Social Science Division

Economics and Business Department

Mission

The mission of the Economics and Business Department (ECBU) is to provide a high quality educational experience in economics and business as an important component of a comprehensive liberal arts education. The Economics and Business faculty believe that learning is a life-long process of which formal higher education is an important part. The goal of the department’s courses and programs is to provide students with a sound basic foundation in economics and business within the broader context of the liberal arts. The department shares this objective with the entire college and encourages our students to participate in coursework, programs, and other learning experiences outside of the department.

Curriculum

The Economics and Business Department offers B.A. and B.S. degrees in Economics, Accounting, Business Administration, Finance, and International Business. Minor sequences are also offered in Economics and Business Administration. In the spirit of liberal arts education, these curricula integrate general requirements from the liberal arts disciplines with Economics/Business requirements. Furthermore, special proficiencies which have been linked to successful completion of courses in the Economics/Business curricula are required of students achieving these majors/minors. They include Finite Mathematics with Calculus, Statistics, and Microcomputer Applications. Additionally, students considering graduate education are strongly advised to take a full year sequence of calculus in lieu of or in addition to the Finite Mathematics requirement.

The Economics major has been significantly restructured in the last five years to mirror graduate school programs. The three components of this revised curriculum include theory, econometrics, and elective courses. A capstone senior seminar has been added, as well as two new elective courses, Developmental Economics and Environmental Economics. A two year course rotation sequence has been adopted to insure proper breadth of elective coverage.

Accounting, Business Administration, Finance, and International Business students are required to complete Microeconomics, Macroeconomics, Financial Accounting, and Managerial Accounting prior to enrolling in any further courses in these majors, as this initial sequence provides an introduction to the theoretical underpinnings and fundamental knowledge of the language and environment of business. Upper-level courses draw upon basic concepts learned in these courses and provide specialized knowledge of the key disciplines recognized in business education including: management, marketing, business law, and finance.

Furthermore, all Business Administration, Finance, and International Business students are required to take Business Policy, a capstone course, which integrates the knowledge learned in all the previous business courses. Accounting majors are required to complete a sequence of senior-level accounting courses which represent the integration of knowledge in this discipline.

The International Business curriculum integrates the core of general economics and business requirements with specialized international business courses supporting student specialization in this area. Furthermore, in order to complete this major, students must: complete five credits of additional international coursework selected from areas including history, modern languages, political science, sociology, and anthropology; achieve foreign language proficiency equivalent to the first two years of language study; and participate in a study abroad experience. This tripartite program is modeled after leading undergraduate and graduate programs in the U.S. and abroad (e.g. American Graduate School of Management, University of South Carolina, and INSEAD of France) with limited adaptations made based on resource constraints. It has been recognized that a tripartite curriculum, including courses in
international business, international studies, and foreign language, is critical to the development of knowledge and skilled global leaders in international business.

All courses in the Economics and Business Department are designed to develop students' analytical and critical thinking skills. Research papers are required in every discipline. These research assignments require the use, analysis, and evaluation of information from the Internet, library resources, and sources of primary research. Furthermore, many courses include multiple written and oral assignments intended to develop students' communication skills.

The content of the department's degree programs is assessed based on several types of comparisons. With the exception of Economics, all programs broadly conform to guidelines of the American Association of Colleges and Schools of Business. The Accounting Program also conforms to guidelines set by the American Institute of Certified Public Accountants. Furthermore, all programs are periodically compared to those at other regional institutions, which include Willamette University, Lewis and Clark College, Pacific University, Reed College, University of Puget Sound, Pacific Lutheran University, Portland State University, and University of Washington. Sequencing and coherency of design are assessed on a biannual basis at the departmental level. The Department of Economics and Business maintains a syllabi file for all courses offered by the department during the fall and spring semesters and January Term. For courses that are regularly listed in the college catalog, these syllabi provide evidence of identical course objectives and evaluation instruments for all sections of any course regardless of when they are offered. For special and one-time offerings during January Term, course objectives and assessment are reviewed by the professor involved and the department chairperson in addition to the Curriculum Committee, which insures conformity to college standards.

The Division of Continuing Education also maintains a syllabi file for all DCE and summer session courses. Once again, these syllabi provide evidence of consistent practice across sections.

All of the disciplines in the department include course projects and research papers which involve library research. As needed, the librarians give presentations regarding library research methods and compile resources to facilitate successful project/research completion.

Furthermore, faculty members are able to choose relevant resources within the constraints of the annual library budget. Although these constraints have limited student accessibility to some of the key sources of information, the advent of the Internet continues to improve accessibility.

The Division of Continuing Education has a publication entitled “Credit for Prior Learning: You Deserve the Credit” which provides their students complete information as to the requirements for earning credit for prior learning. In light of the new accreditation standards, the publication is being reviewed for currency. Credit for prior learning is awarded primarily by residential faculty members who have teaching responsibilities in the areas for which credit is requested. Full or partial credit is awarded only if the student clearly demonstrates reasonable mastery of the course objectives. The standard of equivalency to the on-campus course is strongly maintained. In the rare event that a residential faculty member does not have the appropriate expertise, a qualified adjunct faculty member performs the evaluation.

**Assessment, General Education, and Advising**

The Economics and Business Department spent considerable time during the 1996-97 and 1997-98 academic years developing processes for assessing all of its major and minor programs, with implementation commencing in 1997-98. All programs are now being assessed based on clearly defined student outcomes, which were developed and finalized during the 1997-98 academic year.

