school students are familiar with careers in the media and mass communication field, they are less familiar with the study of human communication and the possibilities presented by a major in this area.

All courses in the Communication Arts curriculum are open to non-majors with no curricular pre-requisites, even at the upper division level. The 400-level courses, however, require junior or senior standing. In the theatre curriculum, most of the courses designated as 3- or 4-credit classes fulfill general education requirements. All students in Communication Arts classes prior to 2005 were non-majors, and many still are, particularly at the lower division. All students in TCT 170 Introduction to Theatre, are non-majors at the time they take the course, and a conservative estimate suggests that at least 50% of the students in the beginning acting classes are not majoring in theatre. TCT 185 Stagecraft also attracts a number of general education students.

Some courses in the Communication Arts program satisfy requirements for students in other majors. TCC 340 Persuasion and Social Influence fulfills a common core humanities requirements in the Environmental Studies major and provides a recommended option for the business management and marketing concentrations, as does TCC 430 Topics in Human Communication. International business majors frequently take TCC 230 Intercultural Communication: Global Perspectives. The International Programs Office highly recommends that students take TCC 230 before participating in the study abroad program.
The co-curricular programs in both Theatre and Communication Arts afford all students opportunities to earn paracurricular and experiential learning credits while working alongside faculty members and majors and minors. For almost eighty years, Linfield has provided a home for one of the oldest competitive speech and debate teams in the country. Although it is a resource-intensive endeavor, this activity affords students an excellent training ground for responsible public life and articulate citizenship. As a laboratory integrating theory and praxis, the forensics program embodies one of the traditional core liberal arts—the study of rhetoric. Prior to the advent of the Communication Arts major in fall 2005, all participants in intercollegiate forensics were non-majors. The program continues to attract students from outside the major [TCA Exhibit 11]. Majors and minors in Communication Arts are encouraged but not required to participate in intercollegiate forensics.

The Theatre program incorporates students from across majors on the McMinnville Campus in its production activities as illustrated in TCA Exhibit 12. This data includes students working on the preparation for the plays and on running crews as well as actors. With few exceptions, majors constitute fewer than half the students involved in these productions. Even with increased numbers of majors, the department continues to offer production work to a wide range of Linfield students as one facet of their liberal arts experience.

CURRICULAR EVOLUTION SINCE 1998

From a curricular standpoint, the Theatre Arts and Communication Arts programs operate independently. Faculty members in each academic area maintain responsibility for the curriculum available to their majors and minors as well as general education course offerings, though the full department deliberates on recommended changes. Courses in the two programs carry unique subject designations: through 2007-08, those were TCT for theatre and TCC for Communication Arts (Note: in 2008-09 the designators changed, as reflected in the new 2008 Linfield College Catalog). Faculty review curriculum annually in light of their evaluation of the efficacy of course offerings and pedagogical approaches as well as their review of assessment feedback from students. Consequently, curricula in both programs have undergone significant revision since the last accreditation as described below.

General Education
The department takes seriously its commitment to the general education curriculum and welcomes the perspectives brought by non-majors to its classes and co-curricular activities. A high percentage of classes serving both programs qualify for Linfield Curriculum credit following the revision of that program. What follows describes the TCA curriculum as presented in the 2008 Linfield College Catalog regarding general education.

In 2008-09, 14 of the 15 non-practicum courses in communication arts (93%) satisfy requirements in general education. The fifteenth course, senior seminar, fulfills only the major writing intensive requirement. The program also offers two experiential learning courses, including one paracurricular class, supporting intercollegiate forensics. Upper division courses are accessible to non-majors, although 400-level courses are restricted to juniors and seniors to insure adequate preparation. Communication Arts classes contribute to the Creative Studies, Ultimate Questions, Individuals, Systems, and Societies, and Vital Past modes of inquiry as well as both Global and U.S. Pluralisms in diversity studies [TCA Exhibit 6]. A few courses in the Communication Arts curriculum fulfill requirements in other majors as discussed below.

