

Linfield

**HIGHER EDUCATION'S
HIGH-TECH FUTURE**





A CAMPUS BEACON: The Linfield University Science Complex, featuring the W.M. Keck Science Center, opened in February. In addition to classes and research projects, the building has also been the stage for new events coming to campus, including a board gaming convention and the 4-H Mariachi STEAM Summer Camp.

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At Linfield, we recognize that the land that our physical campuses are located on were the traditional territories of the "Yam Hill" band of the Kalapuya people in McMinnville and the Chinookan peoples known as the Clackamas and Cascade Tribes in Portland. In January 1855, the people of these tribes were forcibly removed from the land after the signing of the Willamette Valley Treaty. They are now among 30 tribes and bands that make up the Confederated Tribes of Grand Ronde.

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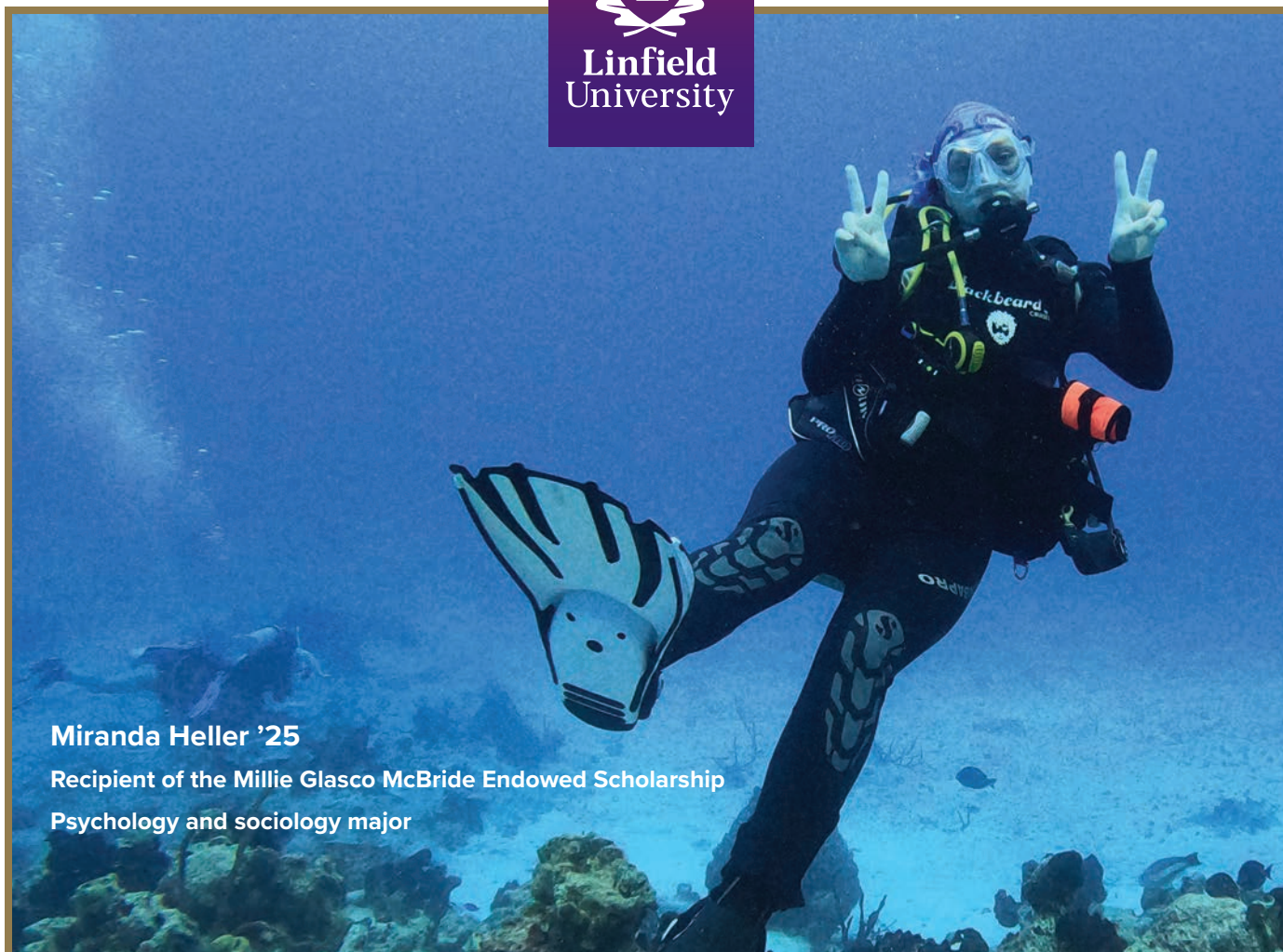
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FSC certification ensures that products come from responsibly managed forests that provide environmental, social and economic benefits.



Miranda Heller '25
 Recipient of the Millie Glasco McBride Endowed Scholarship
 Psychology and sociology major

UNCOMMON EXPERIENCES MADE POSSIBLE BY YOU.

“As a first-generation student, the thought of going to college was extremely nerve-racking. But thanks to donors, my journey has been made that much easier,” Miranda said. “It has also opened doors to opportunities I never thought possible, such as taking a January Term course in the Bahamas focused on marine research.”

You can make it easier for students like Miranda to achieve their dreams by including a gift to Linfield in your estate plans. New endowed scholarships honor families or individuals, while helping students for generations to come.

Learn more by contacting **Craig Haisch '95**, senior director of development, at 503-883-2675 or chaisch@linfield.edu



linfield.edu/giftplanning

Delivering the light

By Miles K. Davis, president

Life at a university is cyclical in a number of predictable ways. Each fall, we welcome a new cohort of students along with all those returning to our campuses, we hold Opening Convocation in Ted Wilson Gymnasium, we attend sporting events and classes and host alumni who come back for homecoming. In January, many of our students study abroad. When the spring semester rolls around, student groups host events they've been working on since the fall, Wildstock brings wild energy to campus, we're enthralled by the lū'au, we celebrate students' work at a symposium and, of course, we host commencement in the Oak Grove. Then many of our employees take a deep breath before spending the summer laying the groundwork to do it all again.

Of course, there are always times when we experience the unexpected: pandemics, wildfires, heatwaves and ice storms. As my sixth fall at Linfield University approaches, I have experienced both the predictable and the unexpected. These experiences lead me to be contemplative about the year ahead and what it is we do here.

I look forward to welcoming new students and reuniting with returning ones. I am eager to continue working shoulder-to-shoulder with so many great colleagues on both of our campuses. Opening Convocation, homecoming and home soccer games will again be a joy. Most of all, though, I look forward to enmeshing myself in a teaching and learning community where we are all striving to make the world a better place, by helping our students lead a life of color.

The Linfield University seal that has appeared on our diplomas since 2021 features the Old Oak overlaid with an acorn and an "L". The tree has three primary root systems, representing learning, life and community (the cornerstones of our mission statement). And from behind the oak, rays of light emanate out to the broader world. Because fundamentally,



REFLECTING OUR PURPOSE: President Miles K. Davis holds the President's Medallion, bearing the university seal.

that's what we do: Send rays of hope and higher learning out to a world in desperate need of both.

In the months ahead, we will celebrate the winning ways of our student-athletes and the incredible resiliency and talent of all our students. We will be awed by the hard work put in by faculty and staff members, we will attend performances and participate in classes, and we will marvel at the world-class wonder that is our newly opened Linfield University Science Complex. We will develop relationships that will last the rest of our lifetimes.

And we will, of course, continue to engage the community outside of our campuses, delivering those rays of light to the world both near and far. Thank you for being a part of that delivery system with me and for inspiring our students in the year ahead.

Theatre season focuses on health for 2023-24 lineup

The newest season of Linfield Theatre features four productions exploring what it means to thrive, heal and grow. The main stage season opens with “The Wolves,” a 2017 Pulitzer Prize finalist by Sarah DeLappe, running Oct. 26-28 and Nov. 2-5. Tickets go on sale Oct. 11 for this play that examines physical and mental health through the eyes of nine teenage girls on an indoor soccer team.

On Dec. 7 and 8, Linfield Theatre produces “Too Much Light Makes the Baby Go Blind (30 Plays in 60 Minutes)” by Greg Allen. Through different performance genres, this production investigates health from a range of angles. Each play will be curated, directed and designed by students.

Linfield returns in the spring with Moliere’s “The Imaginary Invalid” on April 18-20 and 25-26. In this comedic play, the hypochondriac Argan tries to marry his daughter off to the son of a doctor to reduce the cost of his care. Tickets go on sale April 3.

The season wraps with “Springfest: Student Creative Projects” on May 9 and 10. These student works will be curated, directed, performed and designed by students with health serving as a through-line for all the performances.

Textbooks included with tuition with First Day Complete

To better ensure that students are prepared for class from the first day

of instruction, Linfield partnered with Barnes & Noble to launch a new textbook rental program this fall. The First Day Complete program delivers print and digital course materials to students before the first day of class – at no additional cost to students.

With First Day Complete, Linfield became the only college in Oregon where books are included in the cost of tuition.

“This takes the guesswork out of budgeting for textbooks and eliminates a major chore for students at the beginning of the semester,” said Michael Wenz, Linfield’s vice president for finance and administration and chief financial officer. “More importantly, it ensures that all students are ready for classes on the first day and no one is disadvantaged because they can’t afford their textbooks.”

Beth Concepción joins Linfield as new academic leader

After a nationwide search, Beth E. Concepción started as Linfield’s vice president for academic affairs and provost on July 31.

Concepción comes to Linfield from Missouri University of Science and Technology, where she served as vice provost for educational innovation and executive director for the Center for Advancing Faculty Excellence.

She previously served in other academic leadership and faculty positions at Oglethorpe University and Savannah College of Art and Design.

She earned a Ph.D. in journalism and mass communication from the University of South Carolina, as well as an M.A. and MFA in media and performing arts from Savannah College of Art and Design, a B.A. in English from Oglethorpe University and a B.S. in geosciences from Mississippi State University. Her research interests include journalism ethics and practice, journalism education and television news gatekeeping.

Concepción is from Atlanta, Georgia, and has more than 30 years of experience as a journalist working for media organizations. In alignment with her experience and education, Concepción also will serve as professor of journalism and media studies. Her background in reporting helped her develop skills that have served her well in the world of higher education, she said.

“As a journalist, you always gather a wide variety of information and perspectives, then synthesize and communicate in a way that facilitates understanding and action,” she said. “You interact, engage with and listen to a wide variety of humans. It’s invaluable training for any leader.”



Faculty members in multiple disciplines earn promotion

Congratulations are in order for five faculty members granted promotion by the Linfield University Board of Trustees. These individuals demonstrated exceptional abilities at Linfield, in their fields and with students. Yanna Weisberg from the Department of Psychology earned the rank of professor. Chris Dahlvig from the School of Business, Rachel Norman from the Department of English and Sreerupa Ray from the Department of Biology were promoted to associate professor with tenure. In addition, Cisco Reyes, an associate professor in the Department of Health, Human Performance and Athletics, was granted tenure.

Money magazine ranks Linfield among Oregon’s best for affordability and outcomes

When Money magazine released its 2023 Best Colleges guide, it debuted a new system with star ratings focused on affordability and outcomes — and

Linfield University was one of only two colleges in Oregon that received 4.5 or higher stars. Money’s rating is based on quality of education, affordability and graduate outcomes.

President Miles K. Davis said the rating’s emphasis on social mobility makes it an especially welcome recognition.

“The decision to pursue a college education is an enormous investment for families, particularly for low-income and first-generation students, and we take that commitment very seriously,” he said. “We are here to serve as an engine of social and economic mobility, and our graduates can and do change the economic conditions of their entire family with a Linfield degree.”

For more information on Linfield’s ratings and rankings, go to linfield.edu/rankings.



One Wild Day raises more than \$680,000

For eight years, Linfield University has exceeded its giving day goal thanks to the generosity of its alumni, students, parents, employees and friends. The

2023 event, held May 3-4, was no different. The Linfield community came together to raise more than \$680,000 during One Wild Day. During the 28-hour event, 680 donors made a gift, far exceeding the \$550,000 goal.

“I would say I’m blown away, but in each year since this campaign started in 2016, the Wildcat community has far exceeded our goals” said Joseph Hunter, vice president for university advancement. “We always talk about the sense of community here at Linfield and giving day is the perfect example of what our close-knit community can accomplish. We are so appreciative of everyone who made a gift to help ensure the Linfield experience is available to all students who seek it.”

Oak & Vine Society adds new participating wineries

Several new locations throughout the region have joined the list of participating wineries for the Oak & Vine Society in 2023: Erath Winery in Portland, Ricochet Wine Company in McMinnville and Satyr Fire Winery in Dayton.

This wine benefit program lets members enjoy the region’s best wines while raising money for wine studies student scholarships. Oak & Vine Society members receive special benefits at partner locations (including complimentary wine flights and purchase discounts), invitations to three exclusive wine receptions throughout the year and access to a private tour of the Oregon Wine Archives on Linfield’s McMinnville campus.

Join online at linfield.edu/wine.



College Magazine names Linfield among top 10 universities for pet lovers

College Magazine has named Linfield University No. 6 on its Top 10 Colleges for Students Who Can't Imagine Life Without Animals list. Citing Linfield's pet-friendly housing, author Devin Stonerock quoted Shayla Wacker '24 on the positive impact a pet can have on a student's mental health.

"Having a dog on campus has tremendously changed the way that I exist on campus," she said. "Her presence has also provided me with a whole community of other pet owners on campus, as well as students who stop us on walks just to say 'hi' to Olive."