At this time, formal program evaluation and planning is conducted on an annual basis. Both residential faculty and external advisory committees will be involved in this process.

In previous years, it should be noted, the process was not formalized. Program assessment had been done on a periodic basis as members of the department informally conferred with colleagues from other institutions or compared programs to those at other regional institutions, which include
Willamette University, Lewis and Clark College, Pacific University, Reed College, University of Puget Sound, Pacific Lutheran University, Portland State University, and University of Washington. Subsequent program enhancements have always been discussed and agreed upon by the department as a whole before implementation.

The department's expected learning outcomes were published in the college catalog beginning with the 1998-99 academic year. Through the use of computerized student performance data bases and student portfolios of completed coursework, the department will be able to demonstrate that all students have achieved the outcomes of their major/minor programs. Review of information provided by these data bases, student portfolios, and student evaluations of faculty will also provide the basis for program evaluation and improvement.

The implementation of the new Linfield Curriculum has allowed the Economics and Business Department to participate more fully in the general education of Linfield students. Under the former GEC, only the microeconomics and macroeconomics principles courses met the intent of the general education core. Currently the department has thirteen courses which satisfy various Linfield Curriculum requirements. The department is also committed to offering one Inquiry Seminar per academic year.

In addition to the formal Linfield Curriculum offerings, some departmental courses are cross-disciplinary in nature (e.g. ECB 340, 403, 440, and 478). The International Business major is interdisciplinary with its requirements of foreign language proficiency, a study abroad experience, and internationally focused coursework outside of the department.

Every student majoring in Economics or one of the Business disciplines is required to have an advisor in the department, and individual files are maintained on every advisee. In the past this requirement had not been completely satisfied, sometimes resulting in poor advising. However, recent changes in the academic advising process and the Registrar's Office policy (i.e. use of declaration of major/minor forms combined with the 45 hour rule) should rectify past problems.

Advising is considered to be one of the most important duties of ECBU faculty, second only to classroom teaching. Hence, all departmental faculty serve as academic advisors, with individual advising loads running between 20 and 50 students, clearly among the heaviest in the college. Each advisee is required/strongly encouraged to have a minimum of one advising meeting per semester to review academic progress and plan future coursework.

The department provides two Colloquium advisors per year. Most department members periodically participate in this program, with some faculty participating on an every-other-year basis. Faculty advisors are assisted by student peer advisors who are generally juniors or seniors majoring in one of the ECBU disciplines. Approximately two-thirds of the first-year students who indicate an interest in Economics or Business prior to enrolling at Linfield are placed with the two participating ECBU faculty. The remaining one-third is generally grouped with a faculty member from another discipline who does not have a large number of freshmen having declared interest in his/her particular field. That faculty member is generally teamed with a peer advisor majoring in an ECBU discipline. In this case, the student advisor provides expertise based on his/her own academic experience in the Department of Economics and Business.

**Faculty**

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

Eugene Bell, Professor of Business; B.A. University of Texas; M.B.S. Harvard; Ph.D. University of Houston

Scott Chambers, Associate Professor of Finance; B.A. University of California, Santa Barbara; Ph.D. University of California, Davis; CPA
Tim Cheney, Professor of Business; B.A. Stanford University; J.D. University of Santa Clara Law School
Richard Emery, Associate Professor of Accounting; B.A. Lewis and Clark College; M.B.A. Eastern New Mexico University and Golden Gate University; CPA
Randy Grant, Assistant Professor of Economics; B.A. Pacific Lutheran University; Ph.D. University of Nebraska at Lincoln
E. Malcolm Greenlees, Glenn L. and Helen S. Jackson Professor of Business; B.C. University of Alberta; M.B.A., Ph.D. University of Washington
David Hansen, Professor of Economics and Business and Dean of Students; B.A. Willamette University; M.S. Portland State University
Michael Jones, Harold C. Elkinton Professor of Economics; B.A., M.B.A. University of Oregon; CPA
Erika M. Schlomer, Assistant Professor of Business; B.A. Washington State University; M.I.M. American Graduate School of International Management; Ph.D. Washington State University
Jeffrey Summers, Associate Professor of Economics; B.A. Wabash College; M.S. University of Oregon; Ph.D. Purdue University

The faculty are well-trained in their areas of expertise. All faculty members have accomplished terminal degrees in their disciplines and possess substantial experience in both academia and industry, thereby allowing them to impart the most relevant knowledge to their curricula. Faculty also continue to publish and present in their areas of interest, therefore keeping abreast of the current status of knowledge in their fields.

Continuing Education and Special Programs

Programs are identical for on- and off-campus majors and minors in the Economics and Business Department. Whenever the Division of Continuing Education proposes the introduction of a new course and/or major or minor, approval must be received from the department, as all requirements pertaining to the ECBU curriculum in DCE are subject to departmental approval. The Curriculum Committee, of which department chairperson Sandie Kiehl is currently a member, must also give its approval of DCE courses. Once that approval has been obtained, approval must also be received from the Special Academic Programs Committee and the Faculty Assembly. In the event of majors, minors, or programs which cross disciplinary lines, all departments involved must first give approval.

Over half of the department's members have recently, or are currently, teaching in the DCE program. This participation enhances the department's ability to assess the needs of the program as it pertains to the Economics and Business curriculum. Furthermore, one ECBU faculty member is assigned responsibility for assuring that DCE students fulfill all requirements in a manner consistent with departmental rules and policies.

