The psychology of flying

David Rozovski ’05 in the cockpit of a Boeing 747-100. Rozovski had the opportunity to attend 747 ground school and help conduct evaluations of pilots and maintenance personnel during his internship at Evergreen International Airlines last summer.

David Rozovski’s internship took him nearly around the world – 23,000 miles in six days to be exact. Although he saw little more than the flight deck of a 747 on that particular trip, it’s quite an accomplishment for someone who used to fear flying.

Rozovski ’05, a Linfield College psychology major, spent the summer interning in the safety department at Evergreen International Airlines in McMinnville. The position involved a variety of projects, all related to his ultimate goal of working in aviation psychology. His senior thesis explores indicators to help pilots recognize instrument failures more quickly and help avert plane crashes.

“I am looking at human/machine interaction,” he said. “If you look at the new aircraft, from a psychological and cognitive perspective, they are a lot better designed than they used to be. Aviation psychology focuses on the engineering and delivery of information in order to make the pilot’s job easier while increasing safety.”

Rozovski eventually hopes to put his knowledge to work for an airline or a plane manufacturer that is developing new aircraft designs.

“Planes are built by engineers, but pilots don’t usually think like engineers,” Rozovski said. “Maintenance personnel may say you don’t need a specific instrument to fly a plane, but pilots may disagree. I’d like to focus on that, taking into account how pilots see things, how maintenance personnel see things and how the plane operates.”

Rozovski’s internship related to all of that. He sat beside seasoned pilots during a 747 ground school, an annual requirement for them. He also helped develop an assistance program to aid friends and families of employees in the event of an accident.

Because of the need to maintain security and keep personnel around the world updated in the event of an incident, Rozovski has also helped develop a secure website that allows Evergreen employees access to information from any computer anywhere in the world via a password.

“David worked on all these different programs,” said Bud Thompson, director of safety and security at Evergreen. “He saw the glorious side of flying as well as the mental side of it. He learned the importance of having all kinds of information available.”

The six-day marathon journey, routine for Thompson but new to Rozovski, included stops in Alaska, Japan, Korea, Singapore and Diego Garcia to conduct routine safety evaluations of the pilots and maintenance personnel on the ground. The evaluations included observing in-flight operations and the ground logistics to make sure all procedures – both FAA and Evergreen – were properly followed.

During take-offs and landings, Rozovski or Thompson sat right behind the pilots, observing the process.

“The really high level of work occurs when the plane takes off, gets to cruising altitude and establishes a route,” Rozovski said. “Then the workload drops off significantly until the plane begins its descent and lands.”

Rozovski said his experience at Evergreen was invaluable.

“I’ve been able to look at why accidents occur and the details that go into investigating an accident,” he said. “I’ve had a lot of freedom to learn as much as I want to learn.”

“I’ve been able to see everything from systems operations to flight dispatch to flight operations,” he added. “I’ve been able to interact with the chief pilots on all levels of the DC9s and 747s. I’ve been able to see how maintenance operates. We interacted with sales and marketing people because if there isn’t a cargo or customer, we are not going to fly. All those factors interacting gave me a good understanding of everything that goes into the entire operation.”

Rozovski got a glimpse of what pilots deal with in the air. He just got his license to fly single engine planes, is working toward his instrument license and ultimately plans to get a commercial license.

– Mardi Mileham
You have heard me often say a liberal arts education is the best preparation for a lifetime of learning and serving. But how do we define the liberal arts? The Association of American Colleges and Universities defines and describes a liberal education: “A philosophy of education that empowers individuals, liberates the mind from ignorance and cultivates social responsibility.” A liberal arts education provides students the opportunity to explore important issues and is more a way of studying than a specific content. A liberal arts college, such as Linfield, can be defined as a particular type of college, often small, often residential, that facilitates interaction between faculty and students. Its curriculum, like Linfield’s, is grounded in the liberal arts disciplines—the humanities, the social sciences and the sciences.

As a student in search of a liberal education, you will learn an appreciation for complexity. You will be able to see issues and approach problems through your work in many disciplines. Breadth in one’s education leads to breadth in one’s perspective. As a student in search of a liberal education, you will appreciate the importance of effective communication. This institution, this community, this world require better understanding and new systems of communication. There is a crucial role for expression in the development of humankind. That is clear in the humanities, but also in the history and understanding of math and the sciences. Liberal arts students love ideas, and the goal is to communicate those clearly.

As a student in search of a liberal education, you will learn to appreciate the question, “why?” Small children ask that endlessly and the learning goes on. At some point we seem to accept what we hear or read on the Web, or pick up on the Fox channel, without asking, “why?” or, “is that the truth?” We have extraordinary access to information, but we must continually test the accuracy and relevance of what we learn.

I urge you to take full advantage of all the opportunities that are available. Beyond exciting classes, go to plays, attend great lectures, participate in the arts, do forensics, take an art course and attend the gallery openings, participate in and attend our varied and very fine music programs, be in a sport—intramural or varsity—keep physically and mentally fit. Travel into new parts of this country and in the world. Become involved in one or more of the many student clubs and organizations. We urge you to participate as a student/scholar. Let us celebrate and take full advantage of the opportunities which we have both on the campus, in the community and around the world. Let us develop habits of the mind and habits of the heart, and let the waves and ripples of this Linfield community extend far and wide. Let us find joy in what we do, wherever we may be, and let us celebrate the liberal arts tradition at Linfield—connecting learning, life and community.

Joan Austin honored by Linfield

Joan Austin, senior vice president and treasurer of A-dec, Inc., in Newberg, received an honorary bachelor of arts degree from Linfield College during opening Convocation ceremonies Sept. 1.

Austin, who is a member of Linfield’s Board of Trustees, is the only second person to be awarded an honorary bachelor’s degree in Linfield’s history. Although Austin did not have the opportunity to attend college, “her life has embodied the principles and spirit of the liberal arts,” according to Linfield President Vivian A. Bull, who presented the degree.

Fourty years ago, Austin and her husband, Ken, founded A-dec, now the largest private dental equipment manufacturer in the U.S. From the beginning, Austin managed the administrative, personnel, financial and legal areas.

“Her personal approach to these tasks has brought A-dec fame as one of the best places in Oregon to work,” Bull said. “The company not only compensates its people well and shares its profits with them, but it encourages them to pursue lifelong learning by providing in-house seminars and paying full tuition for college courses and certification programs.”

Austin is a philanthropic force in her hometown of Newberg, at Linfield and at Oregon State University. For example, each year A-dec pays for the entire kindergarten class at the Imagination Academy of Newberg, Dundee and St. Paul public schools to attend a cultural function in Portland, and it funds a free local concert by the Oregon Symphony.

She is also active in civic and community affairs beyond the Willamette Valley. She was the first woman appointed to the Oregon Economic Development Commission, served on the advisory council of the Federal Reserve Bank Board in San Francisco and currently serves on The Kennedy Center President’s Advisory Committee on the Arts.

“Cicero Speaks” to Oregon audiences

Audiences across Oregon will be treated to a glimpse of Cicero, famous Roman orator and politician, during the coming months.

Jackson Miller, assistant professor of communication arts and director of forensics at Linfield College, will present “Cicero Speaks: A Performance and Discussion on the Art of Oratory” for the 2004-2005 Oregon Chautauqua season.

Miller compiled, directs and performs in the original one-person show, focusing on the life and ideas of Marcus Tullius Cicero. The show, which premiered at Linfield in October 2003, features excerpts from five of Cicero’s speeches and passages from his scholarly writings and letters.