Since 1999, the Communication Arts Program has run a Speaking Center to support speaking across the curriculum, particularly in the first year Inquiry Seminar. The Center operates with limited work study support, with volunteer peer tutors accomplishing most of the coaching. Members of the Forensics
Honor, Pi Kappa Delta, and the Communication Honor, Lambda Pi Eta, participate as a community service activity.

As of 2008-09, 13 of the 16 courses in the Theatre Arts curriculum (81%) fulfill general education requirements in Creative Studies [TCA Exhibit 17]. The two theatre history courses also carry the Vital Past and major writing intensive designations. The program affords general students opportunities to earn paracurricular and other experiential learning credit through five practicum courses. Topics in Theatre Performance now earns upper division LC credit in the Creative Studies Mode of Inquiry.

At least one faculty member in the department offers an Inquiry Seminar annually, and sometimes two faculty have done so.

New Majors: Communication Arts and Intercultural Communication

Following a program review conducted with an external consultant in spring 1997, the Communication Arts Program initiated a revised minor curriculum in fall 1998 [TCA Exhibit 19]. The revised program provided students an opportunity to explore the breadth of the discipline while simultaneously developing a mini-concentration in either communication theory or rhetorical/performance theory scholarship. In addition, students could develop a focus on issues of communication across diverse populations.

Changes in the curriculum included the deletion of Argumentation (whose content was folded into courses on Persuasion and Social Influence) and the addition of two courses, Communication and Diversity: Understanding Co-Cultures in the United States and Topics in Women’s Rhetoric. The minor also included Gendered Communication. Public Speaking moved from a 2-credit to a 3-credit course, increasing the minor requirements from 21 to 22 credits. TCA Exhibit 20 describes this minor, which marked the extent of the department’s speech communication program until fall 2005.

In 2005-06 the department launched two new majors: a major in Communication Arts and an interdisciplinary major in Intercultural Communication housed in the Communication Arts Program. The Communication Arts minor was also revised. Each new major incorporated the nine goals of the ideal undergraduate communication curriculum as identified by the Hope College Conference on Designing the Undergraduate Curriculum in Communication (a document endorsed by the National Communication Association) [TCA Exhibit 21].

Impetus for the creation of the Communication Arts major came from a variety of sources: (1) minors who consistently voiced an interest in such a program; (2) Admission information that suggested Linfield lost students interested in its forensics program to institutions with majors in communication arts; and (3) the addition of a second tenure-track faculty member in the field who was also committed to the creation of the major. The Communication Arts major permits a more in-depth study of one of the oldest of the traditional liberal arts and helps students understand the theoretical underpinnings of the study of human communication. It also helps students become more skilled in their communication endeavors, whatever the context. The new curricular initiatives presented an opportunity for revisions in the Communication Arts minor as well.

The interdisciplinary major in Intercultural Communication, which focuses on both global and domestic communication theories and strategies, accentuates the department’s commitment to the study of diversity and complements Linfield’s emphasis on global and multicultural awareness and experience. Momentum for a major in this area grew as the numbers of students who sought to create Individually Designed Majors around intercultural communication increased; indeed, the Curriculum Committee (which reviews all such proposals) suggested that a formal major might be in order. Developed in consultation with faculty in the departments of Sociology/Anthropology and Modern Languages (among others), the major
draws upon Linfield’s position on the increasingly diverse Pacific Rim and in an equally changing Willamette Valley. Students in this major must spend at least one semester in a study abroad program and complete a domestic co-cultural project for which they may earn community service or internship credit.

Increasing enrollments in these majors suggest the success of their inclusion in the college’s offerings [TCA Exhibit 32]. Curricular details and complete rationale for each of the majors and the revised minor are included in TCA Exhibit 22.