Adjunct faculty employed in the DCE program are subject to review and approval by residential faculty in the department. Typically, the department chairperson and faculty whose expertise lies in the curricular area in question review credentials and make the hiring recommendation. Subsequently, summaries of all adjunct faculty teaching evaluations are reviewed by the department chairperson at the end of each term. If there appear to be any problems, the department chairperson then consults with the appropriate residential faculty and the director of the Division of Continuing Education to determine the course of action to be taken. In addition, adjunct faculty routinely meet with residential faculty to discuss course goals, assessment, departmental and college-wide policies.

The department's faculty actively participate in the January Term travel program, typically offering two courses per year to locations such as Austria, Belgium, Chile, the Czech Republic, England, France, Germany, and Japan. The structure of these courses allows for significant on-campus research and study prior to departure and primarily experiential learning while abroad. Assessment is based on performance on exams, journals, and class participation.
Departmental faculty also offer Summer Sojourns through the Division of Continuing Education. These are typically shorter in length, but more intensive due to the abbreviated travel schedule.

All travel courses offered by the department satisfy the study abroad requirement of the International Business major. Travel courses in Economics may be used as elective credit for the Economics majors and minors. Similarly, all travel courses may be used as elective credit for the Business Administration major. As with other coursework, travel courses may not be double-counted if a student has a major in one of the Economics/Business disciplines and a minor in another.

History Department

Mission

History deals with all the events of the past that are significant for human beings. Thus the apprentice historian studies economic, political, social, religious, and other aspects of the human experience. History is a liberal arts education in itself, and in this respect reflects the college's mission statement in embracing “the liberal arts as the unifying basis for all learning.”

Curriculum

The History Department welcomes the opportunity for self-study in a time of transition. As a result of the new Linfield Curriculum, the department has absorbed two former GEC-identified historical sequences, Western Culture and World Civilizations (now HST 120-121, 122-123). Ancient and Medieval courses are, for the first time, offered on a regular basis. Finally, a full-time, tenure track position in Latin American History was added in 1998.

History has a simple, coherent design: for a major: forty credits, including HST 185 Methods and HST 485 Senior Seminar, the balance to consist of courses chosen from 100, 200, 300, and 400-level courses. There is no required sequencing in History because it is neither necessary nor desirable as few students come to Linfield to major in History. More than eighty percent choose History after two to four semesters of being undecided or majoring in something else. However, the department does offer some common sense guidelines for declared and potential majors. Students are urged to take one or two 100-level courses first. These survey courses in American, European, Latin American, and East Asian history are all offered at least once a year, as is the two-semester Western Culture. The department teaches multiple sections of World Civilizations. With one or two surveys under their belts, students are then advised to take a course at the 200 or 300-level. They are exhorted to take Historical Methods as soon as they declare History as a major. The department recommends a 400-level course and Senior Seminar be taken during the fourth year.

The American Historical Association suggests that undergraduate history programs contain courses in methods, historiography, and a senior thesis. Ten years ago, Linfield's History Department had one five-credit course that included elements of the three courses. Now, the department requires 185, in which methods and historiography are collapsed into one three-credit course, and 485, a five-credit seminar where students must produce lengthy research papers based on primary and secondary sources.

The 185/485 axis lies at the heart of the major. 185 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 in the library and other information sources; and 3) writing scholarly history papers of high quality. Historical Methods, in a very real way, bonds students to the department and effectively gets them to see the dynamic nature and intellectual rigor of the practice of history.

Between 185 and 485, students typically take several upper-division history courses, many of which have required term papers or several shorter written assignments. It is during this interim period that a pivotal transformation takes place as the students begin consciously to see themselves as committed History majors. They come to realize that History is one of the most demanding majors at Linfield because it is both reading- and writing-intensive. If students begin to learn how to think and
write like historians in 185, they put those skills into practice more fully in their content courses. Steeping themselves in the study of a specific country or era for a semester, they can write papers that intensify their understanding of the period and give them the opportunity to sharpen their skills as historical writers, skills they will need for 485. The Senior Seminar is meant to be the capstone experience, the course where students prove they have learned to think about history by researching and writing a 35 to 50 page paper with correctly formatted footnotes and bibliography. The best students are invited to continue to research and revise their papers for credit (HST 490) in order to qualify for departmental honors. Only those whose papers are deemed as having reached the level of graduate work are given this singular honor.

History courses taught on campus during January Term are usually taught by adjuncts and infrequently at that.

**Continuing Education, Special Programs, and Library**

The department makes a major contribution to January Term with its history travel courses. Courses are designed not to be academic tourism but extensions of courses taught on campus. For example, students who took 450 or 180 in 1997 knew that the department would offer a travel course to Vietnam in 1998. The travel courses to the Mediterranean led by adjunct Beverly Berg are tied to her courses in similar fashion. Students participating in travel courses do reading and writing assignments out of country and are given grades based on class participation and their written work. Assessment of what students have learned from travel courses can be accomplished in the same fashion as on-campus courses as discussed below.

Courses taught in DCE for the Linfield Curriculum and the Social and Behavioral Sciences (SBS) major are equivalent of classes in the traditional program. While the department is sensitive to the special needs of adult learners, these students are held to standards at least as high as on campus. Those choosing the History track within SBS must take a guided study version of 185, which uses the same core work book and a two volume collection of documents. For DCE students, their Senior Seminar is an individual project, a 35-50 page paper, which must meet all of the standards to which our regular majors are held. Students who study History in DCE are, for the most part, easy to work with and produce final projects that are at least as good as the those in the traditional program. In 1996-97, senior History majors produced four papers at the graduate level. Two of the four were from DCE students and the best (in the chair’s opinion) was written by a DCE student. Because the DCE History track in the SBS major essentially mimics the traditional undergraduate History major, students in that program may be assessed in a similar manner as for majors on the McMinnville Campus.