Oregon Chautauqua is a public humanities program of the Oregon Council for the Humanities, which brings vibrant public lectures, discussions and presentations to communities throughout Oregon. The council will fund approximately 200 Oregon Chautauqua programs during 2004-2005.

Miller’s first performance will be Oct. 25, at 7 p.m., at the Cedar Mill Community Library in Portland. Additional performances will be scheduled throughout the year. A schedule can be found at www.oregonhum.org.

Following the show, Miller will lead a discussion with the audience about issues raised by the performance. Miller said the program focuses on connections to political, social and ethical issues, and draws on the disciplines of history, philosophy, theatre and rhetoric.

“It’s a great honor,” he said. “One of the really neat things about the program is it allows me to take Cicero and the humanities to other parts of Oregon. The issues Cicero talks about apply to our broader communities.”

“Cicero Speaks” is Miller’s third one-person show with previous programs focusing on the lives of American philosopher and educator John Dewey and literary critic Rufus Griswold.
Linfield retains number one ranking

Linfield College has again been ranked the top college in the western region in the Comprehensive Colleges-Bachelor’s category in rankings released by the magazine U.S. News & World Report. This is the fourth consecutive year that Linfield has been ranked number one in its category by U.S. News. “Two of the factors in our top ranking are our continued high graduation and retention rates, which are consistently higher than the national average,” said Linfield President Vivian A. Bull. “Those rates reflect a high-quality faculty that is dedicated to teaching. Our students and faculty take teaching and learning beyond the classroom, into the field, the laboratory and the community, and find innovative ways to feed their intellectual curiosity.” Linfield has also been named one of “The Best Western Colleges” by The Princeton Review. Linfield is one of 134 schools receiving the Best in the West designation.

Strong freshman class begins life at Linfield

One of the strongest classes in recent years enrolled on the Portland and McMinnville Campuses this fall. At McMinnville, 437 freshmen are in the class of 2008. On the Portland Campus, 136 new students, including 31 freshmen and 105 transfers, are majoring in nursing or health sciences. Ranging in age from 18 to 60, Portland Campus students have an average freshman grade point average of 3.56, while the average for transfer students is 3.67. Thirteen percent of the new students are male and 16 percent are students of color. Thirty-seven percent of the transfer students have prior bachelor’s degrees, in psychology, engineering, exercise science, business and physics, among other fields. Students also hold advanced degrees of J.D., master of divinity and master of education. Many of the new students are from Oregon, but others are coming to Linfield from Florida, New York, Virginia, Wisconsin, Peru, Colombia, Romania and Russia.

In McMinnville, 52 percent of the new students are women and 48 percent are men. With an average GPA of 3.6, students represent 272 high schools. Students of color, including international students, make up 15 percent of the entering class in McMinnville. Scores average 1120 for SAT and 25 for ACT. Thirty-two percent are from the top 10 percent of their high school classes, and 10 percent are from the top one percent of their previous classes. On the McMinnville Campus, 92 are legacy students, with a relative who previously attended Linfield.

Members of the new class have been active in student government, newspaper, yearbook, National Honor Society, music, theater, dance, forensics, Boy Scouts, Girl Scouts and other groups. They have completed community service projects with Meals on Wheels, DARE, the Big Brother program, Red Cross, Habitat for Humanity, Portland Rescue Mission, Helping Hands and Food for America, to name a few.

New music building planned

A new music building is planned for the Rack Campus to complete the new Arts Quadrangle that so far includes the James F. Miller Fine Arts Center, the Jereld R. Nicholson Library and the Marshall Theatre in Kenneth W. Ford Hall. HOYA Architects, which designed the renovations of other buildings in the quad, has completed drawings for a 17,000-square-foot facility that will include instruction and practice spaces, as well as large band and choral rehearsal spaces. The choir room will have seating for 100 and will also serve as a venue for smaller recitals. Fundraising for the first phase of the project is under way, with a target deadline of June 30. Shown above is the view from the choir room towards Nicholson Library.

Attending Linfield is a family tradition. Twenty-one percent of the freshmen enrolling this fall have family members who have attended Linfield. Members of the 2004 Legacy class are front row, left to right, Mike Arbogast, Cole Norris, Ryan Ishizu, Allison Stone, Lisa Chupp, Joshua Gastilo, Jenny Corak, Corinne Cosentino, Talon Wood, Marc McKee, Dara Jester.

Carl E. Wieman, distinguished professor of physics at the University of Colorado at Boulder, will present the Oregon Nobel Laureate Symposium March 30 and 31 at Linfield College. Wieman, along with Eric Cornell of the National Institute of Standards and Technology and Wolfgang Ketterle of the Massachusetts Institute of Technology, shared the 2001 Nobel Prize in Physics. They were cited for their landmark 1995 creation of the world’s first Bose-Einstein condensate, a new form of matter that occurs at a temperature just a few hundred billionths of a degree above absolute zero.

Wieman will present a public lecture as well as meet with Linfield students and faculty. Details of his visit are not yet final.
The first weeks of June

By Lex Runciman

Here it is the first full week in June. Ten days ago, Commencement concluded under cloudy skies that mostly refrained from dropping their contents.

My English Department colleagues and I greeted our now graduated seniors—and their families—at a small reception following the ceremony.

New graduates are all at ease, unaccommodated to mediating directly between their professors and their family members; two worlds collide, however bemoaned. Though we are tired from a year full with the usual teaching, advising, scholarly and creative efforts, committee service, recommendations, a national search, and multiple down-to-the-wire theses and last papers—we smile and congratulate and praise and more easily, sincerely. We repeat the old cliché, proved yet again, that the trouble with our best students is that they always graduate. The reception doesn’t last long: everyone has somewhere else to go. We collect the plastic cups, gather the sparkling cider bottles now emptied, pick up stray napkins, and another school year is well and truly completed.

The first weeks of June are supposed to be pleasant, unforced days of various long-postponed household chores and beginning to contemplate that stack of books accumulated over several months. It’s supposed to be a time away from chores and beginning to do various long-postponed needed time of recharging. All of June is supposed to be precisely this.

But last weekend’s Oregonian reports the deaths of three soldiers, all from Oregon, in combat in Iraq. Their photographs show them, heads close-cropped, smiling or serious, wearing combat fatigues. When I first look at them—glancingly, the news still entirely new—a physical reaction results. All in an instant, my eyes close, shoulders and stomach drop, the head goes heavy. I know something before I can even formulate the words. The news account says this man I recognize is, was, 25. It does not give information on whether or where he went to college. The name under the photo is familiar, but then McCrae is a somewhat common name. What are the odds, I say to myself. How could it be someone I taught? Yet the face’s familiarity becomes knowledge I cannot shake. And yes, later news accounts identify Erik McCrae as a Linfield College graduate. I go to campus just to check my old grade books. It takes awhile to page back to the fall of 1997, but I find his name followed by a series of check marks and grades. As I look at his name in that list with the others, that course begins to come back to me in a fuller way. This is also the week that Ronald Reagan dies, and while I feel sympathy for the Reagan family, it’s Erik McCrae’s death that teaches me something about what I do.

With an enrollment of roughly 1,700 students, Linfield College remains smaller than many urban high schools. Most of our classes are small: 25 maximum in the English Department. Linfield is also the sort of institution that remains almost invisible in professional discussions geared to English whom I’m proud to be a part of. If as a faculty we disagree over something or other, we argue not with anonymous colleagues from across campus, but rather with people whom we recognize. When someone does something especially well—he could be someone I taught! Yet the face’s familiarity becomes knowledge I cannot shake. And yes, always told, is war’s justification that some must die in order to make possible a future we envision. Some fight for a future they will not share. These contradictions carry such power because we cannot resolve them. They help explain the fervor and tears of D-Day memorials 60 years after the event.