Jane Failing Hall began allowing pets in 2019, while the Blaine Street Apartments began allowing pets in 2021.

EV chargers added to Portland campus

Two electric vehicle charging stations were added to the Portland campus this summer. Located outside Building 2, these dual-port chargers are open to any electric vehicle for active charging at

\$0.20 per kilowatt-hour. This project was funded by a grant from the PGE Drive Change Fund and made possible by the Oregon Department of Environmental Quality's Clean Fuels Program.

Nominations wanted for archival interviews

The Linfield Archives seeks referrals of alumni, faculty or staff who would be interested in taking part in an oral history interview regarding their time at Linfield. The team is especially interested in speaking with subjects whose Linfield experiences capture a specific moment in time.

Email Alyssa Ralston, archives coordinator, at aralston@linfield.edu with your referral's name, connection to Linfield and what about their story might make for a compelling interview. All referrals (including self-referrals) are welcome.



Gennie VanBeek named permanent CAS dean

After serving as interim dean of the College of Arts and Sciences (CAS) since 2022, Gennie VanBeek has been named permanent dean as of Aug. 28.

"I look forward to building on the great work we accomplished last year in fostering trust and community as we further the liberal arts mission of Linfield," she said.

VanBeek joined Linfield in 2008 as an associate professor of education. Her research focuses on students at the margins of public education and helping students improve their writing. She served as associate dean of CAS before her role as interim dean.

Prior to Linfield, VanBeek taught adult basic education as well as secondary language arts. She holds a doctorate from Oregon State University.

Inaugural winners of Lacroute Prizes in Poetry, Prose announced

Linfield's Creative Writing Program honored the best student writing of the academic year with the inaugural Lacroute Prizes in Poetry and Prose.

Finalists were chosen from nearly 60 submissions by the creative writing faculty, then sent to poet and fiction writer Genevieve DeGuzman, recipient of the 2022 Oregon Literary Fellowship, for final deliberations.


The winner of the Lacroute Prize in Poetry was "Stage Whisper" by Summer Eves '24, a creative writing major from Molalla. Elana Gatien '25 from Albany won the Lacroute Prize in Prose for "Tree, Raven, Hillside, Fire."

All finalists and winners were published in the spring's issue of "Camas: A Journal of Art & Literature," and winners each received \$500 thanks to support from the Lacroute Initiative for Advancing the Liberal Arts.

Hispanic Heritage Celebración moves to Homecoming Weekend

Linfield's annual Hispanic Heritage Celebración returns on Sunday, Oct. 15. Extend your Homecoming Weekend plans to enjoy this annual tradition featuring live music, student performances, food from a variety of Latinx cuisines and activities for all ages.

The event is organized by the Linfield University Latinx Adelante (LULA), a student-run organization. The event is free, but donations are encouraged. Funds received at the event are used to send Linfield students to the United States Hispanic Leadership Institute. Last year, enough funds were raised to send 16 students to the national leadership conference.

 [Watch a video recap of last year's event at \[magazine.linfield.edu\]\(https://magazine.linfield.edu\).](https://www.youtube.com/watch?v=...)

Study finds three ways families prevail during crisis

Risk of infection, financial uncertainty and changes in routines – all of these upended families around the world during the pandemic. Stressors rose when multiple family members were diagnosed with a COVID-19 infection.

Ericka Waidley, assistant professor of nursing, and colleagues at Yangzhou University in China, interviewed 21 patients from nine different families, who recovered from COVID-19 together. The study, recently published in an American Psychological Association journal, found that the coping mechanisms of fami-

lies interviewed revolved around three themes: belief systems, family organizational patterns and communication.

Researchers found that family members experienced an emotional transformation, eventually seeing the infection as a collective challenge. Shared family beliefs were strengthened, sometimes through rituals, to navigate through the negative emotions. Families also found support through their familial structures, leaning on relatives and friends for

encouragement and problem solving. Finally, participants emphasized the role of open communication in strengthening relationships.

The article, "Family Resilience in a Crisis: A Qualitative Study of Family Resilience in Multimember Infected Families in the Context of COVID-19," is in the August 2023 issue of "Psychological Trauma: Theory, Research, Practice, and Policy."

University divisions name new leaders

Linfield celebrated the addition and promotion of several employees this spring and summer, including:



ELIZABETH ARNOTT joined Linfield as the director of human resources in April. She brings more than a decade of human resources experience, including nearly three years at Metro, a government administration that oversees significant aspects of infrastructure in the greater Portland region. Since 2018, she has also operated her own consulting firm, Elizabeth Arnott Consulting.



JOE LATULIPPE was promoted to associate provost for academic support and accessibility in May. He joined Linfield in 2021 as director of academic advising, and in that time, he has helped lead some of the institution's new student support initiatives. This includes the Moving the Needle retention effort and the inaugural Summer Academic Academy. In his new role, Latulippe oversees Learning Support Services and academic advising.



ERIK STENEHJEM became director of the newly created Department of Safety and Risk Management in April. Stenehjem joined Linfield in 2018 and was previously director of the Office of Environmental Health, Safety and Risk Management. He has held multiple leadership positions during his tenure, including chair of Staff Council, a key member of the university's COVID-19 Emergency Response Team and interim director of human resources.

The real-world application of virtual reality

Nursing students pilot VR technology to enhance education

By Kelly Williams Brown

Twelve highly experienced nurses gathered together in a room, each with a different patient.

One searched through medical records on behalf of a man with chest pains. Another examined a young child whose chest was covered in bruises and avoided eye contact. Some consulted with their nurse's assistant, others phoned the doctor on call, started an IV or ordered further tests.

These nurses – all Linfield University-Good Samaritan School of Nursing faculty members – were trying Oxford Medical Simulation's (OMS) immersive virtual reality program for the first time, and they were impressed. As they slipped the Oculus headsets on, people gasped.

"I was amazed. At one point, I was about to lean on the table before I remembered it wasn't actually there," said Ingrid Flanders, an assistant professor of nursing who specializes in family nursing. "I went to exit a room and my patient scolded me – 'You're done already?'"

At Linfield, Associate Dean Julie Fitzwater was the first to spot VR on the horizon. About five years ago, she experienced a demonstration of the technology at another Portland nursing school.

At the time, she said laughing, "it wasn't the cute little Oculus goggles. It was a huge pack and big helmet."

Even then, she said, it was clear the technology had enormous potential even though it was in its infancy. And much like artificial intelligence, it has come a long way in the last five years.

"There are experiences that students can't get in real-time. They're not necessarily going to be there when someone dies, when there's a birth or when there's a cardiac arrest."

— Julie Fitzwater, associate dean of the School of Nursing

Investing in VR

Under the leadership of Dean Paul Smith, the School of Nursing invested donations from One Wild Day, Linfield's annual giving day campaign, to explore how these virtual patient scenarios could profoundly alter the way the university teaches nursing. Starting in the fall, members of the Master's Entry into Professional Nursing (MEPN) cohort will participate in a pilot program using the technology.



A NEW LOOK OF HEALTH CARE: School of Nursing faculty and staff tried out Linfield's new Oculus headsets at a training this spring. The realistic simulations allow users to practice as if in real life – assessing, collaborating with others, following protocols and delivering medications.



THE BUSINESS OF VR: The School of Business debuted their new Oculus goggles at the Yet! Business Symposium on April 12, 2023. Attendees tried the headsets – shown above on finance major Diego Salinas '25 – and Dean Jennifer Madden discussed the role immersive learning has in education and business.

After slipping on the headset, a user is immersed in one of more than 200 scenarios that includes pediatrics, maternal health, primary care, nursing emergencies and mental health, among others. People might find themselves in a hospital emergency room, a birthing suite or a family doctor's office.

Everything around the room – the patient, equipment and medical personnel – replicates reality. Haptic feedback, similar to a gentle cell phone vibration, alerts the user to an interactive object or person. By looking at the patient's face, a list of conversational cues pops up. Should the nurse start by asking how they are feeling, what brought them in today or by introducing themselves? Moving to the medical cart prompts a list of labs that can be ordered to appear. The nurse is presented with the same options and available actions as in a regular medical setting. They listen to the patient's chest with a stethoscope, ask the patient about their medical history and even wash their hands in the corner sink.

Upon exiting the scenario, feedback is automatically provided to the student. Each action within the simulation is analyzed, and dropdowns explain what went right and what critical errors were made.

"Everything is clinically weighted," said Noelle Rose, who works for OMS as an educational specialist. "If you give penicillin to someone who is allergic to penicillin, you're not going to get a great score."

Practice is the point

Within each scenario one could, theoretically, do everything in precisely the right order. But, she said that's not really the point – the point is the practice.

Flanders agreed.

"This is a safe way for [students] to interact without causing harm, and also exposes them to a wide variety of things

they may or may not have experienced," she said, adding that she appreciated how much of an emphasis was on communication with others in the room.

"A student can be totally comfortable and chatty, but you put a stethoscope around their neck and ask them to have a conversation with an older adult and they freeze because the stakes are higher," she said, adding that this could be a great way to build confidence and learn the cadence of those interactions.

"The way we relate to another human is primary to everything that we do," Flanders said. "We're meeting people at their most vulnerable moment, and they're trusting us."

Indeed, some scenarios gauge emotional intelligence, too, as nurses deliver difficult news or de-escalate fraught situations with loved ones. And as the technology progresses, so will the possibilities.

Rose said that machine-learning driven natural language processing will allow students to actually speak to their patients, rather than select an option on the screen. Also on the horizon is the use of haptic gloves to allow students to practice precise hand movements, like inserting an IV.

But for now, nursing faculty members say, this could be a wonderful supplement to the high-fidelity simulations and manikins that are central to the Experiential Learning Center. In those rooms, which perfectly mimic hospital rooms down to the medical cart and working oxygen headwalls, students care for manikins voiced by unseen actors that can bleed, sweat and give birth. Those simulations are incredibly valuable, but also require a great deal of time, preparation and human effort.

With this tool, Fitzwater said, students can learn on their own and then debrief with their instructors.

"There are experiences that students can't get in real-time," she said. "They're not necessarily going to be there when someone dies, when there's a birth or when there's a cardiac arrest."

Cross-campus usage

Nursing isn't Linfield's only foray into VR – the School of Business currently has 15 headsets, which are used by graduate students in the design and innovation track of the Master of Science in business program.

"We don't prepare students for the world as it is – we're preparing them for the world as it will be."

— President Miles K. Davis

"We're familiarizing our students and faculty with the technology and trying to figure out ways we can use those virtual environments for our non-traditional learners as well as our more traditional Linfield students," said Jennifer Madden, business school dean. "Graduate students recently helped the Board of Trustees become familiar with the goggles, and we had them out for attendees to try out at the YET! Business Symposium in April."

Madden's enthusiasm for VR is shared by President Miles K. Davis.

"There are so many exciting educational possibilities with virtual reality, and the School of Nursing is an excellent starting point," Davis said.

In May, he said, an anonymous \$27,000 donation was given for the university as a whole to explore what other fields of study may benefit from VR.

"We know students learn best through experience, which is why that type of learning is the core of a Linfield education," he said, adding that comfort and fluency with these technologies as they evolve is a major advantage for students. "We don't prepare students for the world as it is – we're preparing them for the world as it will be."

For his part, Smith hopes this is just the beginning.

"Think about being in an acute-care class and learning about cardiac dysrhythmia, and the professor says, 'OK, let's walk through each chamber of the heart and see what's happening,'" he said. "I'm thrilled that our MEPN students get to try these tools, and I can't wait to see what comes next."

AI in education

The rapid expansion of artificial intelligence (AI) programs in the last year has impacted almost every part of the global economy, and education is no exception. Conversations at Linfield have swirled – is this the equivalent of the graphing calculator, which gained popularity in the 1990s and led to widespread concerns about cheating and equality? Like calculators, should students use AI as a tool? What constitutes plagiarism? Is there a policy for this, and a

Implementing AI in the classroom

By Gennie VanBeek, dean of the College of Arts and Sciences



As a former middle school language arts teacher, my absolute joy remains hearing my students' voices in their writing. It should be no surprise, then, that I found the conversations about AI tools and how they are

being used to augment, replace or edit those voices of utmost importance.

AI forced itself to center stage of academic conversations in January 2023. At that moment, panic about the ChatGPT-gateway-to-plagiarism was high, and information about how to handle it was low. In January, I sent to faculty the best article I could find at that moment that summarized strategies for professors to use in the classroom: "ChatGPT Advice Academics Can Use Now." Since then, more recent resources present basically the same key points:

1. It is impossible to ban AI. Don't even try. Talk with students about AI, including when it is appropriate (even helpful) to use it and when it is not. This leads to #2 . . .
2. Consider the purpose of your writing assignments and how to best structure them to meet student learning goals and to be difficult to replicate using AI.

way to fairly regulate it? Linfield Magazine asked members of the College of Arts and Sciences – including its dean and faculty members in education and chemistry – to share their thoughts on AI, its impact and its current and future applications in higher education.

Note: All images were created with Fotor's AI tools and selected by the writers.

3. Help students understand that AI-generated text can be biased and incorrect. It is not a trustworthy reference tool.
4. Utilize in-class writing opportunities, including writing-to-learn strategies. Writing is a key tool in developing critical thinking — but it does not need to look like a traditional essay.
5. Do not trust anti-plagiarism software to detect AI. These programs have spotty performance histories and are likely to discriminate against non-native English speakers.

Yesterday it was the graphing calculator, today it is AI, tomorrow it will be something else. What remains the same is that teachers and professors will respond to technological advancements and harness them to promote learning and connection with students.