More books are published in history than any other academic subject, so it should not be surprising that the department works closely with the library ordering books for purchase. Several classes have had bibliographic instruction on how to find information in the library. 185 has a separate session on finding historical sources through the World Wide Web, which the students find particularly helpful. Because Linfield’s holdings are only a fraction of a research institution, the professor teaching the Senior Seminar must work especially closely with the interlibrary loan (ILL) office to make certain that students receive their requests in a timely fashion. While dealing with ILL can be difficult, the new Orbis system offers great promise for obtaining books and articles more quickly and efficiently.

**Assessment**

The process that begins with 185 continues through upper-level courses requiring term papers, and ends with 485 (or 490) is designed to foster 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 in the library and other information sources; and 3) writing scholarly history papers of high quality. To assess the achievement of these goals, the department will measure the student’s progress by comparing and contrasting written work from 185, any two upper level courses, and 485. Only by measuring students’ growth over time through a close
study of their essays can we assess their progress, both individually and collectively in cohorts, in a meaningful way.

Copies of four or more papers from each History major are collected and stored in a filing cabinet located in the Special Collections Annex on the second floor of Pioneer Hall. The full-time members of the History faculty read the files of each graduating senior in the spring. The chair convenes the faculty for the purpose of discussing the progress of each candidate. “Progress” should be based on organization, clarity of writing, accuracy, quality and quantity of research, balance, and sophistication of understanding. The advisor of each graduating senior writes a brief summary of the discussion on his/her advisee, adding comments as needed. The chair then writes a yearly report reflecting on how well this year’s seniors did as a group. The result should yield qualitative information that feeds productively back into planning.

General Education

The department participates in general education in several ways. While Western Culture and World Civilizations are no longer required, they are still taught under the aegis of the department and Colloquium advisors urge freshmen to take one or the other to satisfy the Vital Past (VP) requirement. Most other history courses also carry the VP designation. Both 185 and 485 are designated as writing-intensive, another LC requirement. Courses in Asian, European, Latin American, and African history count as Global Diversity while the American history courses satisfy American pluralisms. The department does not yet participate in the teaching of the first-year Inquiry Seminar because it reserves judgment about teaching composition in this new format until an adequate assessment has been conducted, as called for in the Faculty Assembly’s approval of the Linfield Curriculum.

Advising is taken very seriously in History. Majors meet with their advisors at least once a semester to plan for registration. Most students call on advisors more often than that, though, to discuss graduation requirements, problems with classes, frustrations with daily life, and life after Linfield. Advisees are not assigned to professors; rather, they are encouraged to choose the professor whose area of expertise is of the most interest and whose personality is most likely to make for a successful student–teacher relationship. The department takes part in Colloquium almost every year. This program is very important for student retention and is well run. In 1997, History and Political Science decided to alternate their participation in Colloquium by agreeing, in effect, to take care of each other’s incoming self-identified potential majors.

Faculty

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

Andrew Boeger, Assistant Professor; B.S. Earlham College; M.A., Ph.D. University of Texas at Austin

John Fincher, Professor (on leave); A.B. Harvard University; B.A. University of London; Ph.D. University of Washington

Hyung A. Kim, Visiting Associate Professor; B.A. Chung Ang University, Seoul, Korea; M.A. Ph.D. Australian National University

Vincil Jacobs, Professor; B.A., M.A. University of Oregon; Ph.D. University of Washington

Three members of the full-time faculty are tenured full professors. The fourth and newest member is an assistant professor. All hold Ph.D. degrees. Special fields include American history, Asian history, European history, and Latin American history. The department has three members actively engaged in research and publication.
Political Science Department

Mission

The Political Science curriculum is intended to help students make the connection between political events and experiences, and the normative and empirical theories that give them meaning. Students will 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’s mission coincides with the college’s mission in providing education in the liberal arts and in “contributing to a society which needs creative and constructive thought in citizenship, family life, employment, and leisure pursuits.”

Curriculum

Despite the constraints of a three-person department, Political Science students are required to take at least one course in each of the following major sub-fields of the discipline, including American politics, comparative politics, political philosophy, and political methodology during their first two years. Students are encouraged to take courses in other sub-fields as well, including constitutional law, international politics, and public policy. The research methods class, required of all majors in their sophomore year, prepares students for the more advanced and methodologically challenging material offered in upper division courses. The degree to which these required substantive and methodological courses are successful is tested in two required proseminars in the students’ junior and senior years, in which they have an opportunity to write extensive papers that go beyond the required coursework. Upper-division electives help students to synthesize introductory material learned in lower division courses. In addition, these courses help students identify career goals (e.g., law school, graduate school, public service, etc.). The department places heavy emphasis, even in its lower-division courses, on research, writing, and analysis. Students are required to use the library resources, including electronic databases, in their research work. The major weakness in our program is the small size of the department. Because we are committed to teaching in areas in which we have graduate school training, there are some courses we simply do not offer that would be part of the curriculum in a larger department (e.g., international political economy, politics of developing nations, specialized normative political theory courses). The department is engaged in an ongoing assessment of its curricular needs as reflected in student demands and disciplinary trends. Recently, for example, with the addition of a new faculty member the department was able to introduce a much-needed political methodology course.