I’ve done some of those long-postponed chores this week, but it’s been harder to find the rhythm I associate with the beginning of summer and the recharging and rebalancing of energies after a long academic year. Instead, I have been thinking about war and its toll, about national policy and intelligence and how such things make realities beyond talk shows and magazine think-pieces. A friend’s son has served in Iraq and has returned safely. My son-in-law, of interest, of culture, heritage and common humanity.”

This week, Erik McCrae has done his share of teaching. His death has redirected my attention and asked me to do what I’ve long encouraged others to do: I have been trying to re-understand learning, life, community, and my obligations and intentions towards them. I’ve been thinking and thinking again.

Lex Runciman is a professor of English at Linfield College.

First Lieutenant Erik S. McCrae ’00, first of Portland died in Baghdad, Iraq, on June 4, 2004. Survivors include his wife, Heather (Smyle) McCrae ’00.

*   *   *
Engaging students subtly

It was one of those moments that make all the others worthwhile.

During a class critique, Linfield College Art Professor Ron Mills and his students admired an inspired series of paintings by a particularly shy student. The work stunned the class, and surprised even the student, but her eyes sparkled with pride and self-confidence that Mills knew would stay with her for years to come.

The moment, along with others throughout his career, confirmed Mills’ commitment to teaching. For his dedication, Mills received the Edith Green Distinguished Professor Award for excellence in teaching and research last spring. The award is made annually to a Linfield faculty member who has demonstrated outstanding performance in teaching and related faculty roles.

“The teaching of art provides opportunities to engage the deepest levels of human development, including my own,” said Mills, the son of a painter who also began painting at an early age.

With a bachelor’s degree from the University of California and a master of fine art from Claremont Graduate School, Mills considered studying Jungian psychology and art therapy, but after coming to Linfield as a visiting artist in 1980, he decided to teach instead. “It was the right choice for me,” said Mills. “I not only get plenty of chances to counsel students through emotional issues related to their art, but I am also able to participate in their intellectual formation.”

Surrounded by art and the curiosity of his students, Mills has melded teaching, painting and research into a rich career spanning two countries. Thanks to a Linfield faculty development grant, he spent part of last year in Costa Rica studying indigenous tribal groups, as he has for the past two decades since first traveling there as a senior Fulbright research fellow. He and Jorge Luis Acevedo, a Costa Rican ethnobotanist, continue to enrich their collections of indigenous art at Centro Neotrópico Sarapiquí, a Costa Rican museum.

As a teacher, Mills tries to engage students subtly, an ongoing challenge for educators. He has gone beyond simply relating facts, vocabulary and concepts to his students and constantly looks for ways to instill individual potential.

“Students generally hate being taught things overtly,” he said. “It likely seems too staid, like advice from a dull uncle.”

In addition to his teaching and research responsibilities, Mills has nurtured a successful career as an artist. “We need to practice what we do in order to mentor, to establish credibility, to manifest who we say we are to our students,” Mills explained. “Curiously, while I work in my studio, ways of making teaching more vivid frequently come to me. Like so much else in life, the best comes unbidden.”

Mills began showing his art professionally while in graduate school, and has since been featured in dozens of solo and collective exhibits in several countries. He has also painted four murals, one of them in Walker Hall, the campus’ third in Latin America. He’s working on a new body of paintings for solo exhibitions at Linfield and in Oaxaca, Mexico, next year.

And like any good teacher, Mills continues to grow. “What I learned as a rookie I am still learning: that teaching art, beyond simple technical instruction, is really about setting up conditions in which it can happen in a thoughtful and supportive context; that listening is at least as important as eloquent oration; and that good students often have disarmingly creative ways of forcing even seemingly simple matters to be rethought.”

(Ran Mills, Edith Green Distinguished Professor, with Erin Garren ’04, leads drawing, painting, print making and alternative media classes.

It’s about making a difference

Barbara May’s life has been about making a difference.

In the slums of New Jersey, in battered women’s shelters in Montana and Oregon, and in the classroom; May’s life has been defined by reaching out to the disadvantaged and disenfranchised.

She’s taken her three great loves—nursing, research and teaching—and combined them into the perfect profession. In recognition of her accomplishments, she received the Samuel I. Graf Faculty Achievement Award last spring, given each year to a faculty member who has performed some outstanding achievement beyond his or her regular duties.

The nursing profession is about making a difference, May said, and she’s been able to do that in a variety of ways. She’s worked in hospitals and in the community, serving people of different cultures, ages and economic levels. At Montana State University, where she completed her master’s degree, she began her work with battered women, raising grant funds to establish a women’s shelter and collecting data to begin a fledgling research project that has burgeoned into one that is garnering national and international recognition.

“My interest in working with abused women came out of trying to make a difference,” said May, a professor of nursing at the Linfield- Good Samaritan School of Nursing. “How could I help reduce the violence in the world in my way? I was a child of the ’60s and did a lot of volunteer service as a teen. That carried over as an adult. I just feel it’s a value of mine.”

She brought her passion into the classroom when she first started teaching at MSU and found it was a perfect fit. “I loved it from the beginning,” she said. “I like to get my fingers in a lot of pies and saw that I could do a lot of things—the teaching, the research, the service—it could all fold into one job.”

Her work with abused women continued in Portland at Raphael House and later in Albany at the Linn County Child Victim Assessment Center. She’s now on call with Legacy Health System, and many of the psychiatric consultations she does are with abused women.

Sharing what she has learned, sharing the stories of what these women have gone through, helps prepare her students for what they will face on the job. Studies show that health care providers are not prepared to deal comfortably or confidently with people who are in abusive situations.

“It’s not a matter of ‘if’ they will encounter someone in an abusive situation, it’s ‘when’,” May said. “I love working with the students,” she added. “They teach me just like I teach them. I don’t have to teach, but for me it very much goes together. I enjoy being able to share my stories. As long as I have more to share, I want to work with students.”

And her research partner, Barbara Limandri, a visiting associate professor of nursing at Linfield, continues to model intervention strategies for abused women’s self-efficacy. Their work, funded by a grant from the National Institute of Mental Health, is getting noticed nationally and they have even had one inquiry from Iran. Her passion is contagious and bubbles up as she talks about her work.

“I have some kind of internal motivation that propels me forward,” she said. “I love working with my colleagues, I love the students. For me, it’s been more about working with people and in something I feel engaged in and passionate about. I love the college’s philosophy of lifelong learning, something I deeply believe in. I keep thinking one of these days I’m not going to have any more ideas, I’m not going to have anything more to give. It hasn’t been true so far.”

– Laura Davis

Barbara May, right, looks over a chart with Jen (a pseudonym), Goodrich ‘04, an RN in the Trauma-Recovery and Acute Care Unit at Emanuel Hospital. May is working to better educate students on how to deal with people who are in abusive situations. She is developing a proposal for the Curriculum Committee at Linfield that will outline a specific number of hours students will need to be competent in the area.

– Mardi Mileham

Ran Mills, Edith Green Distinguished Professor, with Erin Garren ’04, leads drawing, painting, print making and alternative media classes.

The Edith Green Distinguished Professor Panel will be held Friday, Nov. 5, at 7:30 p.m. in Nicholas Library. Panelists include Ron Mills, professor of art; Linda Olds, professor of psychology; and Mike Roberts, professor of biology.)
Book learning

The slower pace of summer offers not only a time to relax and regenerate for a new school year, it also gives faculty time to catch up on reading outside of the classroom. We asked four Linfield professors to give us a glimpse of what came off their bookshelves, nightstands and coffee tables this summer. These titles are by no means all of their reading, but offer some insight into the varied interests of Linfield faculty.