As a teacher educator, I delight in hearing about the unique solutions to today's challenges in schools that my Linfield students (and our future teachers) generate. Their creativity and cunning will set the bar for decades to come. ChatGPT has nothing on that!

Assessing process instead of product

By Emily Evanstein, assistant professor and special education program coordinator



Artificial intelligence tools are nothing to be feared.

At their best, AI tools like ChatGPT provide an opportunity for instructors to consider the specific constructs they are looking to assess and how working

with AI could support students in their learning. This might be a shift from focusing on product to process.

What would it look like if we were to assess students on how they get to an outcome rather than simply the outcome itself? Or if educators focused lessons on providing instruction and tools to support students in integrating this technology into their discipline-specific work? It may put more of a premium on in-class assessments or assessments that don't solely focus on written outcomes, which may encourage alternate, and potentially more inclusive, assessment types.

Our goal at the university is to encourage thought processes that support learning. The foundational work we do is rooted in critical and creative thinking, intellectual challenges and thoughtful dialogue.

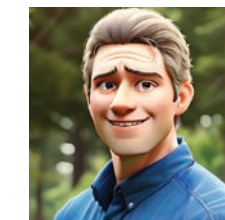
Tools like ChatGPT, however, are not a substitute for that critical thinking or the deep understanding that emerges from our classrooms. They are made for expressing ideas or summarizing information. As such, these tools may have an important role to play in helping students organize and express their thoughts when they otherwise may struggle to do so, but they are not a substitute for thinking and engaging with academic content.

New technology is always developing, and universities and the educators within them continuously adapt to integrate it. ChatGPT and other generative AI tools present unique challenges, but ultimately, they will become a part of the learning environment. Transparency in how these tools are utilized – in teaching, classwork and assignments – is critical to successfully integrating them into our work.

And, again, it may be time to assess the process, instead of the product. Let's evaluate how students are creating, exploring and critically thinking instead of looking exclusively at their outputs.

A Copilot in education

By Andrew Baggett, associate professor of chemistry



Last November, the public gained access to ChatGPT, and by winter, academia had taken notice — the first term papers had been written by ChatGPT, the first students faced related academic integrity violation hearings, the

first wave of articles and opinions from academics circulated widely and the first AI-related language appeared in syllabi. While Linfield has seen some instances of academic integrity violations involving the use of generative AI, the scale of the issue has not been extreme.

The broader Linfield community should prepare for a seismic change that will bring generative AI technology fully front-and-center by the end of 2023 — the integration of the ChatGPT-like Copilot in all Microsoft 365 products.

When Copilot is fully integrated within Microsoft products, every student and staffer (and most working professionals) will have access to AI tools at their fingertips, and all positive and negative consequences of using AI will be amplified.

Copilot is a fascinating tool. Based on reports, individuals can ask it in simple language to complete a variety of tasks, such as listening to a recording and generating a synopsis, converting a piece of writing into a PowerPoint presentation with added stock images, or finding and explaining trends in data graphed in Excel. Essentially, it can do anything that ChatGPT can do and more. Unlike ChatGPT, which has a "closed" dataset to work with, Copilot will be able to pull and use data and text stored on Microsoft products like SharePoint and Teams to make its output relevant to the user or company.

I believe the future for Linfield is one where our students learn how to use AI tools ethically and proficiently; where faculty and staff streamline their work with AI tools and guide students to develop relevant skills for use in a world that will very quickly consider AI-related skills essential in most professions.

AI tools are here to stay, and their use will become nearly universal when they are incorporated into Microsoft products. Linfield is fortunate to have faculty and staff devoting significant energy to carefully planning approaches to using AI tools that will positively impact the value of our students' degrees.

Behind ‘on the cover’

A behind-the-scenes look at crafting Linfield Magazine’s first AI-generated cover

By Chase Estep

The theme of this magazine’s cover package is “higher education’s high-tech future,” exploring how new technologies are enhancing the way we teach and learn. It may not come as a surprise, then, that we decided to use artificial intelligence (AI) to design the cover itself. How that design process worked – or did not – becomes an aspect of the information we are conveying with the package of stories.

The up-front guidelines: The cover should unmistakably represent Linfield and, simultaneously, portray the ways technology is shaping the future of higher education. It should be completely AI-generated, needing no editing.

What we learned along the way, as is the case with many generative AI processes, is that the inputs and guidelines we used were as critical as the technology in achieving the desired result. We failed to get what we were looking for on the first, second or tenth attempts, requiring a fair bit of tweaking and re-wording the prompts to get the desired output.

The process:

1. Research and inspiration: While past magazine covers served as a foundation, the goal was to craft something distinct – a design that would stand out in Linfield Magazine’s archives. Meetings with the magazine’s editorial team helped refine the vision of where to start.

2. Choosing the right tool: I explored and tried out multiple generative AI tools, each able to turn natural language text commands into images. I first experimented with OpenAI’s Dall-E and the AI tools in Adobe Photoshop. Ultimately, I settled on a program called Midjourney – a tool that integrates a chat app called Discord for entering text prompts. I was already familiar with Discord’s platform, and Midjourney offered the flexibility and precision needed for a project of this scope.

IN THE MAKING: Iterations of the cover, with the final design in the background. Clockwise, from top: An early attempt to encapsulate all magazine stories; the introduction of a distinct Linfield element; capturing the essence of technological innovation.

3. Crafting the prompts: The initial approach was (probably overly) ambitious. I attempted to encapsulate multiple magazine stories into one design. An early prompt read: “A stylized representation of a nurse wearing virtual reality glasses ... Symbols of diverse faiths ... A roller skate and a nurse’s cap ...” The result? A chaotic image that lacked any central clarity.

As the iterations progressed, introducing elements like “visualization of artificial intelligence and neural networks” began to yield fascinating results. Futuristic abstractions started to dominate the canvas, setting the tone we all agreed we liked.

4. Refining the prompts: I adjusted the prompts repeatedly, and when the images looked sufficiently new, I ran them by the magazine team. They provided feedback, we debated the images alongside the stories in the cover package, and I refined it again. In the end, the journey from initial concept to final design was marked by close to 100 iterations. My original concept was to blend multiple stories into a single image; however, the focus gradually shifted to a thematic emphasis on the idea that technology will change higher education.

The result was a design featuring an evocative (and Linfield inspired) image: A student donning VR goggles gazing toward a promising future. Pioneer Hall, reimagined through an AI lens, stands proudly in the background. A vast neural network sprawls across the top symbolizing interconnectedness and innovation. And the university observatory, traditionally a beacon of exploration, is on the back seemingly “observing the future.”

The final product is a testament to Linfield’s forward-thinking ethos and belief in the transformative power of technology. But this project also underscored a vital lesson: While AI offers limitless possibilities, using it to realize a specific vision demands patience and meticulous refinement.



Scanning history

Digitizing yearbooks makes Linfield's history more accessible and connected

By Annette Castillo-Rodriguez '25 and Nolan Rettig '24

Many things have changed dramatically during Linfield's history. Fashion, for example. Some styles (thankfully) died out a long time ago, while others are still around or back on trend. The curriculum has evolved in significant ways. Specific clubs, sport teams and activities started and ended. These and plenty of other differences are visible at a glance if you flip through the pages of Linfield's yearbooks stored in the library.

It's also fun looking at quotes, stories and photos from over the decades that show how little has changed. Students still note the rivalry with George Fox or share their opinions about food at Dillin Dining Hall.

We saw all this and more this summer as we digitized each page of 90 "Oak Leaves" and Commencement "reviews." The publications span from 1912 to 2003.

Each yearbook page was fed into a ScanSnap scanner, and each image edited to make sure the final product was properly framed and no fingers or creases were in the way. Depending on the length of the yearbook, it took an average of 15-30 minutes to digitize and upload each one to Linfield's DigitalCommons, the university's digital archive. While it may seem repetitive work to some people, we never tired of exploring the pages of Linfield's history and making it available to the public.

The result is a searchable archive that anyone can access over the internet. The yearbooks are available as .pdf files to view online or download.

Digitizing the pages gave us insight into many long-forgotten stories and eras. We were surprised to learn about the number of famous guests that have visited campus, for example, including the late singer Tina Turner and former President Jimmy Carter. We saw these historical figures in places that we can still visit, like the Richard and Lucille Ice Auditorium. It makes these

events – and Linfield's history – feel all the closer to home.

Seeing how different parts of the McMinnville campus have been used for the past century is humbling, also. We were able to see the campus grow from the solitary building of what is now Pioneer Hall to include the sprawling network of buildings and spaces we have today. Some of the current buildings still house the same programs or student activities we found mentioned in the yearbooks, while others' roles have completely changed.

In the end, scanning these pages made the experiences of past students feel more relatable and our Linfield community seem that much more connected. Now, we invite you to journey into Linfield's past through the digitized archives, as well.

See the online collection of yearbooks at:
digitalcommons.linfield.edu/yearbooks

About the authors

Annette Castillo-Rodriguez '25

is an international relations major

from Portland. **Nolan Rettig '24**

is a history major from Sherwood.

The pair were employed by the

Linfield Archives and Special

Collections during summer 2023

to digitize the yearbook collec-

tion. Funding for this project was

provided by a multi-donor alumni

initiative spearheaded by

Tim Marsh '70.



PRESERVING THE PAST: Thanks to donations from alumni, Annette Castillo-Rodriguez '25 and Nolan Rettig '24 spent the summer digitizing Linfield's collection of yearbooks by individually scanning every page to make them accessible online.

Pioneering pathways into nursing

New master's program provides more affordable and easy access for second-degree seekers

By Chase Estep

Megan Starr Morgan had a successful 10-year career in human resources. She gained experience working as a business partner for a large retail company and then moved into a similar role at a leading technology company. Yet, she couldn't shake the feeling that there was something more for her professionally.

"When the COVID pandemic hit, I spent a lot of time in self-reflection," she said. "After much contemplation, I decided to take the leap and pursue my dream of entering the health care field."

For Nicholas Cabacungan, the switch to nursing looked a little different.

"I spent almost all my undergraduate years preparing to get into dental school," he said. "When I got there, it wasn't what I wanted anymore."

Cabacungan and Starr Morgan are two of 23 students in the inaugural cohort of Linfield's Master's Entry into Professional Nursing, or MEPN, program. This program is geared specifically for individuals interested in entering the nursing field, but currently hold a non-nursing bachelor's degree. With this five-term, 15-month curriculum, students are prepared for passing their nursing licensure exams and graduate with a Master of Science in Nursing.

The MEPN program, the first of its kind in Oregon, provides a new pathway for individuals looking for a career change. Employment shifts over the last four years have indicated a large population of workers looking to switch careers, turning the "Great Resignation" into what some call the "Great Reshuffle." The Bureau of Labor Statistics

"When the COVID pandemic hit, I spent a lot of time in self-reflection. After much contemplation, I decided to take the leap and pursue my dream of entering the health care field."

– Megan Starr Morgan

reported quit rates during the "Great Resignation" of 2021 reaching levels last seen in the 1970s. According to the Pew Research Center, approximately 5% of the American workforce switched occupations in 2021. In fact, about half of workers who changed employers between 2019-2021 also moved to a different industry (48.3%) or occupation (49.5%).

For those interested in pursuing a career in nursing, a master's entry program allows them to follow their passions without having to earn a second bachelor's degree, and for many people, it comes with a more appealing financial aid package.



PURSUING THEIR PASSIONS: Nicholas Cabacungan and Megan Starr Morgan, students in Linfield's Master's Entry into Professional Nursing program, are entering nursing after earning bachelor's degrees in other fields. Cabacungan is transitioning from dentistry and Starr Morgan from human resources.

“Getting the Graduate PLUS Loan to pursue the MEPN is easier than getting one for another bachelor’s degree,” Cabacungan said. “Financially, it would look very different for me.”

Entering nursing from a variety of fields

The first cohort of MEPN students come from a range of backgrounds – including business, biology and public health – but the professors in the Linfield-Good Samaritan School of Nursing have found that the diverse educational and work histories of the cohort enrich the overall learning environment.

“Second-degree students bring valuable skills such as communication, problem-solving and critical thinking that translates well into the nursing profession,” said Heidi Johnston, associate professor of nursing and director of the MEPN program. “The knowledge and perspectives brought from their prior degrees enhance the profession by providing unique insight and innovative ideas.”

Cabacungan agrees.

“In our practical simulations, we collaborate and view our clinical setting differently,” he said. “Our different backgrounds allow us to approach situations from various perspectives.”

Starr Morgan has found her previous work experience to be an asset in her nursing education and practice.

“The skills I gained through my previous career, particularly in communication, have helped me tremendously in the MEPN program,” she said. “Strong communication skills are an integral part of nursing and are required to be able to effectively collaborate with other nursing and healthcare professionals, as well as in building rapport and trust with patients.”

Many of the characteristics of a successful nursing student, Cabacungan says, are transferable skills for those coming from different fields or industries. These include “adapting to unexpected situations, communicating your limitations and asking for help, and having compassion for your classmates, professors and patients.”

Combining basic nursing education with graduate-level outcomes

Central to the MEPN program is its emphasis on clinical practice experiences, enabling students to gain invaluable hands-on experience in real-world healthcare settings.

Students like Starr Morgan and Cabacungan use simulation labs and placements in hospitals and clinics to apply their growing knowledge to practical situations.

For Starr Morgan, the clinicals have offered much more than just training – they’ve provided a glimpse at the meaningful career she was looking for back in 2021.