Special Programs and Library

The department requires that every major participate in an internship that provides practical experiences in politics, law, and public service. Most students fulfill this requirement during January Term of their junior year. The internship syllabus is uniform, regardless of instructor; students must keep journals of their experiences, write research papers, and be formally evaluated by their internship employers. Because students often do internships in areas related to their coursework, the department has an opportunity to have its students’ substantive, analytical, and research skills assessed by a non-college audience. The department also offers traditional catalog courses during January Term that use course syllabi, standards, and means of assessment that are identical to those used during the regular semesters.

Department faculty work with the professional library staff on student library orientation exercises. These orientations occur in several courses and are geared toward enhancing general learning skills, as well as those related to specific courses. Students learn to use, among other tools, search engines for bibliographic work and empirical databases for quantitative research papers and assignments. In addition, as a result of Northup Library policy, the department is responsible for selecting monographic, reference, and periodical materials.
The department has been involved, and will continue to be involved, in offering courses outside the continental United States (e.g., England, Hawaii, and Europe). These courses are often regular catalog courses, requiring much of the same substantive work but with the educational enrichment of on-site experiences. These courses use syllabi, standards, and means of assessment that are employed during semester-length courses. All syllabi, which include course requirements, are approved by the college Curriculum Committee. The committee holds these courses to the same high standards that are applied to non-travel courses.

**Assessment**

The department has recently adopted a comprehensive plan of program assessment that includes the following features: 1) Comparing student papers in the first political science class taken at Linfield and papers written in the student's last year; 2) Comparing student self-assessments administered during the sophomore-level Research Methods course with self-assessments administered during the senior year; 3) Collecting reports from alumni regarding post-graduation achievements, career choices, success in graduate/law school, and reflections on their undergraduate training; 4) Collecting data on the success rate of students applying to graduate/law schools, and the quality of schools to which they are admitted; 5) Assessing employer evaluations of student internship performance; and 6) Collecting data on student participation in politically related extracurricular activities, such as student government and newspaper work, political campaigns, and other community experiences.

The department has identified the following learning outcomes for its majors and minors. Political Science graduates will be able to:

- Communicate with precision and clarity in a coherent and literate fashion.
- Acquire a basic understanding of the fundamental philosophical questions concerning government and politics.
- Acquire a basic understanding of political structures and processes.
- Think critically about contemporary political issues and be able to relate political knowledge to the students' own lives, professionally and personally.

The department informs students of these goals during the advising process, during the college-wide department open house that each attends, and in the introductory American Politics course. The department is in the process of developing a document which will be given to each student as he or she declares the major. Through the advising process, the department evaluates these goals for each student according to the assessment criteria identified above.

With the adoption of the Linfield Curriculum, the vast majority of the department’s course offering satisfies one or more general education distribution requirements. In addition, the department has offered Inquiry Seminars in each of the first two years of the Linfield Curriculum and is committed periodically to do so, as the seminar is a key feature of the new curriculum.

One of Linfield’s particular strengths is its intensive advising program. Each student chooses or is assigned a faculty advisor. The advisor is responsible for course scheduling, student program planning, and career and graduate school guidance. Periodically the department meets with all majors, soliciting their views on course offerings and other curricular issues. The academic advising office helps facilitate the advisor selection process and informs faculty of student needs. There is no formal faculty preparation for advising. This is something that the institution might consider as a way of enhancing the quality and effectiveness of faculty advising. Finally, department members participate in Colloquium. Our newest faculty member has found this experience useful in learning about the advising process.
Faculty
Howard Leichter, Chairperson, Professor; B.A. Hunter College; M.A. University of Hawaii; Ph.D. University of Wisconsin
Dawn Nowacki, Assistant Professor; B.A., M.A. University of Washington; Ph.D. Emory University
Elliot Tenosky, Professor; B.A. Northeastern University; M.A. University of Chicago; Ph.D. Brandeis University

Two members of the department are tenured full professors and the third an untenured assistant professor. The department is convinced that it offers a good grounding in the major areas of the discipline. Each department member has attained the terminal degree in the discipline, and teaches in his or her areas of specialization. Respectively, department members have been trained as specialists in: 1) constitutional law and political theory; 2) American politics, public policy and comparative politics; and 3) comparative politics, international relations theory, and methodology in political science.

The department chairperson is responsible for regularly reviewing and assessing the teaching effectiveness of each faculty member (and the dean of faculty is responsible for reviewing the chairperson). A formal written evaluation is provided to faculty members identifying teaching strengths and weaknesses. The effectiveness of these evaluations is assessed by comparing the progress of faculty in improving areas of weakness and enhancing areas of strength.

Psychology Department

Mission
The multifaceted nature of psychology requires a department to offer a curriculum representative of the diversity within the discipline and simultaneously maintain an atmosphere promoting learning and instigating curiosity. Our primary objective 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 the practica in laboratories 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.”

Curriculum
The curriculum of the Psychology Department is designed to give students exposure to both social and natural sciences approaches to the study of behavior and mental processes, with emphasis on the theoretical issues, methodology, and seminal research that have marked the steady progress in the discipline. This goal requires that students include early in their preparation the appropriate introductory courses together with methodology and statistics in order to develop core schemata enabling critical assessments and connections between the various facets of the discipline. With few exceptions, courses are offered at least once a year, with essential courses offered each semester. Forty credit hours are required for completing a major, with 24 of these prescribed. Elective offerings allow students the opportunity to pursue specialty interests.