In the Lake of the Woods by Tim O’Brien
A murder mystery — maybe. Clothed in the broader tragedy of the Vietnam War and contemporary American politics, this novel is a decade old and more timely than ever.

Crashwalk by Günter Grass
The German Nobel laureate’s recent novel exploring the intersections of Internet culture, post-unification German disaffection and neo-Nazi mythmaking in relation to a catastrophic disaster at sea in the waning days of World War II.

My Son’s Story by Nadine Gordimer
A post-apartheid novel by the South African Nobel laureate in which the adolescent son of a leading black African political activist confronts the familial and racial “betrayal” of his father’s affair with a white South African civil rights worker.

Arabian Nights and Days by Naguib Mahfouz
The Egyptian Nobel laureate’s reimagining of various characters and plots from the Middle Eastern classic Arabian Nights.

Teaching: Animal Physiology by Richard Hill

Research: Archaeology of Palestine by W.F. Albright
Classic that covers what was known up to the ’50s about sites in Palestine, plus theoretical discussion of trade and animal domestication.

Social consciousness: Forgotten Truth by Huston Smith
Relation of science and religion: too bad it’s a rather unfair and unrealistic treatment of science. I’m always on the lookout for good books on this topic.

Academic fun: Eats() Shoots and Leaves by Lynn Truss
Ah punctuation where would we be without it

Fiction with a research connection: Dragon Bones by Lira See
Modern Chinese mystery swirls around the building of the Three Gorges Dam.

Space by James Michener
Chronicles the U.S. rocket and space program development using fictional astronauts and others.

Taras Road by Maeve Binchy
An Oprah pick about the testing of friendships and marriages.

Held Tight the Thread by Jane Kirkpatrick
Third book in the Tender Ties series by this Oregon author. Continues the story of Madame Dorion who crossed the country westward with the Astor expedition. This book tells of her life in Oregon.

Diary of a Baby by Daniel N. Stern
To be read by anyone who is or knows a mother.

Woman: An intimate geography by Natalie Angier
Explores those things that make a woman a woman. Well researched.

The Human Stain by Philip Roth
A college professor with a dark secret loses his job over an accusation of racism. The book is a look at the moral and political environment of the 1990s.

The Jane Austen Book Club by Karen Joy Fowler
Six Austen fans meet over the course of six months to discuss one Austen novel at each meeting. The meetings become an opportunity to discuss relationships and share experiences all of which have echoes of Austen. You need not be an Austen nut to enjoy the book, but it helps.

Publish and Perish: Three Tales of Tenure and Terror by James Hynes
You do not have to be a college professor to appreciate the skewering of academia in these three novellas, but it helps as well. A hilarious look at the absurdity of academics and academic politics.

Close to Home by Peter Robinson
Alan Banks, a Yorkshire detective, confronts the demons of a crime from his own past. Robinson is probably the best contemporary British “who done it” writer around.

Vile Bodies by Evelyn Waugh
An uproarious sendup of British “bright young things,” circa 1920. We follow along as a group of minor aristocrats aggressively pursue hedonistic and frivolous lives. Thin on plot, long on laughs.
Nursing school committed to increasing diversity

by Beverly Epener
Interim Dean of Nursing

The Linfield-Good Samaritan School of Nursing is committed to increasing diversity on campus and in the nursing workforce. We believe that it is essential to create an academic environment that facilitates intellectual curiosity and respect for diverse viewpoints, whether cultural, racial or gender. The article in the summer Linfield Magazine, “Men in Nursing – Filling in the ranks” was the first time in the 20 years that I have been with Linfield that we have given our male students an opportunity to express their thoughts about their experience in nursing in a public forum.

The nursing profession faces a serious nursing shortage compounded by the limited diversity in the workplace – both gender and cultural diversity. This article examines one aspect of the issue – the shortage as it relates to men in nursing from the perspectives of the men on the panel. The primary question was, How can we attract more men into nursing and the related question, how do we make them feel welcome in nursing and in the practice setting? Our approach: we give them an opportunity to speak, we listen, and we seek to understand. We can do this knowing in our head and feeling in our heart that nursing at any point in time is a worthy profession.

The Linfield-Good Samaritan School of Nursing is poised to become a regional center for developing a nursing workforce that is better able to care for Oregon’s increasingly diverse population.

Seven out of 10 minority students entering Oregon’s school systems are from a Hispanic background; however, just 2.6 percent of students entering the Linfield-Good Samaritan School of Nursing are Hispanic. This is about to change, thanks to a grant from the Health Resources and Services Administration of the U.S. Department of Health and Human Services The grant will fund a program to admit a new cohort of Hispanic students each year, so that by the end of the third and final project year they will constitute 8 percent of the student body.

“Our long-term goal is to develop that 20 or 25 percent that makes a minority population self-sustaining,” said Peggy Wros, professor of nursing and associate dean of the nursing school, who will direct the project along with co-directors Rebecca Boone and Barbara May. “A figure like that will include more than just Hispanic students and will give us much broader diversity.”

The program reaches out to prospective students in high schools and career health programs, identifying those with an interest in and aptitude for a nursing career. Students are mentored throughout high school and assisted in securing financial aid for college study. Once admitted, students will benefit from an array of support services. While other schools have followed a similar model in efforts to broaden the diversity of their student bodies, Linfield will be the first school in Oregon to apply it to the nursing field.

“Everybody has been talking about it and thinking they need to do it, but no one else has done it,” Wros said.

Linfield’s leadership in undertaking this effort follows logically from the fact that its nursing school was ahead of others in the area in reorienting its curriculum to a community-based model. The many community partnerships

continued on page 30

Defending the environment

Lindsay Aney ’05, has a year-round commitment to the forest.

During the school year, she studies the environment at Linfield College, and each summer, she defends it as a firefighter for the United States Forest Service in Silver Lake.

“Fire is really a natural part of the ecosystem. I’m interested in using fire to help our ecosystems; using fire when we can control it in order to prevent catastrophic and dangerous wildfires in the future.”

–Lindsay Aney

“I enjoy being out in the natural environment,” said Aney, who majors in environmental studies with a science focus and has minors in biology and economics. “I like being able to observe fire behavior, and then see how the burn has affected the forest.”

Aney spent most of her summer living in a Forest Service bunkhouse and working with 12 other firefighters. As a member of an engine crew for the past three summers, she filled her days with training, maintaining equipment and familiarizing herself with the forest terrain. Part of her training covered weather and fire behavior.

“We look up a lot,” she said. “We pay attention to clouds because they tell us what weather and winds will be coming our way.”

Over the summer, Aney estimates she fought about 20 fires, most of which were relatively small one-quarter-acre burns. And though Adey works to prevent forest fires, she has also become a proponent of prescribed burning, a growing trend in forest management that advocates burning under controlled circumstances.

“Fire is really a natural part of the ecosystem,” Aney said. “I’m interested in using fire to help our ecosystems; using fire when we can control it in order to prevent catastrophic and dangerous wildfires in the future.”

Aney inherited her love of the outdoors from her parents, both of whom also worked as Forest Service firefighters while in college. Her father is a wildlife biologist and Forest Service ranger in Pasley. Growing up, Aney recalls living in close contact with the natural world, listening to bat signals through monitors and learning to distinguish different types of trees, birds and other forest inhabitants.

Murphy praised Aney’s independence and maturity.