The Major in Theatre Arts
Theatre Arts participated in an external program review in May 1999 conducted by an approved evaluator for the National Association of Schools of Theatre (NAST). See TCA Exhibit 23 for the consultant’s final report. Major curricular revisions resulting from the reviewer’s recommendations included: (1) the addition of one-credit practicum courses, affording students opportunities to receive experiential learning credit for required crew activities; (2) revision of the 2-credit Fundamentals of Drawing class into a 3-credit course, Fundamentals of Design and Drawing for the Theatre; and (3) added topics courses in performance and design/technical theatre to provide upper division electives. Major requirements were adjusted to make room for such electives.

Following consultation with students during senior interviews, in 2001-2002 the upper division theatre history classes underwent modification to include discussion of non-Western global theatre perspectives and practices, multicultural theatre within the United States, and theoretical content. Each became a 4-credit course designated as a major writing intensive course.

During 2004-2005, an assessment of the theatre capstone experience indicated the need for major revision. The capstone had previously included three options: (1) a creative thesis involving directing, acting in, or designing a main stage production; (2) a scholarly thesis; or (3) a capstone internship. Expanding numbers of majors made it clear the department could no longer guarantee each student an opportunity to direct or design a main stage production and the disparity between the thesis and internship experiences required attention. The faculty developed a team-taught senior capstone seminar that now affords each student a chance to synthesize theoretical and practical experiences in a “publishable” article presented in a public forum. Students complete a bridge project in which they investigate graduate schools, post-graduate internships, and career options. They must also submit a self-reflection assessing personal, program, and Linfield Curriculum goals, and create an electronic portfolio. Upper division practicum courses were added to afford outstanding students an opportunity to direct, design, or assume another major creative role in a production. Participants must first work in a mentoring relationship with a faculty member as an assistant in the designated area (i.e. scenic designer, director, dramaturg). TCA Exhibit 24 describes program changes since 1998.

The Division of Continuing Education
In the last decade, the department has offered only sporadic courses in DCE. While some full-time and adjunct faculty have expressed interest in teaching during the summer, overtures to do so have generally not been successful. Faculty members in both programs review Prior-Learning Portfolios for DCE students to determine if departmental course credit may be awarded for documented experiences. One faculty member somewhat regularly lectures for the Arts and Humanities Senior Seminar and serves as a mentor for senior projects falling within her areas of expertise.

ASSESSMENT

Faculty working in programs aligned with public performance are well versed in the importance of critique and resultant adjustment to practice. Members of the department routinely engage in assessment,
data analysis, revision, and implementation of new approaches. They also have come to understand that a combination of formal assessment practices and creative pedagogical practice, can improve understanding of student and faculty goals and needs at all program levels. Faculty also recognize that an effective assessment program requires professional development, sustained effort, and a considerable time commitment.

Between 1998-2003, departmental assessment remained at the conceptual level, focused on the planning for the new facilities in Ford Hall and the management of programs severely limited by the previous facilities. The successful functioning of the building’s numerous complex spaces since their opening in 2003 attests to the considerable attention to concept and detail exercised by the TCA faculty as the facility came into being. The result has been a structure and a theatre space fully grounded in the departmental mission, program goals, pedagogical philosophy, and curricular aspirations.

As described above, both departmental programs have undertaken curricular revisions based on external consultancies, student feedback, and faculty reflection. Attention to student feedback from matriculating students and alumni, course evaluations, reflection papers, and informal conversations has contributed to on-going curricular adjustments. Student accomplishments in the senior seminars, which require papers where students synthesize the knowledge they’ve gained through their course of study, provide tangible evidence of their intellectual and creative growth. Student reflection papers ask students to assess their mastery of program goals and course learning objectives. E-portfolios in the theatre senior seminar demonstrate student development and mastery. Data gathered from these various assessment mechanisms has been primarily narrative and qualitative. Although those narratives have been summarized for departmental annual reports, it has been challenging to translate the information into more quantifiable and easily accessible evidentiary formats preferred by some.