A continuing goal of the Psychology Department has been to provide increased curricular opportunities for experiential learning through laboratory activities linked to classes, community service activities, internships, and collaborative research. This objective has been greatly facilitated within the last few years with the addition of a faculty member, a $150,000 remodeling of the laboratory facilities, and the ability to maintain near state of the art computing capability in the laboratories. Another avenue being used to increase student involvement has been the continuing solicitation of outside funding for support of student and faculty summer research activities, as well as the acquisition of laboratory equipment and supplies. This has in recent years resulted in support from
the Murdock Foundation for faculty-directed student research as well as the acquisition of support equipment and supplies.

Most courses within the department require some writing, with many requiring significant research papers as a course requirement. This necessitates the utilization of library resources for periodicals, books, but perhaps most importantly, the electronic search capability our library has acquired in recent years. This includes resident on-line searches in addition to the standard search capabilities such as the CD ROM “Psychlit.” The Psychology senior project course in DCE makes extensive use of the reference librarians by having them familiarize students in a formal setting with the means of finding information from a myriad of possibilities.

Courses in the Psychology Department curriculum which meet general education requirements include the two introductions to the discipline PSY 102 and 103, both of which belong to Individuals, Systems and Societies. PSY 103 Introduction to Psychology: A Natural Science Perspective may alternate satisfies the Natural World requirement. The capstone course in Psychology, the Senior Seminar, meets the writing-intensive requirement. Other courses are under review for inclusion in the Linfield Curriculum, with a complicating factor that, with the exception of 102 and 103, all courses have lower division prerequisites.

Assessment

The curriculum of the Psychology Department is reviewed on a continuing basis. These reviews in recent years have led to a reassessment of course sequencing and the addition of new courses at introductory level. The baseline for these assessments includes seeking information from professional journals, the Internet, professional meetings, etc., and comparing Linfield with other institutions. Other program evaluation has been done by using informal student feedback.

Last year we set in place more formal student-centered assessments of the program by incorporating on a trial basis focus group interviews of graduating seniors. In addition, we are considering a plan to incorporate student portfolios in the assessment process. These longitudinal glimpses into student activities are designed to give some indication of individual growth in the discipline. Related is a desire to gather information from more recent graduates. We have obtained an instrument designed for the purpose of obtaining feedback from alumnae which we plan to incorporate into our departmental self-evaluation. This form of data collection is contingent upon receiving both funding and clerical assistance from the administration.

Faculty assessment comes from three sources. The first are student evaluations of each course a faculty member teaches. The Psychology Department insists that all faculty obtain such evaluations of courses. The second source of review is the periodic evaluation of performance by department peers and the dean of faculty. These are held on a regular basis for all faculty. A third performance assessment for probationary faculty is a written evaluation by the department chair. In addition to teaching reviews by peers and supervisors, faculty are appraised as to how well they have met obligations for service to the institution and standards for professional activity. The department expects each member of its faculty to attend professional society meetings, make public presentations, publish, and serve in leadership positions on regional and/or national bodies.

Faculty

Eugene Gilden, Chairperson, Professor; A.B. University of California, Los Angeles; M.A. California State University, Los Angeles; Ph.D. University of Houston
T. Lee Bakner, Assistant Professor; B.A. Shippensburg University of Pennsylvania; M.A., Ph.D. Kent State University
J. Frank Bumpus, Professor; B.A. Whitworth College; M.S., Ph.D. University of Oregon
Linda Olds, Professor; B.A. Oberlin College; M.A., Ph.D. University of Cincinnati
In addition to the faculty members cited above, the department has a tenure-track vacancy, created by the 1998 retirement of Dr. James Duke, that it will seek to fill during the 1998-99 academic year.

The addition of a physiological psychologist five years ago increased the department faculty from 3.6 to 4.6 FTE. The department has worked diligently over the years to retain the diversity that the discipline represents. The addition of this new position was in keeping with that goal, but perhaps most importantly, it has allowed the department to expand the scope of required courses and maintain class sizes more in keeping with what is necessary to provide “hands-on” learning activities and personal attention for Psychology majors. The laboratory component of our courses was bolstered in 1998 with the addition of a laboratory coordinator shared with the Health, and Human Performance and Athletics Department.

All department faculty teach within their areas of specialty, regularly attend professional meetings, and engage in professional activity. Our current staffing goal is to add one FTE to provide more collaborative research activities, increase the variety of courses available, alleviate scheduling bottlenecks, and expand course offerings that prepare students for further training and professional opportunities.

Advising is a continuing activity of all departmental faculty and includes heavy involvement in Colloquium. Most Psychology students have as a professional goal work in human services. Given this prevalence, the faculty strive to expose students to the variety of opportunities available to them, including further education and training. Faculty work together with students by designing courses of study to complement their objectives, and by encouraging research, internships, community service activities, etc. among them. When graduate school seems appropriate, the faculty work collectively to guide the application process for the students in question and keep them apprised of the variety of programs available that fit their professional aspirations.

Sociology and Anthropology Department

Mission

The Sociology and Anthropology Department (SOA) of Linfield College is committed to the teaching of undergraduates about human societies and cultures in an atmosphere of intellectual rigor, open inquiry, tolerance, and respect. The department seeks to nurture the growth of individuals who are maximally informed about the human condition and dedicated to its improvement. While training students in anthropological and sociological strategies for understanding the world, the department fosters their acquisition of tools and skills that will enrich their life experience, and enable them to find fulfilling, meaningful, and socially responsible work in the 21st Century. The goals of this mission are entirely in keeping with the overall mission of Linfield College.