“Lindsay has a personal commitment to do something for the environment,” Murphy said. “Her civility and intelligence give her good presence and will translate into effectiveness in whatever job she chooses.”

–Laura Davis
Vivian Bull’s legacy

More than bricks and mortar

With her office and residence at the heart of Linfield, Vivian Bull can be seen walking on campus almost any hour of the day or night. Next July, after her trademark size nine sneakers no longer tread the campus, Bull will have left an enormous footprint at Linfield.

By Mardi Mileham

When Vivian Bull interviewed for the job as Linfield College’s 18th president, she asked the trustees whether any new buildings were planned.

To her relief, the answer was a resounding “no,” since the college had just finished a capital campaign that included a new athletic complex and a major renovation of Riley Hall.

Now, 12 years later, Linfield has undergone a dramatic transformation, more than doubling the size of the McMinnville Campus, adding some 14 new buildings and raising a record $74 million in a capital campaign.

Not bad for a president who wasn’t interested in bricks and mortar.

When her 13-year tenure as president ends next June, Bull will have led the college during a period of unprecedented change. The college’s visibility and stature have grown along with the campus.

There has been a steady rise in the quality of students. Applications for admission are at an all-time high and graduation rates have soared. Study-abroad sites have increased from four to 10. A collaborative research endowment strengthens students’ education and supports faculty members’ scholarly interests.

Bull still recounts her first day as president to first-year students. The furniture had just arrived and was sitting randomly around her new residence. She couldn’t get the door locked at the president’s house. And as she started walking across the Oak Grove to Melrose Hall, she realized she had no idea what a president did on the first day at work.

“It didn’t matter because everybody was ready for me,” she said. “People wanted to help — that’s the Linfield tradition. They wanted to make sure that answers were available to any questions I had. They allowed me to say ‘I don’t know.’”

She laughs when she recalls her first decision as president — whether the fountain located between Riley and Walker Halls should, indeed, be a fountain or be turned into a large flower pot.

One of her first initiatives at Linfield was dealing with technology — or the lack of it.

Within her first year a new direct-dial phone system was installed, providing voice mail and access to all offices 24 hours a day and replacing an antiquated system that routed all calls through a switchboard. That started a technological revolution on the campus, with the installation of fiber-optic cable that created a network linking all offices, residence halls, the Portland Campus and Division of Continuing Education branch sites.

Today, technology at Linfield, which also includes web-based library resources, video conferencing and Internet access, including wireless networking, is among the most comprehensive in higher education in the region.

But technology was just the first of a series of extraordinary changes at Linfield.

Upon arriving, Bull intended to focus on academic and program concerns, while also laying the groundwork for another capital campaign. One of her first tasks was to meet with each academic department, to get an understanding of needs and concerns of the faculty. In addition, a planning group discussed and set priorities for future needs of the institution — a new library as well as theatre and music facilities were high on the list, but space on campus, as well as resources, presented some challenges.

Bull knew that changes were inevitable. While many schools were retrenching and struggling to attract students, Linfield was in the enviable position of meeting enrollment goals. But in order to recruit top students, the academic program required a systematic update and overhaul.

“Linfield had the potential and the people to do it,” Bull said. “But we needed to realize that we could be better than we were. We needed to understand we could expect more from ourselves and our students. And we needed to learn we could expect more of the institution because people here have a willingness to work with and for the students.”

That meant changing to an interactive learning environment, where learning takes place 24 hours a day and not just in the classroom. It meant asking more of students outside the classroom. It meant stimulating the learning environment so that conversations in the coffee shop weren’t just about social activities, but also about what had happened in the classroom and laboratory.

In 1997, after two years of work by a special committee, the faculty adopted the Linfield Curriculum, with inquiry learning at its core. This development engaged the intellectual energies of many faculty members who found new ways of working together in the process. They designed Inquiry Seminars to introduce first-year students to the new mode of learning, incorporating novel ways of seeing their own disciplines and

Washing windows, weeding, counseling — a normal day at home

Vivian Bull has moved easily through campus life. It’s not unusual to find her cleaning the house or washing windows, working in the flower beds, picking up litter or helping clean up the grounds after a particularly bad storm. People are sometimes startled when they realize she’s the president.

The grounds crew has been especially patient with her passion for working with plants.

“They have let me play in the garden here and rescued me periodically when I got into mischief,” she said, laughing. “But they also put up with my whims and interests, letting me offer suggestions and work with landscaping.”

The president’s house has been her home, with her personality displayed, but it’s also part of Linfield and open to all. Students are known to drop by to borrow an egg, share cookies, tour the house, or just to talk when they are feeling stressed. At one time, her front porch served as Hole No. 7 during games of Frisbee golf.

“I had to remember to look before I went out so there wasn’t a Frisbee zooming in the door,” she said with a laugh.

Working in the flower bed.

Working in the flower beds.
Vivian Bull has taken an active role at Linfield, immersing herself in college life, particularly athletics. She accepted the challenge to serve as “coach of the day” for the swim team and took her role seriously, checking stats for a team member, particularly athletics. She accepted the challenge to serve as “coach of the day” for the swim team and took her role seriously, checking stats for a team member.

“Vivian’s vision of Linfield’s liberal arts potential and the dynamic role of ideas in an exciting curriculum presented by an engaged, accessible faculty will be her lasting legacy,” said Seidman. “I think she believes in her students, their education is a way of life.”

Bull is known for her seemingly boundless energy and interest in everything that happens on campus. Unless she’s out of town on college business, she attends virtually every event, from faculty and guest lectures to athletic contests and concerts.

Bull has had opportunities to return to the classroom, teaching an occasional economics course, serving as a guest lecturer in classes or sharing her life experiences with students in gender studies and communication classes.

“She is an integral part of the community,” said Toni Chadrick, corporate secretary at Oregon Mutual Insurance and a long-time member of the Partners-in-Progress steering committee, which organizes a community fund raising campaign for Linfield each year. “She immerses herself in what is going on and makes herself available to all kinds of organizations, which is what makes our community strong.”

Tom Tankersley, local attorney and chair of the McMinnville Water and Light Commission, said her work on the commission is extremely helpful. “She brought intelligence and wit, and also different skills,” he said. “Her experience as an economist, along with her experience on bank and corporate boards, is very helpful. She has enriched the community, is a delight to work with and is very insightful.”

Patti Webb, executive director of McMinnville Downtown Association, was stunned when Bull responded to a call for volunteers to serve on the association’s board, a position Bull held for six years. “I think the number one thing is her accessibility,” Webb said. “I would think that some presidents remain a little aloof and she is never that way. You can call her and if she is in she’ll see you or talk to you.”

While the successes are numerous, they haven’t always come easily. Yet, Bull didn’t shy away from tackling difficult issues, including sexual harassment, sexual...
assault and Title IX.

“She’s always tried to act in a straightforward fashion with a sense of honesty and fairness,” Graff-Haight said. “She has never backed away from difficult issues. She has been a powerful lady,” Hatfield said. “You were never overpowered by her power, but you were overpowered by her humanity, knowledge, intellect, her accomplishments, her vision for Linfield and education in general. She is an extraordinary lady of talent and skills, but also authentic, straightforward and honest. I consider her a great friend.”

Apel agrees that Bull’s influence has extended far beyond Linfield and the Northwest. She is well-known nationally through the many boards and commissions on which she has served. She is also known internationally.

“I accompanied her to the dedication of Africa University and it was clear that she was a leader in the creation of that school,” Apel said. “She has made her mark as far away as Africa and provided leadership not just at Linfield, but elsewhere, yet always keeping Linfield first.”