“I was in a recent clinical rotation at a skilled nursing facility, where I cared for a patient recovering from surgery with a chronic illness,” she said. “Throughout the experience, I learned about their background, family and recovery goals. On the day they were discharged, I was surprised to find them waiting in the lobby to personally say goodbye. This experience underscores the impact nurses can have through patient-centered care and the importance of building trusting relationships.”

Linfield’s MEPN curriculum also includes classes and training that revolve around some of the complex challenges facing healthcare today: disease prevention, promotion of health and wellbeing, chronic disease care, regenerative or restorative care, palliative care and the need for culturally competent care.

“As a prelicensure program, students are given the skills and training needed to enter the field of nursing,” Johnston said. “However, as a graduate-level program, there is also an emphasis on the topics and issues facing healthcare leaders today, such as population health, scholarship in nursing practice, systems-based practice, care coordination, interprofessional collaboration, and leadership. This combination prepares graduates to easily transition into management and leadership positions after gaining nursing practice experience.”

As demand for highly skilled and compassionate nurses continues to rise, new pathways to the profession, like Linfield’s MEPN, are providing individuals with the training, skills and support needed to make a difference.

“The faculty have been amazing,” Cabacungan said. “They’re always there to help and guide us through this intense program. And my classmates are just as supportive – we’re all in this together.”

The first MEPN cohort will graduate from Linfield’s School of Nursing in 2024. The second cohort starts in January.

Learn more about the program and how to apply at:

linfield.edu/mepn



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From the classroom to the rink

Meet Linfield's assistant professor of nursing, director of clinical education and roller derby announcer

By Mike Lempner

COMMANDING ATTENTION: Jordan Ferris is at home on the mic, getting the crowd riled up before the big roller derby match featuring the Rose City Rollers' all-star travel team, the Wheels of Justice.



READY FOR ACTION: Skaters from the Wheels of Justice crowd at the start line in anticipation of the ref’s whistle. The match was held in front of a sold-out crowd in The Hangar at Oaks Amusement Park.

The atmosphere in the arena is electric. Music blares through the speakers, drowned only by the shouts, jeers and cheers of 400 spectators in the sold-out stands. Skaters race around the wooden track, adding their own symphony of squeaks and squeals.

Echoing above it all – through the speakers and from her perch in the announcer’s booth on a crowded catwalk 20 feet above the track – is assistant nursing professor Jordan Ferris.

Her voice booms: “Oh my goodness, Lil RegulateHer beating Bonnie Thunders out for lead jammer. That doesn’t happen often!”

She calls the action throughout the roller derby match on this night, painting a vivid picture with her words and building excitement for the packed-in audience.

“Ohhhhhh beautiful apex jump there,” she yells, jumping right out of her own seat. “That was some absolutely amazing offense played in that jam.”

Ferris, it becomes clear as the game progresses, is a master storyteller. Her characters – and truly ‘characters’ is the right word – are decked out in vibrant uniforms bearing their creative nicknames. Today’s match features Big Bang Fury,

Tenacity Remington, Oona Roll and Beyond ThunderDame, among others.

“Oh, my word,” she says into the microphone. “That was a big hit there by Tenacity. What a great rollback!”

The Hangar, a backlot arena at the Oaks Amusement Park in Southeast Portland, is lit by flickering-colored lights from a disco ball in the ceiling and crowded cheek to jowl with fans almost as flamboyant as the skaters. They are there to experience action, drama and comedy woven together in a spectacle that is more than a typical sporting event. Part theater, part athleticism, part punk-rock edginess, roller derby involves more than 400 skaters each year in Portland’s Rose City Roller league. And it’s one that Ferris has been deeply involved in for the last five years.

“I love to talk,” Ferris says. “And I love being in these performing spaces. I’ve really cultivated this ulterior persona with roller derby.”

Her passion for the sport began when she joined a club called the Air Raid Roller Girls, playing for a couple years under the moniker Nomnom-nivore. As time went on, though, she prioritized the importance of protecting her body and shifted her focus to recreational skating and announcing, which she considers her “true love.” Her vibrant personality and showmanship are apparent through the mic, captivating the crowd with her announcing skills.

It’s something Ferris, a faculty member and director of clinical education at the Linfield-Good Samaritan School of Nursing, says helped her in the classroom.


“I was really intimidated to teach at first. I was like, ‘who am I to get in front of these students and pretend that I’m some expert on something?’ I then wondered if I could channel my announcing into this,” she remembers.

“I came to the classroom with this big bombastic personality, where I really chose to see it as being on stage,” she says. “Once I started to see lecturing and teaching as this secondary performative area, there was a profound switch in my confidence when in front of students, and I was able to put on that roller derby persona, which made for a much more entertaining classroom.”

While Ferris’ professional life revolves around nursing, her involvement in roller derby adds an important layer of fulfillment to her life. From the announcing booth, she gazes down at the track, trying to put into words the thrill as skaters plow

into and through walls of bodies to circle the track and score points for their teams. The glitter of excitement and wonder in her eyes reflects the joy she gets being part of this special community.

“Roller derby embraces athletes of all body types, uplifting athleticism in a diverse range of individuals,” she explains. “It fosters a wonderful sense of community, open to anyone who wants to be a part of the sport. I love what I do, and I’m glad I’ve gotten to be a part of it all these years.”

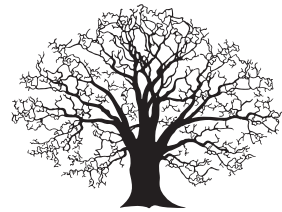
 **Watch an interview with Ferris at magazine.linfield.edu or the Linfield YouTube channel.**



EDUCATING FUTURE NURSES: Jordan Ferris works with nursing students, giving them hands-on experience in one of the Experiential Learning Center labs. Ferris has been an assistant professor of nursing at Linfield since 2019.

FERRIS FACTS

- Health care runs in her family. Her mother is a nurse, father is a doctor, brother is a paramedic, and she has an aunt and two grandfathers who are also medical professionals.
- Her derby name, Nomnom-nivore, was initially one of three options she was trying to choose between. Friends ultimately helped her make the final decision.
- She loves plants and has had as many as 27 in her office at any one time.



A taste of Linfield on Third Street

By Kristie (Patterson) Rickerd '97

Linfield students have a new way to grow their creative and professional skills with the opening of Acorn to Oak Wine Experience, now open on McMinnville's historic Third Street. A collaborative vision born of students' desire for a deeper look into the wine industry as well as faculty and staff professional expertise, this new learning lab brings a taste of Linfield to the local community and visiting wine enthusiasts. Acorn to Oak opens on Sept. 9, 2023, and will be open regularly from Thursday through Monday every week. With multiple student engagement opportunities – for wine studies students and others – and partnership from the local wineries, this new venture is truly, like its slogan says, “where education meets taste.”



News-Register photo by Rusty Rae '68

FEATURING STUDENTS: Alison Hmura '26, an art major from Salem, won a contest to have her mural installed and on display at Acorn to Oak for its opening.

Ways Linfield students will be involved:

It's all in the name – Acorn to Oak Wine Experience. Not just a tasting room or a wine bar, several academic programs are involved in providing an enjoyable experience for guests and hands-on learning opportunities for Linfield students, regardless of major. These include:

- Pouring and serving wines (for those ages 21+) and learning customer service and hospitality skills.
- Managing inventory and building business-to-business relationships.
- Creating and executing marketing and promotional plans.
- Adjusting pricing based on cost analyses.
- Hosting public poetry readings, live music and other performances by students in the space.
- Featuring student-created art or photography throughout the facility.

Get to know the managers:

Two professional staff members collaborate with student employees, ensuring seamless operations and a constructive learning experience.



PAUL JOHNSON joined Linfield in August as the hospitality, tasting room and wine club manager. No stranger to Oregon wines, Johnson has worked on the business and cellar side of some of the region's top brands, including Duck Pond Cellars, Alit Wines/Rose & Arrow and Domaine Roy & fils. Johnson also owns and produces the wines for Satyr Fire Wines in Dayton, which he started in 2019 in the Eola-Amity Hills AVA.



STEPHANIE MITCHELL '23 is the Acorn to Oak project manager. She has overseen the creation and design of the space with students. Mitchell has worked in a variety of hospitality roles including as a beverage director and in marketing and sales for wine brands and importers. She earned a master's degree from Linfield in May. She is now a wine studies instructor and manages the Wine and Spirit Educational Trust courses at Linfield. Mitchell is WSET Level 3 certified and is working on her Master of Wine.



What's pouring downtown?

Acorn to Oak serves wines from the Willamette Valley. Each of the 20 participating wineries are also partner wineries of the Oak & Vine Society, Linfield's wine benefits club that raises scholarship money for students in the wine studies program.

“The tasting room will serve as a place for guests to enjoy and receive education on wines from a range of outstanding wineries in Oregon,” Johnson said. “The Acorn to Oak team looks forward to curating a diverse and exciting list of wines that represent the ongoing narrative of the Oregon wine industry.”

Guests can choose from the day's selection or request a tasting flight to compare wines from different wineries or vintages. A selection of snacks, including charcuterie and cheese plates, can be ordered to complement customers' wine selection.

Acorn to Oak Wine Experience is located at
546 NE Third Street, McMinnville.

acorntoakwine.com

Worth 1,000 Words

By Timothy D. Sofranko

Hui o Lōkahi, a student-run Hawaiian club, celebrated Linfield's 50th annual Lū'au (feast and performance) and Ho'ike (sharing of knowledge) on April 29. An overflow audience of nearly 1,000 people crowded into Ted Wilson Gymnasium to experience the island culture in McMinnville. The crowd was treated to 15 dances, highlighting various Polynesian cultures and showcasing the talents of 56 student dancers, along with music from Hawaiian country artists Kala'e + Kalena, featuring alumnus Kala'e Parish '12. The organizers paid special tribute to the history of the event with a display featuring photos of past events from alumni and the Linfield Archives.



Graduating first

Linfield's inaugural First Scholars cohort earns the first degrees in their family

By Kelly Williams Brown

Tanner Coulter '23 was sitting with his parents in their Canby living room when they received the news — Coulter had been accepted to Linfield and would be the first member of his family to attend college.

“That was the happiest day of our lives, knowing that he was going to fulfill his dreams of going to college,” said his mother, Heather DeRoberts.

Four years ago, as Coulter was making a commitment to Linfield University, it was also making one to him. Though he didn't know it at the time, he would be part of the inaugural cohort of First Scholars, Linfield's program to help first-generation students earn their diplomas.

First Scholars rolled out in the fall of 2019, steered by the vision of President Miles K. Davis and Gerardo Ochoa, now vice president for enrollment management and student success — both first-generation students themselves.

“There is a hidden curriculum,” Ochoa said of the unique challenges for first-generation students. “Higher education has its own language; Linfield has its own language.”

But the heart of the First Scholars program, Ochoa said, is the connection it fosters.

Having peers to lean on, he said, is fundamental to all student success, but particularly for first-generation students who may not be able to turn to their families for answers and who often face challenges different from many of their classmates.

“When a student feels alone on campus, they are more likely to leave,” he said. “By building an interconnected campus, you develop interdependencies, the quality of mutual reliance and aid.”

First-generation students, Ochoa said, are both Linfield's past and its future.

“It's part of Linfield's fabric, identity and mission,” he said, adding that Linfield has long been a school that welcomes

“The mentorship was so impactful. It was two people I could go to and just ask questions — that resource was amazing ... I really appreciated that the program recognized and supported us.”

— Tanner Coulter '23

those of modest means. “And I anticipate next year's incoming class to be about 50% first generation.”

Those students' Linfield experience will begin a week early; attending a pre-orientation program is one of the four components of the First Scholars program.

“We focus on leadership development, relationships and identity,” Ochoa said of the seven-day program.

“The first-generation identity is an invisible one, and while some people walk around with great pride, for others it's a source of shame.”

Making sure the program is prominent on campus is part of battling any stigma, Ochoa said.

In addition to pre-orientation, First Scholars commit to participating in the mentorship program, where they are paired with both a peer mentor and a faculty or staff mentor. The entire cohort gathers monthly to learn and then eat together. In return, each student gets a scholarship that ranges from \$1,000 to

LOOKING AHEAD: Tanner Coulter '23, moments before becoming the first in his family to graduate college.





CELEBRATING THE CLASS OF 2023: The graduating members of Tri-Alpha honor society (L-R): Nicole Rios, Shannon Noakes, Marques Herrera-Kuehn, Angela Cano-Hernandez, Melanie Johnson, Luz Castaneda, Erin Shepard, Kimberly Siguague-Blanco, Devin Thacker, Mako Minoda, Saumay Narayan, Karina Alcantara Guerrero, Monseratte Martinez-Ponce, Hikaru Kukita, Megan Gilbert, Beatriz Rendon Bautista '18.

\$8,000 per year on top of other financial aid and scholarships.

“Since the implementation of our First Scholars program, retention for first-generation students is now very close to or even matches the rate of our continuing-generation students,” Ochoa said, referring to the percentage of first-year students who return for their second year, a key gauge of future graduation rates. “We only see differences of two or three percentage points.”

Coulter said First Scholars was an enormous asset to him during his time at Linfield.

“The mentorship was so impactful. It was two people I could go to and just ask questions,” he said. “To be able to have that resource was amazing. There are times when it feels like I don’t know what this is all about, and my family doesn’t know what this is all about. To recognize that and implement programs to support us? I really appreciate it.”

After being mentored her first year, Karina Alcantara Guerrero '23 became a peer mentor herself and then a student coordinator of the First Scholars program.

“I think we need to support more first-generation students,” said the law, rights and justice major from Portland, “and we need to show them that they’re seen and that they belong in institutions like this one.”