Recently, the faculty have added another information-gathering protocol. Since communication of the department mission, program goals, and major/minor objectives begins in the classroom, the department has adopted an assessment plan that ideally calls for each faculty member to measure at least one specific course goal in every course they teach. Learning objectives tie directly to these program goals. Assessment of individual course learning outcomes provides one measure of effectiveness in meeting both the departmental and the college mission. Faculty have developed a variety of methods to present diverse course content, as well as pedagogies to assess learning outcomes. Where sections of the same course are taught by different instructors, faculty have collaborated to develop comparable protocols for data collection. Information gathered during the last two years has contributed to changes in a variety of course features [TCA Exhibit 25]. Since many courses are offered only every other year, one of the challenges of this approach is gathering sufficient longitudinal data within a viable time period to make meaningful emendations.

Attempts to collect feedback from alumni through department and college-wide surveys have proven only moderately helpful. More useful information often emerges in informal conversations with alums. The department has also collected longer, more detailed narratives from some alumni in an attempt to better understand the strengths and weaknesses of each program [TCA Exhibit 26]. The department continues seeking means to improve its outreach to its graduates, both for assessment purposes and to develop more interaction between them and current students.

Assessment occurs in the co-curricular as well. Through the department’s participation in the Kennedy Center/American College Theatre Festival, faculty members from throughout the region provide peer review for every Linfield production except the student icebreakers at the start of the year. Respondents provide an oral critique of all aspects of the performance, and response sessions are open to the public. The number of certificates of merit earned by faculty and students involved in productions during the last decade speaks to the overall quality of the production program [TCA Exhibit 27]. Through the various
theatre practicum courses, students provide feedback about their production experiences in reflective essays. Following faculty review, feasible suggestions are adopted for the next show. Discussions with students at the start and end of each academic year offer suggestions for improvements to the intercollegiate forensics program. Successful student participation in intercollegiate competition speaks to one evaluative marker of the activity [TCA Exhibit 28]. In 2008-09, the Communication Arts program will develop a more formal evaluation of the goals of intercollegiate forensics. **TCA Exhibits 29 and 30** describe the 2008 revised assessment plan for each program.

**FUTURE DIRECTIONS**

Departmental planning is an on-going process fueled by the natural desire to improve the status quo and to find the best means available to work with each new group of students. As the department looks to the future, the following issues and themes emerge.

**Staffing**

A universal concern within the TCA faculty involves the sustainability of departmental programs, given the enormous faculty and staff commitment required to support them. While faculty and staff understand that their disciplines and associated co-curricular activities require a time-intensive, on-site commitment, they still seek ways to balance those professional requisites with the demands and satisfactions of their personal lives.

In Theatre Arts the major challenge in both the curricular and co-curricular programs remains the lack of a full-time costume designer. Students wanting to focus on costume design or careers in some facet of costuming need a professor and mentor who knows the field. The department has requested this position for more than a decade. Self-studies and program reviews as well as comments and recommendations from alumni, external program consultants (including one in 1999) and American College Theatre Festival respondents validate this need. Although the department is grateful that the costume position moved from a less than half-time contract job to a regular half-time instructional associate line in fall 2007, the new arrangement still does not fully satisfy the needs of the program and does not eliminate the difficulty in finding a qualified person willing to make a long-term commitment to the college. In five years, seven individuals have held this job, with a new person serving as costumer in each of the last five semesters. This presents an unhealthy environment for faculty and students alike as frustration, disillusionment, and low morale mount with each search for yet another new costumer.

A number of factors within the status quo constrain delivery of the theatre program and tax existing faculty and staff resources: (1) course rotation schedules necessitated by a two-person faculty; (2) space constraints and pedagogical practices limiting enrollment in performance and studio classes; and (3) increasing numbers of majors since the opening of Ford Hall [TCA Exhibit 31]. Without an eventual increase in the number of faculty, the program may soon find itself limiting faculty participation in the general education program and/or capping the number of majors and minors.