Bull said that Linfield knows it is a college that is powered by her power, but you were overpowered by her humanity, knowledge, intellect, her accomplishments, her vision for Linfield and education in general. She is an extraordinary lady of talent and skills, but also authentic, straightforward and honest. I consider her a great friend.”

The next chapter: family, travel, and church and education

Bull’s leadership has taken Linfield to the next level.

“I see her deep personal interest in people, combined with her extraordinary skills as an educator, administrator and scholar as her outstanding contribution,” said Rod Romney ’54, chair of the academic affairs committee of the Board of Trustees and a member of the presidential search committee. “I think she cares very deeply for Linfield and wants to see it grow and expand and be better for the generations to come.”

“Retired Sen. Mark Hatfield, a close personal friend, said her influence extends far beyond Linfield. “She retires at a time when everyone has said, there is a powerful lady,” Hatfield said. “You were never overpowered by her power, but you were overpowered by her humanity, knowledge, intellect, her accomplishments, her vision for Linfield and education in general. She is an extraordinary lady of talent and skills, but also authentic, straightforward and honest. I consider her a great friend.”

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Bull said that Linfield knows it is a college that is better than it was. “Linfield has risen in excellence across the board from curriculum, research, students and faculty to facilities and grounds,” she said. “The college has blossomed. It’s not just the forensics program, or the music program, the collaborative research, the sciences or athletics. It’s all those things together and the total quality of the learning experience.”

One example she often cites is that Linfield students are now being accepted in increasing numbers to nationally prominent graduate schools, which is a direct outgrowth of expanded research opportunities across the curriculum.

“Everything that has happened, all of these successes, are the result of the dedication and commitment of Linfield faculty, staff and students, along with alumni, parents and friends,” Bull said. “This has happened because of the energy, creativity and dedication of the many people who have strengthened Linfield as an institution.”

“It’s the people Bull will miss most. For they are what make Linfield special. “Faculty and staff don’t come here for the salaries,” she said with a small smile. “They come because they sense there is something special here, a sense of community. Everyone talks about the great care we take of our campus. I tell parents that the same care is given to the individuals in our community as well. It’s difficult some days, but Linfield works because people care.”

Vivian Bull chats with Mark and Christine (Waddell) Lurd, both ’93, during the 2003 Homecoming barbecue. One of Bull’s favorite tasks as president has been traveling across the country, meeting with alumni and listening to stories about their Linfield experiences.

Vivian Bull can add heavy equipment operator to her resume. She’s driven backhoes and backhoes, breaking ground, breaking walls and tearing down fences. Here, she breaks ground for the Ad and Joan Rutschman Field House.

Vivian Bull may be retiring, but that doesn’t mean she will spend much time relaxing.

She’ll return to New Jersey next summer – probably on one of her typical red-eye flights. She and her husband Robert, well-known at Linfield and in McMinnville and an internationally acclaimed archaeologist, plan to spend a year in Jerusalem, reflecting on their experiences with friends and visiting sites that have been a part of their lives for more than 45 years. Robert served as director of the Drew Institute for Archaeological Research and headed the Joint Archaeological Expedition to Caesarea Maritima in ancient Palestine. Vivian worked alongside him as administrative director and registrar. They will work together preparing the archaeological work for publication.

Bull will continue her work with Africa University in Zimbabwe, helping it prepare for an accreditation review, and will serve as a consultant for the Board of Higher Education of the United Methodist Church.

From her native northern Michigan to Europe, Africa and the Middle East, Bull has spent much of her life traveling and working around the world. As she begins yet another chapter and another journey, she has promised to keep Linfield and McMinnville in her thoughts and on her itinerary, knowing this place has become part of her heart and soul.

The Bull family, from left: son Camper, Vivian, Robert, daughter-in-law Alexandra, son Carlson and grandson Eddie. Since this photo was taken, a granddaughter, Annalise, has also joined the family.

Vivian Bull Bully with Mark and Christine (Waddell) Lurd, both ’93, during the 2003 Homecoming barbecue. One of Bull’s favorite tasks as president has been traveling across the country, meeting with alumni and listening to stories about their Linfield experiences.

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Academic prowess off the track

For the first time in program history, both the Linfield men’s and women’s track and field teams were given Academic All-America standing by the U.S. Track Coaches Association. The women combined for a 3.410 cumulative grade point average, while the men registered a 3.152 GPA. To qualify for the team award, a minimum of 14 athletes from each squad must be represented. Each athlete must have competed at least one season.

Five women and one man earned individual Academic All-America acclaim. They are: Meryl Witt ’07, accounting major from Albany; Leah Moore ’04, health and physical education major from Wendell, Idaho; Jull Hudson-Thompson ’04, exercise science major from Stayton; Josh Claypool ’06, sociology major from Stayton; Danielle Bielenberg ’06, psychology major from Albany; and Mike Mills ’06, computer science major from Sisters.

Field improvements

Thomas Ford ’06 scores the Wildcats’ first touchdown on the newly renovated Maxwell Field during the ‘Cats’ 38-17 victory over Western Oregon on Sept. 22. Maxwell Field has undergone a $1.44 million facelift including a new synthetic track, stadium lights, scoreboard with color video display and press box. Over 60,000 square feet of FieldTurf, an artificial surface utilizing sand and rubber infill, replaced Maxwell Field’s grass surface. The old latex-based track was upgraded to a longer-lasting polyurethane surface, increasing the lifespan from approximately six years to 10-12 years. A state-of-the-art Daktronics scoreboard and full-color video display replaced the 25-year-old scoreboard. The new facility was funded entirely by private donations and was rededicated Sept. 4 during a pre-season football scrimmage.

Kimura captures 500th volleyball victory

A recent win by the Linfield College volleyball team was sweeter than most for head coach Shane Kimura ’78. Kimura earned his 500th career coaching victory during a game against La Sierra in early September.

“It’s a good milestone to reach,” said Kimura, a third grade teacher at Wascher Elementary in Lafayette. “We’ve had great teams throughout the years at Linfield, and that makes me feel good.”

Now in his 27th year as volleyball coach at Linfield, Kimura has won more games and coached in more matches than any active Northwest Conference coach. At press time his record stood at 504-364.

What’s his secret?

“Recruiting good players who make you look good,” he said with a laugh. He went on to stress the importance of communication, attracting and retaining solid students, being a positive role model and motivating athletes to play hard.

Kimura is relying on team leadership from Lindsay Harksen ’06 of Sublimity, the only returning starter on the team.

“Lindsay leads by example,” he said. “This year we’re asking more of her, to set as well as hit, and she’s going about it with a great attitude. She’s a team player.”

Harksen, who carries a 4.0 GPA with majors in finance and math, works hard to balance academics and athletics. “I’ve always been devoted to academics,” said Harksen. “It takes a lot of organization. I have very little free time so I know when I’m off, I have to do homework.”

Kimura has earned the respect of his players on and off the court, according to Harksen, who praised more than just his coaching ability.

“Coach Kimura is a great communicator and knows what he’s talking about,” she said. “But more than that, he’s a good person and role model outside of volleyball, too. He sets good examples and he’s easy to talk with.”

Wildcats help win Hood to Coast

Former Wildcat runners Greg Mitchell ’95 of Colorado Springs, Colo., and Gabe Doebler ’00 of Fairview competed on the winning Hood to Coast relay team in August.

Mitchell and Doebler, who both took part in cross country and track and field at Linfield, were members of the NCIC All-Stars, made up of runners from the Northwest Conference, formerly the NCIC. The team posted a 17:36:08 win for the six-man relay.