Shortly before Commencement, Ochoa spoke at the Alpha Alpha Alpha induction and honor cord ceremony. The honor society specifically recognizes first-generation students who achieve a 3.2 cumulative GPA. Linfield is the only college or university in Oregon with a chapter.

Each new inductee is given a pin. Before handing them out, Ochoa explained the significance of the design. The star at the center, he said, was each student.

“It represents you — as a star in your family, lighting the way

“I think we need to support more first-generation students, and we need to show them that they’re seen and that they belong in institutions like this one.”

– Karina Alcantara Guerrero '23

for others to follow your lead into higher education, just like the stars above guided travelers in days of old,” he said, adding that the surrounding circles represent their communities — “your families, of Linfield, of your hometowns and of the wider regions.”

On May 28, Alcantara Guerrero and Coulter were among the 96 first-generation graduates celebrated at the 2023 Commencement. After the ceremony, per tradition, graduates and their families congregated in the Oak Grove.

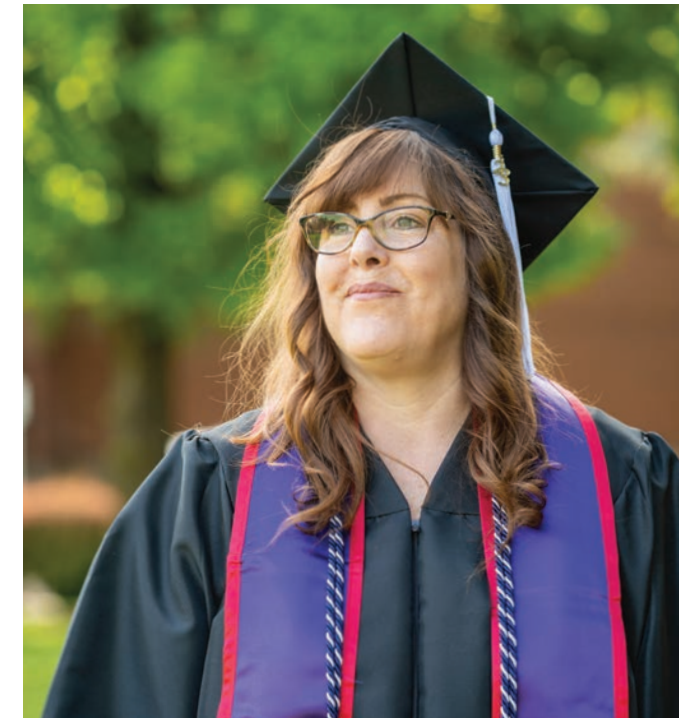
Melanie Johnson '23 was surrounded there by four generations of her family — her mother and father, husband, children and grandchildren. She first pursued higher education in 1977, but never achieved her dream of becoming a teacher.

“I went to Lower Columbia College for one term when I met my husband,” she said. “I told him I was not going to fall in love and marry him, because I really wanted to finish my four-year degree, but life had other plans.”

They were married in 1985, and she raised and homeschooled her five children. Nearly 30 years later, when husband Vern Johnson was hired as a programmer and analyst at Linfield, a long-closed door finally opened.

“It was a fleeting thought until my husband told me I could attend tuition-free,” she said.

After homeschooling her own kids, teaching no longer had much appeal, but she had always wanted to be a newspaper reporter.



ACHIEVING HER DREAM: Melanie Johnson, 62, first pursued higher education in 1977 and 46 years later, received her bachelor’s degree.

Even before graduating with her degree in journalism and media studies, she’d found work in non-profit and faith-based communications.

“I do social media for the soup kitchen here in McMinnville, I’m doing social media and website updates for Awaken Church, and I’m going to intern with Hope Station Community Services in Salem this summer,” she said.

Her advice for would-be first-generation students?

“It’s never too late,” she said. “I’ll be 62 in October. It was never about the money; it was about achieving this goal I had for so long.”

A few feet away from where Johnson and her family celebrated, Coulter and his mother stood, admiring his diploma. And, according to DeRoberts, the happiness she felt in that moment exceeded the day four years ago.

“Today tops it, 100 percent, seeing him walk across the stage with that diploma,” she said. “When his name was called, my heart exploded, and I started crying. He is our first college graduate!”



Keeping the faith

Q&A with Reverend Jeremy Richards and Rabbi Mel Young

By Jill B. King '98

EDITOR'S NOTE: Since the time of this interview, the Office of the Chaplain has expanded its team to include an imam, who started in August. As the interview with the reverend and the rabbi occurred before the imam joined, we regret any unintentional oversight in not including him in this particular Q&A session. Linfield Magazine is committed to showcasing stories of the university community and looks forward to featuring Yosof Wanly's insights and contributions in future articles.

A product of its times, Linfield was chartered by the Oregon Territorial Legislature as a Baptist institution in 1858. (It was right there in the name – the Baptist College at McMinnville.) Roughly 80% of U.S. colleges were church affiliated then, a figure that dropped to 20% by the beginning of the 21st Century. Remaining very in tune with the times, Linfield now refers to itself as having been “historically affiliated with American Baptist Churches USA.”

The then and now can offer a stark contrast. Throughout Linfield's early history, it was almost impossible to tell the difference between college and church. Yet, if you ask the average student today, there's a decent chance they might not be aware of the school's Baptist roots at all.

Still, faith remains important to many Linfield students and employees. Jeremy Richards, who started in April 2022 as university chaplain and director of service leadership, is on a mission to help students connect with their spirituality and faith. Rabbi Mel Young was hired on a part-time basis in August 2022. The two, along with three student chaplains, have worked together to rebuild the chaplain's office in the year since.

Richards and Young share a mutual respect and admiration for one another, evident during the conversation that took place in the spring for this article. They both say they're committed to supporting students no matter where they fall on the faith scale.

The office's underlying message: all are welcome here.

Q: Tell me a little about your background and what led you to Linfield?

J.R.: I was raised Conservative Baptist, and my dad was a high school science teacher, which posed an interesting tension. What he taught didn't always coincide with the politics of the church. We were a devout household and committed to the faith, but we were also taught it's okay to disagree, and it's healthy to question some of the assumptions that were always there.

After completing seminary and becoming ordained, I did what I thought was the natural progression and went to work in the church. I knew I wanted to eventually work with college students, but I thought that meant as a professor; yet I felt

WALKING IN FAITH: Linfield's chaplain team, including Rabbi Mel Young (left) and Reverend Jeremy Richards (right) makes the effort to observe all religious holidays during the academic year. Depending on the holiday, one will lead while the other two walk alongside in support. It models the office's goal: for students to grow in their own faith while learning about others.

called to a more pastoral role. And now, full circle, I get to do that at Linfield.

M.Y.: My grandparents and parents were Holocaust survivors. I was raised in an observant home, and I went to Hebrew school three days a week until my bar mitzvah at 13 years of age. In my professional life, I worked in California public schools for 36 years, and for 16 years I was a professional development consultant for The College Board.

In 2005, I was diagnosed with kidney cancer, and by June 2009, it had reached stage four. I came home and said to my wife, we need to be more conscious of what we want to do. And so, I made the decision then to retire and investigate rabbinical school. A trans-denominational school opened in Los Angeles; trans-denominational represents all Jewish denominations and movements, and that really appealed to me.

I enrolled in 2010, and I held my own with students who were half my age! It inspired me in so many ways and provided a lot more meaning, more purpose, a lot of connections, mentors, coaches, friends.

I taught Hebrew school for a while. And when I had the chance to interview with Jeremy for Linfield's part-time rabbi position, I felt if this were to be the case, I would welcome the opportunity.

Q: What do you hope to accomplish through your work in the chaplain's office?

M.Y.: This year has been about getting our footing. I'm here on campus two to three times a month, and we've mostly been out and about getting to know the students and raising awareness of the chaplain's office. What we do this year I hope can be refined, improved as we move forward. We've planted the seeds, but we're always receptive to other ideas and knowing the biorhythm of our students. Together, we are learning the students and how best to promote events.

J.R.: Linfield reflects the greater Pacific Northwest, which is largely not religious. For good reason, people have hesitations around religion. I do want to stress that we're about spirituality and people finding their meaning. There's some tension around religion, and assumptions about the kind of work this

office is doing. We have to work to overcome this, and I want our students to know that they don't have to identify with or belong to a specific faith in order to seek our support or attend our events. At the same time, we understand that there are actually quite a few students who belong to a specific faith. We want them to feel valued and seen, and to grow in their particular tradition as well.

Q: On that subject, talk to me about your work with spiritual trauma.

J.R.: It's something I am passionate about. At the core of my understanding, the divine is love. So, I just want to help students feel loved and accepted. My work at my last church focused on being more inclusive of the LGBTQ community. And so, speaking in terms of this community which has explicitly been traumatized by the church, it's important that we find balance between students getting to know me and know that I'm safe; and also, I know I can't just attend one of their meetings because my presence might be triggering for some. So, it's a balance of being available without imposing. It's just going to take time, I think, in building a reputation about the office and how we're servicing students.

M.Y.: In my tradition of Judaism, we open doors. We're accepting of all. Quoted in the Hebrew Bible many times is that you have to help the stranger, the orphan and the widow – so we never lose our connection to that.

Linfield really offers an optimal environment. I can empathize with the many bridges students have to cross and walls that they're heading toward. Linfield students are in a prime territory for having personal conversations that they probably wouldn't be able to have at a school with a student population of 30,000. Somehow, we've got to come together with those students who want to have these conversations.

Q. What sort of new traditions will this office establish?

M.Y.: Jeremy's laid the groundwork. We both hold this value of learning from each other. In Judaism we have Tu B'Shvat, or "New Year of the Trees," celebrated mid-February, and Jeremy lined up a wonderful set of speakers from different religious

backgrounds as well as an advocate for the environment. We integrate that with the fact that all of us, whatever denomination we represent, need to be stewards of Mother Earth.

He also brought in an excellent speaker for Ramadan. And for Passover Seder, we invite everyone to come and share common values or even areas where there may be some differences. You can never learn enough. That's what we're here for.

J.R.: For me, it's less about setting "traditions" and more about creating a robust spiritual life at Linfield. I would love to see more engagement with the humanist side of it – students who don't identify with a faith but feel called to contribute to the good and see their connection to other people. I hope to have a humanist student chaplain because, in reality, that's probably where more of our students are. They care about meaning, vocation, etc. yet they don't feel a divine connection. In the church, there's this idea that if you don't believe in God, you don't have values. But we know that's not true.

Q: Speaking of traditions, Baccalaureate returned this year after a hiatus. How did that go?

J.R.: This year's event balanced formality with a celebratory feeling. We held it in Richard and Lucille Ice Auditorium to provide a more intimate gathering, and Linfield's Concert Choir broke up the speeches with three upbeat songs.

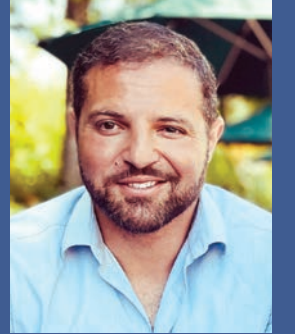
Multiple faiths were represented during the service; there was a reading from the Hebrew Bible, the New Testament and the Quran. Three student speakers, one who is Buddhist and two unaffiliated with any particular faith, shared thoughts on their spiritual growth. Rabbi Mel and I both spoke, and our main address was given by Reverend Adam Ericksen '02, currently the pastor of Clackamas United Church of Christ whose work is inclusive and justice oriented. All three Abrahamic faiths were incorporated into his address.

Q: What do you hope to inspire among the Linfield community?

M.Y.: To keep learning from one another. Look, listen, learn. Actually listen. Be present for our students and meet them

Meet Imam Yosof Wanly

Yosof Wanly joined Linfield in August 2023 as the part-time Muslim chaplain. Wanly brings a wealth of experience in education and service to his role.



For nearly seven years, Wanly taught as an assistant professor at Guidance College in Houston, Texas. While there, he led undergraduate- and graduate-level courses in Islamic theology, history and scripture.

He previously served as imam at the Abu-Bakr As-Siddiq Islamic Center in Eugene, the Salmaan ul Farisi Islamic Center in Corvallis, and the Islamic Center of Olympia: Al-Nur in Olympia, Washington.

Wanly currently owns Oregon Pound Martial Arts, LLC, in Corvallis and is a competitive Brazilian Jiu-Jitsu black belt. He has also worked in community services at the Muslim Education Trust and as an officer for the Corvallis Police Department.

Wanly holds a Doctor of Philosophy from the Graduate Theological Foundation, master's degrees from Al Madinah International University and American Military University and bachelor's degrees from Al-Madinah International University and Oregon State University.

where they are... in areas where they feel vulnerable or strong. Those are the conversations I look forward to when I'm here on a more regular basis.

J.R.: I want students to come here and grow in their own faith tradition, whatever that is, AND learn about other faiths. Inclusion is important to both of us. We celebrate all religious holidays when possible, or at least bring awareness to them. I'm happy to say that we have a part-time Muslim chaplain starting in the fall, too!



From reverence to diversity

A timeline of religious milestones through Linfield's history

By Jill B. King '98

Bible study was an integral part of Linfield's education in the 19th and 20th centuries. There were significant shifts in religious education, echoing the cultural shifts in the country, beginning in the late 1960s.

Here's a look at some of those pivotal points in Linfield's history as described in the religious statements and curriculum outlines of college catalogs housed in the Linfield Archives and Special Collections.

1872-73 The first catalog on record in the archives reads: "public duties of each day are opened with religious exercises, at which all students are required to be present."