Curriculum

In 1994-5, the SOAN Department initiated a broad and radical revision of its curriculum and program. This included a careful re-thinking of our goals, objectives, and mission within the context of the institution, and a plan for implementation. In a number of documents (including the college bulletin, the department’s past annual reports, and the Departmental Assessment Plan of September 1997) we have described the program and the progress made thus far. Most of this descriptive material will not be reproduced here. Our current efforts at meeting the high standards we have set and devising assessment procedures will be highlighted in the present document, as will be the challenges anticipated by the department in the years to come.

We believe our department now has in place a rigorous, well-balanced, and coherent degree program for Sociology and Anthropology majors. At the same time, the department’s contribution to the general education program (the Linfield Curriculum) continues to be strong and enthusiastic; we see these roles as complementary and not antagonistic. Yet as a small department of four permanent
staff, SOAN has had to craft a program that maximizes limited resources to achieve its ambitious goals. At the core of this is the structural and practical integration of the two component disciplines. The departmental curriculum is broken down into sociology courses, anthropology courses, and those that carry either sociology or anthropology credit. Despite certain methodological and theoretical differences, because of the close historical relationship between the two disciplines (and a concerted effort on the part of the faculty to broaden their own coverage and perspectives), such a two field/dual-curricular strategy is possible, providing students with a wide range of courses, instructional orientations, and social scientific issues. This extends from the lower division “content” courses (such as Gender and Society, or the Peoples and Cultures series) to the upper division methods and team-taught theory courses required of all Sociology and Anthropology majors. Sociology and Anthropology majors engage each other and all four faculty both socially and intellectually over the course of their Linfield careers. Both of our capstone experiences integrate the bodies of knowledge in the two disciplines while creating intensive learning communities (485N Senior Seminar: Theory and Practice, and a special topic senior-level seminar [one offered each semester from a number of options, with faculty members teaching in rotation]). Though allowed considerable flexibility in their choice of specific courses, majors now move smoothly through a hierarchically organized sequence of courses with clear prerequisites, and in the process acquire a strong sense of identity with cohorts of learners, made up of both Sociology and Anthropology students. This is an ambitious, though very challenging, program of study that requires vigilant monitoring. We believe we have in place the means for assessing the program’s success, and for tracking students’ progress in acquiring the qualities and skills crucial for Anthropology and Sociology majors. Details of our assessment procedures are provided below.

SOAN faculty have enthusiastically supported January Term. Departmental goals and course objectives are realistically modified both to take advantage of its format, and to adjust to its structural limitations (e.g. time constraints affecting the scope of library research projects). Because sociology and anthropology are fundamentally “naturalistic” realms of study, such a short-semester format provides a superior framework for intensive field research and investigation of important social and cultural issues. This is reflected in the SOAN topics offered in January Term over the last ten years, many of which have been travel courses: Tradition and Change in Hungary; Tradition and Change in Romania; Ancient Estuarine Environments; Strangers in Strange Lands; Comparative Women’s Politics; Social Casework in Honduras; Down and Out in America; City and Countryside in Transition; Peoples and Cultures of Argentina; Peoples and Cultures of Peru. We consider our travel courses to be actually more intellectually demanding than our regular campus courses. In the human sciences, actual contact with “real life” societal and cultural contexts is comparable to the “laboratory experience” in the natural and biological sciences. Equal attention and seriousness is accorded the salient methodological issues, including the dilemma of intersubjective encounter within the participant observer framework, a conundrum which often provides the central focus of the study experience. Rather than view such courses against the “field” of regular course standards, we see such travel courses—where students engage other humans in their own living contexts—as embodying the best opportunities that higher education can provide, and therefore we seek to approximate as best we can in our regular semester courses what we are able to achieve in January Term.

SOAN faculty and courses are important components in DCE’s Social & Behavioral Sciences major. Residential and carefully selected adjunct faculty members teach twenty-five to thirty courses in DCE and oversee twelve to thirty required senior projects each year. Many senior projects are of excellent quality and the DCE students’ performance in coursework is comparable to the on-campus student body’s.

A concerted effort is made to provide all students enrolled in SOAN courses with opportunities to learn how to access materials from the library and other information sources. All SOAN courses (as evidenced in syllabi) assign papers requiring library research, and frequently on-line access, through which students develop skills in information retrieval and critical use. In addition, faculty very frequently work with library staff to prepare guidelines for the specific research projects assigned for
their classes, including orientation sessions instructing students in ways to access information, both from within the library and by means of computer terminals elsewhere.

SOAN Department faculty strongly support and actively participate in the Linfield Curriculum. We serve as one of the “home departments” of the “Individual, Systems, and Societies” Area of Inquiry, with 21 of our 42 courses meeting that area requirement. Several courses satisfy other Areas of Inquiry (Natural World, the Vital Past). Moreover, twelve courses fit Global Diversity and seven fit American Pluralisms. One or two Inquiry Seminars for first year students will be offered annually by departmental faculty. All 400-level seminars, as well as 490N Senior Thesis, are writing-intensive. The two departmental major programs are well-integrated with the Linfield Curriculum.

Assessment

The department’s learning goals for students are contained in the 1998-99 Linfield catalog and the full assessment plan is provided in the Linfield College Assessment Plan, 1998-99. The assessment program is broad based, including the development and compilation of student portfolios, the satisfactory completion of a senior seminar or experiential learning project, and comparison of a student’s written work in the senior year to written work from prior years.