The department also anticipates needing a third Communication Arts faculty line if growth in the number of majors continues at the same rate experienced within the last year [TCA Exhibit 32]. A third member of the faculty would cover the communication theory or social science side of the discipline and add a research methods course that might also qualify as a Quantitative Reasoning (QR) course in the Linfield Curriculum. An additional faculty member would also help expand sections of Intercultural Communication: Global Perspectives (a prospect that would make it more feasible for a requirement that all students planning to study abroad take the course before departure). With more faculty FTE the program could offer other required courses more frequently, and permit greater departmental participation in the Inquiry Seminar and Gender Studies.
After five years of attempting to pack all of the work envisioned for the academic secretary/box office manager into 30 hours per week, it is clear this position needs to become a 40-hour per week exempt line.

Facilities
Faculty and students alike still marvel at the enhanced educational opportunities provided by the new facilities in Ford Hall. As is the case in virtually every construction project, however, inevitable budget cuts led to the development of a phase II plan for completion of needed educational and storage spaces. These include a larger theatre performance space, a combined directing/acting classroom and rehearsal room, a multi-purpose classroom for the Communication Arts Program capable of accommodating seating conducive to class discussion and small group interaction, a Speaking Center, and theatre and departmental storage spaces. The most critical of these are an adequate directing/acting classroom/rehearsal room and a larger communication arts classroom dedicated to interactive pedagogical approaches.

The department knows its phase II plan is not included in the current long-range master plan of the college and understands that, without an unsolicited gift designated for this purpose, the project will not happen until numerous other pressing college facilities needs have been met. Nonetheless, it is important to document the continuing need.

Faculty Development
To enhance assessment efforts and ultimately their work with students, faculty are ready for and would benefit from an externally-orchestrated departmental retreat focused on specific assessment protocols for each of its programs. A similar retreat focused on pedagogical strategies for millennial students would prove helpful as well.

The faculty would also welcome continued assistance with integrating technology into the classroom, the acquisition of appropriate equipment, and the availability of college-supported release time to develop new skills. These are all especially pertinent in relation to the development of electronic portfolios using a variety of media and document types.

Program Assessment
Currently, the department meets each summer to assess its programs; this effort will continue. Nonetheless, additional personnel resources to assist with ongoing data collection, interpretation, and analysis in each discipline are needed. In addition, the faculty wish to seek accreditation for the theatre program from the National Association of Schools of Theatre (NAST). Depending on the organization’s evaluation of the role of the instructional associates in the program, the faculty believe it now meets accreditation criteria. Such endorsement will create opportunities for regular external evaluation of all aspects of the curricular and co-curricular program, provide more regional and national visibility, enhance recruitment efforts, and support the college’s efforts to institute regular reviews for academic departments.

Interdisciplinary and Integrated Learning Opportunities
Faculty would like to develop more interdisciplinary and cross-departmental curricular opportunities for students and faculty. TCA Exhibit 33 provides additional discussion of these issues.

In conjunction with the Department of Music, the Department of Theatre and Communication Arts continues planning to produce joint musical theatre performances every three or four years. The first collaborative effort in more than a decade will take place in fall 2008. Continued mounting of musical productions will require additional budget allocations to support the increased costs associated with this endeavor.
**Increased College and Community Engagement with the Theatre Season**
Since student attendance at campus arts and lecture events appears as one of Linfield’s weaker items on the National Survey of Student Engagement, the department would like to develop a more aggressive plan to promote the arts to Linfield students. Such planning may include encouraging colleagues in other departments to discuss productions in their classes when appropriate and to help inspire students to attend more plays. The creation of cross-disciplinary study guides for relevant production and talk-back sessions might facilitate such discussions. Periodically choosing a play as the Summer Common Reading and/or producing a play in the fall season that complements the Summer Common Reading selection might broaden interest in the events in the Marshall Theatre. The department also continually seeks ways to attract more off-campus patrons to its productions, within the limits under which the program works. Despite obstacles, between 2003-08, combined on- and off-campus audiences have averaged 75% of theatre capacity, a statistic considered excellent in theatre circles [TCA Exhibit 34]. The department would like to see that number increase to 90% or more in the near future.

**Increased International Travel for Forensics Students:**
The forensics team participates in British parliamentary debate, which offers international competition. Increased opportunities for students to engage in such events would benefit students while enhancing global awareness and experiential learning.