1880-81 A religious statement shows that "college exercises are opened every morning by reading the Bible, singing and prayer." This was required of all students as was attending Sabbath services.

1887-88 The English Bible becomes an official textbook. The Young Men's Christian Association (YMCA) is established.

1896-97 Courses in Old Testament History, Biblical Literature and New Testament Greek required for all students.

1900-01 The Department of Biblical and Theological Instruction was created.

1906-07 One mandatory full period each week is dedicated to Bible study. One statement says that "students hail with delight the opportunity of becoming better acquainted with the Bible."

1921-22 McMinnville College renamed Linfield College in January 1922, in honor of Rev. George Fisher Linfield, to further support a Christian education. A degree in religious education is established.

1930-31 A degree in philosophy and religion is established.

1933-34 Chapel services are held every school day except Wednesday, which is designated a day of service.

The YMCA, YWCA and the Student Volunteer Movement for Foreign Missions unite as the Student Christian Movement (SCM).

Christian influences statement notes that "only Christian men and women are employed as teachers of the college."

1936-37 The SCM changes its name to the Christian Student Union. It is listed under religious organizations in student handbooks until 1970-71.

1944-45 Christian service is established as a pre-professional program.

1967-68 Curriculum shifts to include the examination of faith in addition to secular disciplines. Excerpt from the curriculum statement reads: "The college increasingly treats its 'mother' traditions in a world-wide context ... While Linfield remains true to her own founding traditions, she is open to the world."

1968-69 Optional worship services are held each Thursday. Six hours of religious courses are still required.

1970-71 Relationship with the Baptist church shifts. The general information statement notes the historical tie and goes on to say: "The student body, faculty and trustees are drawn from many religious traditions, and no creedal requirements or practices are imposed on any member of the college."

1971-72 A chaplain's office is listed as a resource under student services in the student handbook.

1975 Bill Apel joins Linfield as chaplain and professor of religious studies.

1977-78 Apel develops Linfield's Campus Ministries, a program with an interdenominational Christian theme. Over the years, it consisted of several groups including Campus Crusade for Christ, Catholic Students Fellowship, Fellowship of Christian Athletes, Habitat for Humanity, Kyrios Musical Fellowship, Young Life and the student chaplain team.

Early 1980s The Emmaus House is acquired. It becomes the chaplain's office as ministry efforts continue to grow among the community.

1991-92 General education requirement changed to focus on helping students "be conversant with several philosophical and religious conceptions of humanity."

1992-93 The chaplain becomes a part-time role separate from the part-time faculty position in religious studies. Apel continues working in the faculty position until he retires in 2001.

1997-98 Linfield's general education requirements become the Linfield Curriculum (LC). Religious studies courses meet the requirements in the LC areas known as Vital Past, Ultimate Questions and Global Diversity.

2001 Rev. David Massey '78 was hired on a full-time basis as chaplain and religious studies professor. He held this position until 2021 when he retired from his chaplaincy role. He still teaches two religious studies courses today.

2006 Part-time rabbi position is added to the chaplaincy office, and a Jewish Student Association is created.

Linfield today

The LC framework is still utilized and includes Vital Past, Ultimate Questions, Diversity Studies and Creative Studies, where students may choose from courses offered through the Department of Religious Studies.

Members of the Office of the Chaplain and Service Leadership include a reverend, rabbi, an imam and up to ten student chaplains of any faith tradition.

The Emmaus House which has historically served as the office and residence for Linfield's chaplain, will re-open in the fall of 2023 after a year-long renovation. In addition to religious events and gatherings, the house will be used for community events and as a gathering space for one and all.

A meditation room can be found on the second floor of Riley Hall. It can be used by anyone needing a space for quiet thought and reflection.

Building a holistic future

A look at the evolution of on-campus student health

By Laney Green '23

Linfield's Student Health, Wellness and Counseling Center (SHWCC), which became a university focal point during the pandemic of the last few years, was first created during an earlier epidemic: HIV and AIDS.

As AIDS swept across the planet in the 1980s, health officials scrambled to find answers and make recommendations. In 1986, U.S. Surgeon General C. Everett Koop issued a public document titled, "The Surgeon General's Report on AIDS." In it, Koop recommended a comprehensive program of sex education and encouraged the widespread use of condoms.

Linfield students began advocating for on-campus condom dispensers shortly thereafter. The Board of Trustees complied with their requests but with the proviso that the campus should have more than condoms; education needed to forefront the movement. This resulted in Linfield opening its on-campus health center in partnership with the Physicians Medical Center in the late 1980s.

"The idea that students could live with chronic medical conditions and go to college and that health care providers could communicate through different systems... became more realistic," explained Patricia Haddeland, the recently retired SHWCC director. "As students with chronic medical conditions started coming to college, we needed more help, we added more staff and we just grew from there."

What started as a glorified condom-dispensing machine has grown to a full-fledged medical office concerned with overall student mental and physical health. In that sense, Linfield's SHWCC has followed the national trend as colleges and universities stepped up resources and services for students in recent decades.

A brief history

It's not that no health centers existed prior to the 1980s, however. The first college health center in the United States opened in 1861 at Amherst College in Massachusetts. It was



A PLACE OF STUDENT WELL-BEING: Linfield's on-campus health center has transformed in its 30-year history to become a center committed to a holistic view of student health and wellness.

born at the time thanks to a growing European philosophy of "a healthy mind in a healthy body" for college-going students.

The 1918 influenza pandemic and the increasing campus student bodies after the First World War brought student health – especially at residential campuses – to the forefront again.

In 1920, the American College Health Association was founded to promote the interest and importance of on campus healthcare. That was really the beginning of the shift from campus centers focusing on hygiene programs and physical education to the type of medical-centered offices widely seen today.

Since the 1990s, most colleges have developed at least a first-phase student health center: a place where students

could go to grab a bandage or diagnose a cold. Some have done far more than that.

As college-going populations grew, student fees were added to better fund the centers, which continued to adapt to changing needs. What were once seen as dispensaries evolved into comprehensive health care clinics.

Before the creation of Linfield's center, students generally had to trek off campus to the Willamette Valley Medical Center, then located where Walgreens now stands on Highway 99 in McMinnville. As the only local hospital, its emergency room served as students' primary medical provider. The hospital relocating to Highway 18, significantly farther from campus, also played a role in Linfield increasing the offerings at the student center.

Haddeland joined the health center in the 1990s, right after the clinic opened. She stepped in for the director's maternity leave, and what was supposed to be a temporary stint ended up being a three-decade career.

Linfield's evolution

Linfield has offered both medical and counseling services to students since the early 2000s. The departments merged in 2012, with counselors as Linfield employees, medical staff employees of the Physicians Medical Center and Haddeland employed by both. The contracted relationship allows the providers to communicate as a team to create the best care plan for students.

Haddeland said putting medical providers and counselors together under a single roof solved a lot of challenges in providing overall care for students.

"If we are sharing clients and patients, we need to be able to communicate together as a team and really look at our students from a more holistic model," she said.

The demand for services has grown rapidly at Linfield and elsewhere, for all kinds of care. That demand increased further during and after the pandemic of recent years.

Linfield, one of the only universities in Oregon with an outsourced medical clinic, has some options not available elsewhere. The unique partnership with the Physicians Medical Center allows Linfield students access to resources such as an X-ray department and a full-service lab, which small colleges don't normally have. The partnership also granted Linfield

the ability to incorporate on-campus COVID-19 testing and ultimately, to bring students back to school during the height of the pandemic.

"Many colleges are stressed finding the resources to keep medical providers," Haddeland said. The outsourcing partnership Linfield has, she said, makes the situation here "different from other universities."

A look forward

As the world continues to move out of the pandemic years, Linfield's center will continue to evolve. But it will be evolving without the guidance of Haddeland for the first time since the early '90s.

Haddeland retired from her role as director of SHWCC this summer, but said she feels the next director has a good team and a solid foundation to work with.

"As is true with almost everything in life, there are trends and fads," Haddeland said of student health care. She said Linfield's SHWCC, though, will always be built around the concept of "total-body wellness." That doesn't change.

A new face in student health



Jenny Haubenreiser, Linfield's new director of the Student Health, Wellness and Counseling Center, has served the field of college health and wellness for nearly 30 years. Most recently,

she was the senior director for community health and wellness and executive director of Student Health Services at Oregon State University. She also spent 18 years at Montana State University in teaching, coalition building and public health policy advocacy. She is a past president of the American College Health Association.

Haubenreiser brings a passion and commitment to advancing the holistic health and well-being of university students, including access to essential services and fostering a culture of care and belonging.

Read more about Haubenreiser at news.linfield.edu.

The science of social connections

Professor Yanna Weisberg unlocks the mysteries of personality

By Mercedes Rose

Go to any gathering and you will see a variety of personalities on display: the wallflower standing off to the side; the rowdy ringleader in the center of onlookers; the small group of people having a meaningful conversation; and the networker, flitting from conversation to conversation.

But why do some people crave social interactions while others dream of a “Walden”-inspired solitary life? What makes an individual like to connect with others?

Yanna Weisberg, Linfield professor of psychology, is exploring this concept – referred to as trait affiliation. (A person’s natural desire, in other words, to bond and connect with other people.)

“Trait affiliation plays a significant role in understanding interpersonal behavior and human connections. It goes beyond just positive emotionality and compassion; it’s like a unique blend that drives us to seek and maintain meaningful relationships,” she said. “Understanding the correlation between affiliation and other traits helps unravel the complexity of human social connections and what drives our desire for closeness.”

To explore this concept, Weisberg first had to better define affiliation and where it fit into the accepted research on personality psychology.

“I’m fascinated by understanding people, examining what they do, why they do it and how they became that way,” she said. “The goal of personality psychology is to help us do this by seeking to understand and explain individuals as a whole, including exploring their motivations and development.”

Weisberg used a model known as the interpersonal circumplex, which describes different styles of social behavior, to study where affiliation falls in relation to other traits. Her research team confirmed that affiliation, which is generally described using terms like warmth or positive emotions, fell between the aspects of extraversion and agreeableness.

“This blend of traits comprises the warmth of extroversion’s

enthusiasm and the nurturing compassion of agreeableness,” she said.

Recently, Weisberg started delving into the biological basis of trait affiliation and what role neurochemistry – the chemicals and neurotransmitters in the brain – plays in an individual’s level of trait affiliation.

“Exploring the biological precursors of trait affiliation sheds light on the profound impact it has on how we perceive others and experience closeness,” she said. “Unraveling this driver of social behavior is essential for a deeper understanding of human nature and the science of relationships.”

One specific area of focus is the role of endogenous opioids – molecules in the nervous system that regulate pain, stress, motivation and other emotions – on social bonding.

Weisberg and her team are examining how manipulating levels of endogenous opioids, such as endorphins, in participants’ bodies affect individuals with varying degrees of affiliation.

“Rather than measuring the neurotransmitter levels directly, which would require invasive procedures, we manipulate levels of endogenous opiates through running a paintbrush up and down people’s forearms to see what the differences, if any, are evident in their emotional responses,” she said.

Preliminary results suggest those with higher levels of trait affiliation respond more strongly in terms of affiliative emotions. While additional results from the opiate induction during the arm brushing activity still remain to be studied, the project is poised to provide insights into people’s tendencies toward social bonding.

“By unraveling the biological foundations of trait affiliation, we can better understand the mechanisms driving human social behavior,” Weisberg said. “This knowledge holds the potential to inform the development of targeted interventions and therapies for individuals with personality disorders, ultimately improving their quality of life.”

UNDERSTANDING AFFILIATION: Professor Yanna Weisberg, who recently was promoted to the rank of professor, works to unravel the intricacies of human nature. Weisberg leads collaborative research projects with students that explore people’s social interactions, personality and relationships.

2023 football season includes four home games

The Linfield football team seeks its 67th consecutive winning season and fourth straight Northwest Conference crown this fall.

After starting the season with two substantial road trips – Sept. 9 at Denison University in Granville, Ohio, and Sept. 16 at University of Redlands in southern California – the Wildcats return for their home and conference opener Sept. 30 against Willamette.

The Wildcats host three other regular-season games. On Oct. 14, Linfield hosts George Fox for a homecoming matchup. The team returns Oct. 28 for a Family Weekend game against Pacific, and then closes its regular season Nov. 11 versus Whitworth. The Whitworth game will not only celebrate the graduating seniors but will be the Pacific Office Automation Hall of Fame Game, where this year's inductees will be honored.

All home games are broadcast on KRCW-TV in the Portland market and livestreamed on golinfieldwildcats.com.

Pre-game Streak Street activities begin 2 hours before kickoff.

Single game tickets are available online or at the stadium on gameday.

Athletics Hall of Fame honors new class on Nov. 11

On Saturday, Nov. 11, Wildcat Athletics will enshrine five individuals and one team at the 25th annual Pacific Office Automation Linfield Athletics Hall of Fame Banquet. The event starts at 6 p.m. inside Ted Wilson Gymnasium following that afternoon's football game versus Whitworth.

Tickets for the Hall of Fame event are on sale at golinfieldwildcats.com.

The inductees are:

- Amy Dames Smith, who coached the Linfield women's tennis team for 10 seasons. She led the Wildcats to six Northwest Conference team titles (overall NWC record of 143-14) and two NCAA Division III postseason appearances.

- Football defensive back Paul Dombroski '79, whose 10 pass interceptions in 1978 set a Linfield single-season record. He went on to play six seasons for four National Football League teams and was a two-time Special Teams Player of the Year with the New England Patriots.

- Two-sport star O.J. Gulley '04. The three-time all-NWC basketball guard finished his career second in steals per game and third in assists per game. As cornerback on Linfield's 2004 national championship football team, he set records for longest interception return and most interception return yards in a single season.