SOAN faculty believe the rigor of their program ensures that all students who complete their majors (with a 2.0 GPA) will have satisfactorily achieved the goals established. In cases where satisfactory achievement for any goal is in question for an individual student, the faculty meet to discuss and devise ways the specific goal might yet be realized. In most cases, this assessment is made before the student’s final semester at Linfield, since the portfolio and final self-assessment are completed by the end of the fall semester. This allows for intensive remediation to turn around the unsatisfactory skills areas of the student’s performance. The process of self-assessment and faculty critique is separate from grading procedures for class work, although it may be used in the faculty’s determination of honors and awards.

To make use of assessment information in planning and curriculum design, the department maintains a database, organized by year and added to annually, that includes: a) each major’s junior year self-assessment; b) each major’s senior self-assessment; c) notes on the interviews held by departmental faculty with seniors; d) at least three pairings of lower division and 400-level seminar papers by graduating majors that represent low-end, average, and high-end performances; e) information on students’ senior projects (internships, scholarly presentations, museum exhibits, and theses); and f) student evaluations of 485N Senior Seminar: Theory and Practice, which ask them to assess the utility and value of the process of self-assessment. Each spring semester, at a departmental retreat, these and other materials are discussed and results are compared with previous years. Along with the on-going evaluation and critique of the SOAN curriculum, the retreat provides an opportunity to identify strengths and weaknesses of the program in meeting departmental goals for students.

As a crucial component of the on-going assessment process, the faculty of the SOAN Department will continue to maintain close relations with alumni who graduated as Sociology and Anthropology majors. Reports from alumni regarding post-baccalaureate achievement, career choices, success in graduate school, involvement in civil and political action, and reflections on their undergraduate training will be added to the departmental data base (for which a work-study student will have responsibility, working in cooperation with the College Relations Office). On an informal basis, such contact will provide a useful source of information on the effectiveness of the SOAN Program in preparing students for their post-graduate lives and careers. A more formal setting for examination of this topic is provided by the meeting of current seniors with SOAN alumni every fall at one of the class sessions of the Senior Seminar. This latter occasion provides an effective check on the degree to which the departmental curriculum and the stated goals that underlie it are in tune with evolving realities of U.S. society. Such a meeting was held for the first time in November, 1997, and proved to be highly successful. Of particular value were the comparisons made by members of different student cohorts regarding specific components of the SOAN curriculum and how well skills were being
developed. Alumni were unanimous in praising our move to make the methods course, research papers, and oral presentations mandatory. They also expressed strong support for requiring an internship. There was, in contrast, considerable disagreement about requiring a senior thesis.

Along with the above sources of feedback, close attention is paid to the student evaluations of courses taught by SOAN faculty, including adjunct professors. Although many factors extraneous to the institution affect student choices regarding majors, one sign of an effective and dynamic program (teaching and learning) may be the numbers of departmental majors. Such a bald quantitative measure would need, however, to be evaluated in concert with other sources of information about the quality of the program (such as those described above).

The Academic Advising Handbook prepared by the director of Academic Advising is used by SOAN faculty to guide their advisees. SOAN faculty serving as Colloquium advisors participate in a thorough orientation program that familiarizes them with institutional structures and strategies for assisting their advisees. All four regular SOAN faculty rotate as Colloquium advisors and employ the knowledge gained thereby on an on-going basis with their entire advisee cohort. Past and current department chairs, the senior members of the department, mentor the junior members of the department in terms of advising practices, with relevant information shared within the departmental office suite. We hold frequent office hours (six to ten hours per week for each faculty member) to respond to the needs of our advisees and students enrolled in our classes.

Faculty
Joel Marrant, Chairperson, Professor of Anthropology; B.A. University of California, Santa Cruz; M.A., Ph.D. University of Oregon
Kristin K. Barker, Associate Professor of Sociology (on leave 1998-99); B.S. Western Michigan University; M.S., Ph.D. University of Wisconsin, Madison
Alfred Darnell, Visiting Assistant Professor of Sociology; B.A. University of Colorado; M.A., Ph.D. University of Chicago
Tom Love, Associate Professor of Anthropology; B.A. Columbia University; M.A., M.S., Ph.D. University of California, Davis
Jeff D. Peterson, Assistant Professor of Sociology; B.S. Washington State University; M.A., Ph.D. University of Texas at Austin

The SOAN department has two full time anthropology professors and two full time sociology professors. All have terminal degrees in the fields in which they teach. The expertise and interests of the four members of the department complement each other, and coverage of the two disciplines is adequate. A two-year rotation (except for introductory courses) is employed to allow such coverage, meaning that each faculty member teaches a repertoire of between eight and eleven courses (including Inquiry Seminars and, until 1998, Honors Program courses). As many as eight courses are not being taught in regular rotation, and at least three other courses are being taught primarily by adjuncts. We have been fortunate to have a pool of highly qualified adjunct professors to teach those courses and provide additional classes to meet such institutional needs as the Linfield Curriculum. With their assistance, the department is able to maintain a dynamic program offering rigorous majors and minors in those two fields, although our revitalized curriculum and assessment plan, along with increased student interest in the department, is putting considerable pressure on faculty resources. Course enrollment relative to departmental FTE is among the highest at Linfield, and would be even higher had SOAN faculty not decided in 1996 to restrict class size to thirty. The number of declared majors has fluctuated between thirty and fifty (currently standing at fifty-two) with an average of sixteen majors graduating each year (over the past five years). Addition of a full-time sociologist specializing in race, ethnicity, and demography, along with an archaeologist/physical anthropologist would allow for a truly well-rounded program.