The Fred Meyer Hood to Coast Relay is the longest relay race in North America, covering 197 miles from the top of Oregon’s Mt. Hood to the Pacific Ocean in Seaside. Over 12,000 runners compete in the annual event, now in its 23rd year.

Seven athletes, one team to be inducted into Hall of Fame

Seven former athletes and one national championship team will be inducted into the Linfield Athletics Hall of Fame on Nov. 13.

Those to be honored at the seventh annual Hall of Fame banquet are:

The late Don Hansen ‘43, who starred at tight end for the Wildcats; block for All-America running back Ad Richtman ’34 in the early 1950s; and Linfield’s 1984 national championships football team, which came from 22 points down in the second half to beat Northwestern (Iowa), in the NAIA championship game.

Wildcat volleyball head coach Shane Kimura ’78, 2003 NWC Coach of the Year, discussions strategy during a practice with Lindsay Harksen ’06, who earned second team all-American and first team all-league honors last year.

Former All-America distance runner Melanie Leckenby ’90, who competed in cross country, track and swimming, earned 12 varsity letters and was the 1987 NAIA District 2 cross country champion;

Kris Maehler ’93, a conference 10,000-meter champion and district marathon champion who still holds conference records in the 5,000 and 10,000 events;

Two-time All-America football player Bernie Peterson ’74, who starred at tight end for the Wildcats and was a member of two NWC championship teams;

Football and baseball standout David Rohrer ’64, who helped lead Linfield to the national playoffs in both sports;

Al Wills ’52, a football tackle who blocked for All-America running back Ad Richtman ’34 in the early 1950s; and

Linfield’s 1984 national championship football team, which came from 32 points down in the second half to beat Northwestern (Iowa), in the NAIA championship game.
Alumni respond

What kind of relationships do Linfield alumni seek with their alma mater after graduation? What can the college do to meet the needs and desires of alumni? What can alumni do to strengthen Linfield and, by extension, increase the value of their degree?

Last spring, your Alumni Association leadership and the Alumni Office sought answers to these questions through an alumni attitude survey.

An email to nearly 4,000 McMinnville Campus alumni contained a link to a survey developed by Performance Enhancement Group. Some 1,100 alumni took the time to respond, a terrific response rate of 29 percent. The Alumni Board discussed the results at its retreat in June, and staff and volunteers are using the responses to develop future programs and services for alumni.

I’m pleased to report that alumni gave Linfield high marks in several areas (see related story).

Survey respondents also pointed to several areas for possible improvement. Younger alumni especially were concerned about securing good jobs in their fields of interest. Others expressed a desire to become more involved in mentoring students.

Future alumni programming will be shaped by this feedback, and by other comments and suggestions we receive. Many thanks to those who took the time to respond to the survey.

Sabrina (Hendricks) Park ’97
President, Linfield College Alumni Association

and help shape Linfield’s next generation

Here’s a snapshot of the 437 members of the Class of 2008

• Legacy students – 92
• Average SAT – 1120
• Average GPA – 3.6
• Average ACT – 25
• Active in community service, student government, performing arts

“...put a bug in their ear for Linfield.”
Victor Miglioretto ’76 of Bialatni recruited Cathy Pham ’08 of Newberg

Waive the application fee for a prospective student by visiting www.linfield.edu/alumni/fee.php or calling the Office of Admission at 800-640-2287. Application deadlines: Nov. 15 for early action, Feb. 15 for regular decision.

Alumni news

Alumni Shorts

Holiday happenings

Kick off the holidays with other Linfield alumni, friends and family on Saturday, Dec. 11, from 5:30 to 7:30 p.m. at The Grotto, a 62-acre botanic garden in Portland. Visit the Linfield Web site for updated information and registration.

Meet at the museum

Linfield art enthusiasts can join friends and family to explore “People of the River: Native Arts of the Oregon Territory” at the Portland Art Museum Friday, Feb. 18. A reception will be held at 5 p.m. at the First Congregational Church in Portland, prior to entering the exhibit at 6:30 p.m.

E-Cat signups

If you didn’t receive the new four-color version of the E-Cat newsletter launched in September, now is your chance to sign up. Take a moment to update your e-mail address at www.linfield.edu/alumni/email_update.php and receive the E-Cat and other alumni information.

Here’s a snapshot of the 437 members of the Class of 2008

Alumni survey results

Last spring, the Alumni Association and Alumni Office set out to answer some important questions about Linfield events and activities. For example, what kind of relationship with the college do alumni seek after graduation? What activities are of interest to alumni?

Here is what you had to say:

• 69 percent of alumni rated their decision to attend Linfield a “great decision,” 10 points above the national norm.
• In addition to the wonderful academic environment, people contact (faculty, staff, coaches, etc.) made an everlasting impression.
• In terms of alumni programs, respondents were likely to attend a class reunion, a cultural event or lifelong learning event.
• Several barriers to alumni participation were identified such as time, geographical distance from Linfield, and family and job commitments.
• Engagement of out-of-state alumni is important.

For a more in-depth look at survey results, visit www.linfield.edu/alumni/results04.php

Linfield alumni helped welcome new students during orientation in August. Tom McFadden ’80, second from right, and Becky (Schroeppe) Ellis ’95, right, hand out Class of 2008 water bottles, compliments of the Alumni Association. They also distributed Alumni Association information and talked about their Linfield experiences as well as helped answer questions during registration. Other alumni who volunteered to help were Bob Lunt ’52, Andrea (Costine) Botten ’01, Andrew McNall ’88, Paul O’Hollaren ’97 and Eric Fricke ’80.
1930-39
Margaret (Lever) Dormer ’14 of Medford has been the organist of St. Mark’s Episcopal Church for 15 years. play piano three or more times a week. as the senior center, produces the senior newsletter and serves as secretary for the Seniors of Jefferson County.

1940-49
Kenneth M. Williams ’43 of Newberg has taught since 1943 and still serves as a substitute for the Willamette Education Service District.

1950-59
Howard Graves ’51 of Chico, Calif., retired last spring after 25 years as director of Learning Assistance Programs for Anderson University in Indiana.

1960-69
John Buchman ’60 of Albany was named to the Oregon Newspaper Hall of Fame. He retired as publisher of the Albany Democrat-Herald in 1996, after working as a reporter or editor at newspapers in Ashtabula, Bond, Stuyvesant and La Grande.

1970-79
Nancy (Wilde) Flores ’72 of Vancouver, Wash., donated a kidney to her husband, Hector, on May 24, the day before their 32nd wedding anniversary. Nancy is a senior logistics analyst for Freepoint LLC in Portland.

1980-89
Diane (Crosley) Massey ’80 of McMinnville retired from teaching at first grade at Clemence Elementary School.

1990-99
Steve Sugg ’90 of Beaverton has opened Total Entertainment in Beverly Hills.

Make a Difference in the Future of Linfield College!

Do you want to increase your annual income and receive a tax deduction?

Do you have appreciated stock that pays little dividend?

Do you have CDs that are about to mature and you wish you could earn a higher rate?

If you answered yes to any of these questions, and want to support Linfield College, a life income gift may be for you!

If you are interested in seeing calculations for a two-life annuity OR a charitable remainder trust, please consult an attorney or accountant for more information at 800-355-2873.

If you were interested in seeing how Linfield has grown, please consult an attorney or accountant for more information at 800-355-2873.

For confidential inquiry, please contact: Suzanne Huston

Linfield College • Office of Planned Giving
300 Baker Street, McMinnville, OR 97128
503-883-2673 Fax: 503-883-2497
email: shuntin@linfield.edu

Sample Benefits of a $25,000 Charitable Gift Annuity

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Calculations based on quarterly payout. Minimum Gift Annuity at Linfield is $10,000.