Killgore to receive hall of fame honors



Linn-Benton Community announced that Garry Killgore will be part of the newest class into its athletic hall of fame on Sept. 23.

Killgore is currently the director athletics and professor in the Department of Health, Human Performance and Athletics (HHPA) at Linfield.

In his 34 years here, he has served as the head coach of the track and field and cross country programs, as chair of HHPA and in leadership roles on several institutional committees.

As a student at Linn-Benton, Killgore was a standout runner, and arguably one of the top cross-country student-athletes in school history. He still holds the record in the 3,000-meter steeplechase and is in the top 10 lists for the 1,500-meter and 5,000-meter. Killgore earned All-Conference and All-Region honors, qualifying for nationals in cross country.

He would finish his collegiate career, eventually earning a doctorate in exercise physiology and biomechanics, at Oregon State University.

"I am deeply honored to be inducted into the LBCC Hall of Fame," he said. "Linn-Benton was critical in my development at a very difficult time of my life. I was a first-gen, poor kid who happened to be able to run okay, and I found my wife Lisa there and had absolutely wonderful mentors who challenged and supported me! I am so grateful for my experiences there."

Killgore was inducted into the Linfield Athletics Hall of Fame in 2013. In his 21 years as head coach, Linfield had nine individual national championships, 96 All-Americans and 81 USTFCCCA All-Academic citations. He was a six-time NCAA West Region Track and Field Coach of the Year, a seven-time NCIC/NWC Track and Field Coach of the Year and was honored as the NCIC Men's Cross Country Coach of the Year after leading the 'Cats to the team title in 1994.

- Emilee (Lepp) Gisler '12 etched her name multiple times in the NCAA Division III record book, including hitting a single-season record 29 home runs while leading Linfield to the 2011 softball national championship. Honored as the NFCA Catcher of the Year, she was a two-time NFCA All-American and four-time West Region all-star.

- Catherine (Street) Bridge '12. The pole vault star won both NCAA Division III indoor and outdoor championships while setting national records in each event. A seven-time All-American and four-time Northwest Conference champion, she was honored as the 2012 USTFCCCA National Women's Field Athlete of the Year.

- The 2011 Linfield softball team, which rolled to a 51-3 record on the

way to claiming the Division III national championship. Their 103 home runs and .682 slugging percentage established new NCAA single-season records.

The honorees were chosen from a list of nominated candidates by the 20-member Linfield Athletics Hall of Fame Selection Committee. Nominations for athletes, coaches, staff and meritorious service for the Class of 2024 are accepted through March 1.

Out-of-the-box donation provides needed storage

Boxwell, manufacturer of portable self-storage units, continued its longtime support of Wildcat Athletics by providing Linfield-branded storage

containers for use at Linfield's sport venues. The portable storage containers provide much-needed storage for athletics equipment and supplies. Boxwell is operated by Linfield soccer alumnus Rod Bolls '97.

"Our partnership with Boxwell and its founder Rod Bolls shows what it truly means to be ALL IN," Athletic Director Garry Killgore said. "Their donation provides an innovative solution to a problem we had at our venues, and allows our teams and coaches to have their equipment and supplies in secure and accessible locations. We are grateful for the continued support."

The recent contribution includes a new "box" concession stand at the Soccer/Lacrosse Complex.



READY FOR KICKOFF: D3football.com ranked Linfield No. 7 in its pre-season poll. The Wildcats finished the 2022 season with a 10-1 record and advanced to the second round of the playoffs.

Three spring athletes named Academic All-America

Three standout student-athletes earned College Sports Communicators Academic All-America recognition this spring. While Linfield regularly celebrates students earning CSC Academic All-District awards, Linfield students have only received 24 of the top honors in the last 18 years.

Receiving honors in spring 2023 were Lexie Matsunaga '23, a women's tennis player from Aiea, Hawaii, majoring in biochemistry and molecular biology; Sarah Forester '24, a women's tennis player from Corvallis majoring in biochemistry; and Kaili Saathoff '25, a softball player from Philomath majoring in mathematics.

To be eligible for the Academic All-America honors, student-athletes must be a starter or important reserve, playing in at least half the season's competitions, with at least a 3.50 cumulative GPA.

The last Wildcat earning Academic All-America honors was Travis Swanson '21, '23, who was named to the second team in 2021.

Read in-depth student-athlete profiles, download sports schedules and watch the livestreams: golinfieldwildcats.com



AN UNSTOPPABLE DAY: The infielders celebrate after beating West Coast rival, the University of Redlands, in a best-of-five series at the NCAA Division III McMinnville Regional. Linfield ended the series with 14-0 and 7-0 wins in a doubleheader matchup, advancing to the Super Regionals.

Catball claims success on and off the field

The 2023 softball season was one for the books. The Wildcats finished their season with a record-setting postseason run to the NCAA Division III championship, a third-straight Northwest Conference title and a 46-6 overall record. Linfield's 27-1 NWC record equaled the best mark versus conference opponents in league history.

In addition to the team's achievements, several individuals etched their names in the Linfield record books. Pitcher Tayah Kelley '23 broke the single season record for wins (31) and career strikeouts (658). Katie Phillips '22, '23 set career records for doubles (66), triples (14), at-bats (718), games

started (206) and games played (206). Kaili Saathoff '25 won the NCAA's Elite 90 award at the NCAA Championships, an honor presented to a single scholar-athlete competing at each of the NCAA's 90 championship events.

The Wildcat coaching staff received honors, as well, with head coach Jackson Vaughan, assistant coach Emily Allen and pitching coach Amanda Knopf chosen as the ATEC/National Fastpitch Coaches Association Region X Coaching Staff of the Year.

The team earned success off the field, as well, earning the Easton/NFCA academic citation for their excellence in the classroom. The Wildcat Softball team finished the 2022-23 academic year with a combined 3.501 cumulative GPA.

Golfers named to D-III GCAA All-America Scholars

Four Linfield men's golf players were named to the Golf Coaches Association of America academic scholars list. This honor recognizes student-athletes with a stroke average under 79 and a minimum 3.2 cumulative GPA.

The Linfield honorees are Ahron Abraham '23, an economics major from Renton, Washington; Chris Cayford '24, a sports economics major from Beaverton; Riley Lynch '24, a sport management major from Seattle, Washington; and Trevor Price '24, a sport management major from Bullhead City, Arizona. The four tied for the most athletes recognized by a single school in the Northwest Conference.

The men's golf team begins its season Sept. 24-26 at the Bulldog Invitational in Beaumont, California.

Young Cats Club returns for 2023-24

Children ages 5-12 are invited to join Wildcat student-athletes and coaches at Young Cat Club events throughout the year. Admission for all club events are free of charge and no preregistration is necessary. At each session, kids learn basic sport skills, get a free t-shirt and have time for autographs with student-athletes. Check golinfieldwildcats.com for the list of events. The Young Cats Club series is sponsored by the McMinnville office of Goldman Sachs Personal Financial Management and Your Storage Space.

Wildcat Open raises nearly \$40,000 in annual event

Alumni, supporters and friends gathered at The Reserve Vineyards and Golf Club in Aloha on Aug. 2 for the 2023 Wildcat Open. The annual scramble-format tournament had 138 golfers competing for the top honor, as well as dinner and a live auction. In total, nearly

\$40,000 was raised to support Linfield's athletic programs. Registration for the 2024 event opens in June.

"I love supporting Linfield Athletics, because it was such an important time in my own life," said Emily (Keagbine) Connor '11, who was part of Linfield's NCAA Division III National Championship softball team in 2011. "I like to give back and give those same opportunities to other people."

New coaches lead Linfield sports programs

Linfield Athletics starts the 2023-24 academic year with new coaches leading a trio of athletic programs.



Levi Sieg begins his first year as head coach of the men's basketball team. He previously spent 15 years as a member of the Claremont-Mudd-Scripps coaching staff, rising from assistant coach to associate head coach during his tenure. At CMS, he helped lead the Stags to seven Southern California Intercollegiate Athletic Conference championships, the most recent in 2018.



Madesyn Samples joined Linfield in March as head coach of the cheerleading program. The longtime competitive cheerleader was a four-year member of the Oregon State University cheer team. She has spent time coaching at both OSU and with Champion Cheer Athletics in Salem, one of the longest-running and most successful cheer programs in Oregon.



Linfield's men's and women's wrestling programs start their second NCAA season under the guidance of head coach Frank Johnson. Johnson brings decades of collegiate and high school head coaching experience, including 12 years at Pacific University and Warner Pacific University. Most recently, he led Valor Christian High School in Highlands Ranch, Colorado, recognized as one of the top college prep high schools in the nation.

In support of student-athletes

TopCat Club donors go ALL IN for Wildcat Athletics

By Laura J. Graham '07

Nearly 600 student-athletes competed as part of Linfield University's 23 intercollegiate teams and spirit program last year. That means that approximately 45% of students at the McMinnville campus donned a Wildcat uniform. In addition to their classes, these student-athletes ran, jumped, sprinted, swam and grappled.

Thanks to the support of TopCat Club members, Linfield can provide competitive athletic programs and a top-notch educational experience for all of these students. The TopCat Club, supported by donations from individuals and businesses, accounts for 30-35% of Linfield's yearly athletic budget.

"We want to do everything we can to elevate Linfield Athletics and enrich the experience of the Linfield University student-athlete," said Garry Killgore, professor and director of athletics. "Donors who give to the TopCat Club truly maximize success for all sports at Linfield."

The TopCat Club debuted in the mid-1980s as a way for donors to support student-athletes. While donations made to specific teams directly benefit the student-athletes in that program, gifts made to the TopCat Club support projects that benefit all Linfield student-athletes or that may not be funded otherwise. In the last five years, the TopCat Club has raised more than \$1.7 million to support student-athletes at the university.

One example is the hiring of Ella Riddle Maliska '18 as the director of sports performance in 2022. Riddle Maliska had previously been splitting her time as head coach of Linfield's

women's tennis team and as a part-time strength and conditioning coach. Funds provided by the TopCat Club allowed the athletic department to transform her role into a full-time position committed to sport performance and student-athlete well-being. She now works with all of Linfield's sport teams and the strength and conditioning coaches to develop comprehensive plans for athlete wellness.

"Linfield athletes are very lucky to have Ella," said Kami Echiverri '25, an exercise science major and a member of the Linfield women's soccer team. "Not a lot of schools can say they have a coach that individualizes athlete plans based on sports, injury and workload. She supports us in the weight room and on the field, so we can compete at our best."

Throughout its nearly 40-year history, the TopCat Club has provided financial support for many initiatives and projects, this included new uniforms, coaching salaries, facility improvements, COVID-19 testing equipment and travel assistance for teams competing in post-season events.

"The TopCat Club benefits every student-athlete in every sport," Killgore said. "This support – whether from making a one-time donation, setting up a recurring gift or including it in your estate plan – makes a lasting and direct impact on the educational and athletic experience of our student-athletes."

Learn more about the TopCat Club and its impact at linfieldtopcat.com



**ALL
IN!**

1940-49

Barbara (Reik) Fullman '46 of Tigard turned 100 years old on May 30, 2023.

1950-59

Ray Olson '54 of Naperville, Illinois, celebrated his 90th birthday in December 2022, surrounded by family and friends. A veteran and Linfield Athletic Hall of Fame inductee (2002), Olson spends his retirement traveling, writing and making documentary films.

1960-69

Senator Jim Honeyford '61 of Sunnyside, Washington, retired in January 2023 from the Washington State Legislature after serving for 28 years. He and wife **Jerri (Bogert) '62** plan to visit children, grandchildren and travel. They are in the process of moving to Mount Vernon, Washington.

Gordon '62 and Evlyn (Ryberg) Kaufman '63 of Spokane, Washington, celebrated their 60th wedding anniversary on Dec. 29, 2022.

Gary Stevens '63 of Kodiak, Alaska, was elected president of the Alaska Senate. Stevens has served as a senator since 2003.

1970-79

Marianne Mills '72 of McMinnville was named the 2023 McMinnville Woman of the Year. She was recognized in May for her contributions to the McMinnville School District, Habitat for Humanity, Friends of the Library, First Baptist Church, the McMinnville Tennis Association and Linfield.

1980-89

Sean Hoar '80 of Lake Oswego joined the national labor and employment law firm Constangy, Brooks, Smith & Prophete, LLP in January 2023 as partner and practice group chair.

Carl Fauver '83 of West Jordan, Utah, placed second in the Best Newspaper Reporter: Division B category in 2022 and 2023, for articles in the Murray, Taylorsville and West Jordan Journals. This annual honor is presented by the Society of Professional Journalists (SPJ) Utah Headliners Chapter.

John Meyer '83 of Siletz retired in 2020 after teaching in the Lincoln County School District for 35 years. He and his wife, Donna, have been married for 32 years.

Lewis Black '85 of Salt Lake City, Utah, started a new job as an administrative law judge with the Utah Department of Health and Human Services.

Tanya (Thomas) Shanks-Connors '88 of Sandy was named chief nursing officer at PeaceHealth Southwest in May 2023.

Virlena Crosley '89 of Salem served as interim provost and vice president of academic affairs at Linfield University from May 1-July 28, 2023.

1990-99

Cathy (Vetter) Alvarez '90 of Fremont, California, is the founder and director of Rivendell Academy, a private independent study program for K-12 students in Fremont, California.

Pamela Slaughter '91 of Portland is executive director of People of Color Outdoors, a nonprofit created to provide an inclusive and safe way for people to enjoy nature in Oregon. Slaughter also partners with Oregon Humanities to offer programming on aging and generational connections through "The Conversation Project."