New spin on PR

If you ask Lisa (Mortimer) Sherwin ’97 how she established her most recent career coup, she’ll tell you: “The sun, the moon and the stars all aligned perfectly and it took a lot of hard work.” Sherwin recently launched a new public relations practice for VTM Inc., a global marketing, communications and consulting company based in Portland. With a degree in mass communication from Linfield and five years’ PR experience in Portland, Sherwin was prepared for the challenge when she joined VTM in 2002. At a time when the public relations industry was sagging, she created PR services that clearly target client goals and that use value pricing – billing by the project instead of by the hour.

“We wanted to create something that was very different from other PR firms,” she explained. That difference has been successful. Since August of 2002, the VTM PR practice has grown from one to five people and secured seven new clients. In March, VTM PR was recognized by the Portland Business Journal as one of the top 25 PR firms in Portland. VTM was also recently selected as one of Oregon Business Magazine's 2004 “100 Best Companies to Work for in Oregon.” Sherwin travels frequently, both within the United States and internationally. But her favorite part of the job has been watching the growth of the group, which has expanded to add four employees.

Sherwin said Linfield’s small class sizes and faculty interaction prepared her for the challenge she does today. She is also thankful to Professor William Lingle and Emeritus Professor Dave Gilbert, mentors in the Mass Communication Department.

“They were driven people who believed in me,” Sherwin said. “They knew I had something they could polish, and they were accessible outside of class. I appreciated being a name and not a number.”

She is modest about her achievements. “We all have our own successes in our lives – I look around and see fellow alumna with new families, winning awards or starting new businesses,” Sherwin said. “I don’t think what I’m doing is any more successful than anyone else. So many Linfield alumni are making a difference.”

— Laura Davis
Bond was praised for his leadership in the field of nanotechnology and his efforts to promote its applications in various industries.

Speaking about the significance of his work, Bond said: “In many ways, my job is to be able to communicate and interpret cutting-edge technology in a way that policymakers can understand.”

He added: “The Commerce Department supports research on nanotechnology through the National Institute of Standards and Technology. Our job is to persuade government leaders to think small. Like submolecular. As he explains, 80,000 nanometers is about the width of a human hair. A molecule of DNA is about 2.5 nanometers.

Nanotechnology also helps build the bottom up, in the smallest of units, leaving minimal waste. And it will revolutionize manufacturing, health care and education, Bond said.

“It’s a completely different way of looking at things,” he said. “It’s more efficient, with fewer byproducts, so it’s environmentally healthier for us.”

Bond, who was in charge of the federal public health policy for Hewlett-Packard Co last December, was honored as one of the 2003 Scientific American 50 for his policy work in nanotechnology.

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Investing in higher education

Kirby (Noland) Dyess ’68

“I can’t imagine my career if I hadn’t pursued a college degree. I want to work on whatever I can to increase the investment in higher education.”

After a brief stint with a law firm, Dyess spent a decade at IGN Medical Laboratories Inc. in Portland, where she started and operated the Diagnostic Products Division based on her research in endocrinology, diabetes and metabolism.

She joined Intel’s staffing department in 1979, where her curiosity and love of a challenge propelled her through the ranks. When she retired in 2002 as vice president and director of operations for Intel Capital, Intel’s strategic investment program, she managed a portfolio of over 400 national and international companies and had handled more than 50 Intel mergers and acquisitions.

“Every time there was an opportunity, I looked at it from the perspective of ‘can I learn something new and can I make a difference?’” she said. “And that continues to guide me today.” Professional, Dyess has been pleased to have been part of a number of successful teams that have worked together for a common goal.

“I see that with members of the Linfield board frequently and now with the Oregon Board of Higher Education, all of whom are focused on the same objective,” she said. “It’s amazing what can happen when you bring those diverse perspectives together and deliver exquisite results.”

In addition to being a member of the Board of Trustees for Linfield, Dyess is a member of the Menasha Corporation Board of Directors, the Merix Corporation board and the H2F Media board, and she chairs the Business Advisory board for the University of Oregon Lundquist College of Business.

If there’s one area Dyess has yet to master, it’s retirement. She remains challenged by her work as a personal investor with Austin Capital and with her board responsibilities.

“It’s all a labor of love,” she said. “I think I’ve flunked retirement but the good news is, I love what I do.”

—Laura Davis

Class Notes

Remembering service and sacrifice

They’ve been friends for more than 70 years — through childhood, college, a war and now; volunteer efforts.

Two World War II veterans, Lieutenant Tom Maloney ’46 and Captain Colin Armstrong ’51, had a chance to reflect on their friendship and the war that shaped their lives, when they attended the dedication of the National World War II Memorial in Washington, D.C., on May 29. Evergreen International Aviation sponsored the trip for four veterans, all volunteers at the Evergreen Aviation Museum, including Maloney and Armstrong.

The group was among more than 150,000 people who attended the dedication ceremony. The memorials honor the 16 million people who served in the armed forces of the U.S., the more than 400,000 who died and all who supported the war effort from home.

For Maloney, the experience was, “inspirational and quite touching. I thought about how we were there and all our friends who were killed were not.”

Maloney was 20 and had attended Linfield for three years when he joined the U.S. Navy Reserve in October 1941 as a dive bomber pilot. Two months later, Japan attacked Pearl Harbor. During his four years of service he was awarded 14 service medals, including two navy crosses, one distinguished flying cross and five air medals.

Maloney lost a number of friends and family members during the war including Linfield classmates Jimmy Breeding ’39 and Gilbert Roberts ’41.

“Most of the veterans smoked and danced,” she said. “Within a few years, rules changed on campus, too.”

Armstrong agreed, adding “things were much more strict and proper before the war. The attitude was more relaxed and informal when I returned.”

Armstrong entered the navy in 1942 as a dive bomber pilot, fulfilling a lifelong dream.

“Becoming a navy pilot was my career ambition,” he said. “Seldom do you know that and get to do it. I was lucky that way.”

After the war, Armstrong earned a business administration degree at Linfield before continuing his career in the military, serving as a carrier pilot, meteorologist and oceanographer. He spent the next two years forecasting ice in the Arctic Ocean, and went on to serve a total of 30 years, earning 14 service medals along the way. After retiring from the military, Armstrong was a Yamhill County commissioner for eight years.

—Lauren Davis

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Kirby (Noland) Dyess ’68

Hospital, has long been one of Linfield’s partners. She prais-

es Wres and the other nursing school faculty she has worked with for their efforts and their sincerity.

“They come to us,” she says. “They seek advice from the stakeholders.” Rodriguez believes this project will have a direct impact on health disparities and a number of beneficial ripple effects on the Hispanic community.

The grant fully funds the Linfield program for three years, with $172,721 and $196,664 recommended for years two and three respectively.

—Peter A. McGraw

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Kirby (Noland) Dyess ’68

Kirby (Noland) Dyess ’68 learned early on she could do whatever she put her mind to.

That legacy, instilled by her father and reinforced by a series of mentors, has been the basis for successful and diversified careers in biochemistry, high technology management and most recently, education.

Dyess, founder of Austin Capital and a member of the Linfield College Board of Trustees, was appointed to the Oregon State Board of Higher Education in January. She chairs the Academic Excellence and Economic Development Committee, focused on research areas that will become economic development engines for the state.

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—Laura Davis
Debbie (Hansen) Harman ’90, director of capital giving, Jake Harman ’26 and Dave Hansen, vice president for student services and dean of students, model Wildcat spirit in quality apparel from the Linfield College Bookstore.

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