Sharon Boyle '93 of Terre Haute, Indiana, has been appointed director of arts in health and associate professor of music therapy at Ohio University.

Joy (Johnson) Lease '96 of Klamath Falls was named head women's basketball coach at Oregon Tech.

Mike Miller '96 of Goleta, California, was appointed to the Linfield University Board of Trustees in May 2023. He is currently the assistant vice chancellor for enrollment services at the University of California at Santa Barbara.

Lisa (Setting) Soderin '99 of Atascadero, California, married Eric Soderin on June 11, 2022.

2000-09

J.T. Lieuallen '00 of Walla Walla, Washington, joined Peterson Hastings in April 2023 as a senior wealth advisor.

Amy (Anderson) Fast '01 of McMinnville is the superintendent of Dayton School District.

JP Bierly '02 of McMinnville and his company, Bierly Brewing, were recognized at the 2023 Oregon Beer Awards. Bierly Brewing was named the Small Brewery of the Year and its Blackbird Stout and Rendevous Double IPA received gold and silver in the gluten-free beer category.

Shane McCrae '02 of New York published a memoir, "Pulling the Chariot of the Sun," which came out Aug. 1.

Rachel (Cohen) Ostrander '03 of Kirkland, Washington, published a book, "Nurse: A Memoir" in May 2022.

Scott Henderson '04 of Newberg became principal of Ewing Young Elementary School in Newberg in July 2023.

Sarah (Collins) Schmeer '04 of Portland appeared on Jeopardy! on Dec. 26, 2022. Her final score of \$23,100 fell just short of the defending champion Ray Lalonde, who won that episode with \$26,600.

Justin Samples '05 of Portland, a private wealth advisor and CEO of Fulcrum Wealth Management Group, earned the Ameriprise Client Experience Award for 2022.

Kandice (Kleiber) Marshall '05 of Kailua, Hawaii, had a second child in spring 2023.

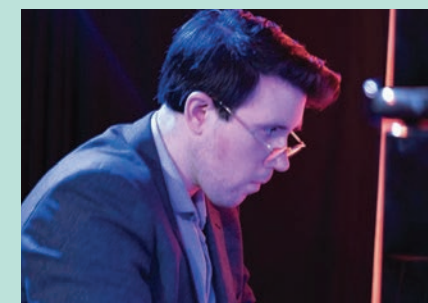
Samantha (Hendrick) Moorhead '06 of Lafayette was honored by the McMinnville Rotary as an Outstanding Teacher of the Year. She currently teaches at Wascher Elementary School.

Sarah Mead-Sperley '06 of Seattle, Washington, accepted a new job with Forest Service Pacific NW Research Station Fire Sciences Lab as an administrative support assistant.

Jeff Shaffer '06 of Clackamas began as vice president of finance and operations of Clackamas Community College on June 1, 2023.

Composed for global success

By Kirsti Keppo '26



Music has taken Linfield alumnus Zach Gulaboff Davis '14 from his home in Salem to some of the most amazing places in the world. The composer has heard his works performed at Carnegie Hall, Bulgaria's National Palace of Culture, Norway's Arctic Cathedral and Hamburg's Zinnschmelze Cultural Center, among others.

Recently, his talents landed him one of 300 coveted MacDowell Fellowships. This distinguished honor allows artists, musicians and composers to reflect, practice and create in a "haven of creativity" in Peterborough, New Hampshire.

"Being selected as a 2023 MacDowell was a great honor," Zach said. "Imbued with the history of generations of great artists, MacDowell is a truly special place. I found inspiration in the beautiful natural surroundings and my colleagues' work and came away from the experience with many new projects under my belt."

At MacDowell, Zach composed several chamber works, including new

compositions for contemporary ensembles Fivebyfive, BlackBox and F-Plus. He also completed a composition commissioned by Linfield's Department of Music, called "Twirl." This new work was written for the Collaborative Instrumental Ensemble, a new program sponsored by the Lacroute Arts Series.

The MacDowell is just one of many awards for the Linfield alumnus. He also was selected as a 2023 New Jersey State Council of the Arts Fellow for Composition and has completed multiple distinguished residencies.

Read more about Gulaboff Davis at: linfield.edu/voices

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Jessica Williams-Colburn '07 of Bend was awarded The James Madison Fellowship in April 2022. This highly competitive fellowship helps secondary level history, government and civics teachers to become outstanding educators of the U.S. Constitution. She is currently an eighth-grade social studies teacher at La Pine Middle School and is working towards an M.A. in U.S. history and government through Ashland University in Ohio.

Taylor Brisbin '07 of McMinnville married Doug Bassett on October 11, 2022.

Sugat Bajracharya '08 of Kathmandu, Nepal, works as a socioeconomist at International Centre for Integrated Mountain Development.

Ben Schwartz '08 of Portola Valley, California, obtained his Certified Public Accountant (CPA) license in July 2023.

Amanda (Moore) Haglund '09 of Beaverton and her husband Scott welcomed their first child, Xander Boyd, on January 29, 2023.

2010-19

Deanna Fairchild '10 of Salem retired from Linfield University in January 2023, after serving as the assistant director of admission since July 18, 2005.

Jess Learn '10 of San Francisco, California, and her husband John Williams welcomed a child, Parker Learn-Williams, on Nov. 1, 2022.

Katie Ouzounian '10 of Bullfrog, Utah, started a health coaching practice called Tough Roots, where she helps health care workers, first responders and their partners define, attain and sustain wellness.

Helen (Kehoe) Allen '11 of Tigard earned a master's degree in organizational leadership from Gonzaga University.

Colin Jones '11 of Philadelphia, Pennsylvania, graduated magna cum laude from University of Pennsylvania Carey Law School in May 2023. He will be working as a law fellow at Altshuler Berzon LLP in San Francisco in the coming year.

Chelsea (Janzen) Williams '12 of Dayton married Chase Carroll Williams of Allen, Texas, in Dundee on Nov. 12, 2022.

Danica (Andresen) Galindo '13 of Salem started a new job on Jan. 3, 2023, at the State of Oregon Department of Revenue as a seasonal administrative specialist.

Christian Mendoza Juanillo '13 of Dallas and her husband Gustavo welcomed a baby boy, Santiago Matias Mendoza Juanillo, in January 2023.

Evan O'Kelly '13 of Portland was named the assistant commissioner for communications for the Great Northwest Athletic Conference.

Cassidy (Davis) Benn '14 of Eugene and husband Jordan welcomed their first child, Jameson, on July 11, 2023.

Sujan Dhoju '14 of Bhaktapur, Nepal, married Lenka Gengelova in June 2022. They later celebrated a traditional Slovakian wedding in Lenka's hometown of Michalovce, Slovakia, attended by **Tyler Miller '16** of New York City. A traditional Nepalese celebration in Sujan's hometown of Nagarkot, Nepal, in December, was attended by Miller, **Shelly (Sorensen) Sanderlin '83** and **Ben Sanderlin '16**, both of McMinnville.

Alex Yucheng Zhang '14 of Lubbock, Texas, started as a full-time lecturer of musicianship and music theory at the University of Illinois Urbana-Champaign School of Music this fall.

Wes Hanson '16 of Severn, Maryland, was the project lead on the USDA report that was recently published in the U.S. Agriculture and Forestry Greenhouse Gas Inventory.

Ryan Ishihara '16 of Honolulu, Hawaii, is an assistant strength and conditioning coach for the University of Hawaii football team.

Tyler Miller '16 of New York City, owns Freestyle Aviation, a private jet broker.

Kyle Chandler '17 of Portland was promoted to financial advisor for Fulcrum Wealth Management Group, a private wealth advisory practice.

Ben Bartu '18 of Berkeley, California, published his first chapbook of poetry titled, "Myraid Reflector."

Emily (Walker) '18 and **Ben Bohanon '19** of Sherwood were married on Sept. 2, 2022. The two honeymooned in Bali.

Vanessa (Montalvo) Rodriguez '18 of Beaverton started as a creator specialist for Nike in October 2022.

Tor Strand '18 of Anchorage, Alaska, is the 2023 winner of the Boyden Wilderness Writing Residency from PEN Northwest.

2020-

Alex Hunter '21 and **Calder Ifft '21** of Portland were married on Dec. 17, 2022.

Rosario Rucoba '21 of The Dalles started as political manager for the Latino Action Network Fund in November 2022. She is pursuing her master's degree in strategic communications from American University.

Mara Youngren-Brown '21 of Portland has written and published her second piece of work with the Peahce Project.

Maddie Loverich '22 of Bainbridge Island, Washington, started in January 2023 as a public relations intern with Disney Signature Experiences in Orlando.

David Magnello '22 of Salem was among the first Peace Corps volunteers to return to overseas service since March 2022. He will serve as an education volunteer in Costa Rica.

Josie Ciaciuch '23 of Port Angeles, Washington, opened a storefront boutique called Precious Collective Boutique in Uptown Gig Harbor.

Friends

David Beck, Spark Wonder campaign chair, and his spouse Jeanne of Amity received the Outstanding Industry Leadership Award from the Oregon Wine Press in May 2023. The Becks are co-owners of Crawford Beck Vineyard.

Kathryn Crabtree of Portland retired from Linfield University on June 30, 2023, after serving as an adjunct assistant professor of nursing (non-tenure track) from 2014-2017 and then as a full-time assistant professor of nursing (non-tenure track) since July 1, 2017.

Patricia Haddeland of McMinnville retired from Linfield University on June 15, 2023, after serving as director of student health, wellness and counseling since Aug. 15, 2012.

Douglas W. Lee, who wrote "Remembering Tiananmen Square" for Linfield Magazine in 2019 (vol. 16, no. 1), published, "Seeking Tong-Shaan, Encountering Gum-Shaan: What it Meant to be Cantonese in America, 1850-1990," in March 2023.

Gluten Free RN educates others on celiac disease




After suffering multisystem organ failure at the age of 40, Nadine Grzeskowiak '14 learned that she had celiac disease. After switching her lifestyle, she quickly saw improvements in her health, and the 15-year emergency, trauma and critical care nurse was inspired to help educate nurses, health care providers and the public on celiac disease. Grzeskowiak started RN On Call, Inc., Celiac Nurse Consulting and Gluten Free RN in 2007.

"I started to research, and research heavily, and learned that celiac disease is not necessarily what it is presented to be," she said. "This has become my focus and my passion for education and research and writing."

She completed Linfield's RN to BSN program in 2014, and a year later, published her first book, "Dough Nation: A Nurse's Memoir of Celiac Disease from Missed Diagnosis to Food and Health Activism."

Today, Grzeskowiak runs her businesses, produces the Gluten Free RN podcast and leads international gluten free and Paleo travel groups. She is a regular speaker and presenter at events and conferences, giving more than 2,000 talks and lectures around the world.

 [Hear more about Grzeskowiak's journey at magazine.linfield.edu.](https://magazine.linfield.edu)

Amy Prosenjak, a member of the Linfield Board of Trustees, was named a 2023 Women of Influence honoree by the Portland Business Journal. Prosenjak became the president for Ste. Michelle Wine Estates' Oregon business unit in 2022, after serving as president/CEO of A to Z Wineworks for 15 years.

Thomas Reinert of McMinnville retired from Linfield University on June 30, 2023, after serving as a professor of chemistry since July 1, 1998. He was awarded emeritus status as of July 1.

In Memoriam

Bill Barnes '43 of New York, Nov. 4, 2022.

Wynn (Rouske) Perry '44 of Gig Harbor, Washington, Feb. 13, 2022.

Beverly (Hunt) Christensen '48, April 11, 2023.

Bill Everingham '48 of Missoula, Montana, Feb. 2, 2023.

Masuko (Hachiya) Oyama '49, Feb. 24, 2023.

Lawrence Cooper '50 of Olympia, Washington, June 8, 2022.

Duane Ramseyer '50 of Filer, Idaho, Nov. 11, 2022.

Barbara (Wilks) Sherlock '50 of Eugene, Feb. 11, 2023.

Phil Burkhart '51 of Olympia, Washington, July 19, 2022.

Patsy (Chase) Chase Minter '51 of Eugene, March 13, 2023.

Survivors include sibling **Deirdre Reynolds '55**.

Archie Holeman '51 of Pasadena, California, Sept. 29, 2022.

Gene Miller '51 of Bellevue, Washington, Jan. 16, 2023.

Joy (Brock) Pruitt '51 of Lake Oswego, Feb. 2, 2023. Survivors include child **Andre Pruitt '86**.

Jackie (Huff) Hurl '52 of McMinnville, Jan. 6, 2023.

Esther (Young) Norman '52 of Redmond, Washington, Dec. 24, 2022.

Wayne Horner '53 of Seattle, Washington, Dec. 10, 2022.

Carol (Campbell) Shroyer '53 of Scottsdale, Arizona, April 11, 2022.

Nancy Duthie '54 of King City, Nov. 2, 2021.

Sherry Folsom '54 of Albany, Jan. 26, 2023.

Jim Beard '55 of McMinnville, April 11, 2023.

Lew Flint '55 of Mosier, March 14, 2023.

William Gourley '55 of Lenexa, Kansas, May 20, 2022.

Survivors include spouse **Charity (Beeson) Gourley '56**.

Lyle Hartzell '55 of Westlake, Feb. 12, 2023.

Patsy (Ogburn) Ingram '56 of Mesa, Arizona, Feb. 4, 2022.

Survivors include spouse **Nels Ingram '56**.

Al Morris '56 of Beaverton, Dec. 23, 2022.

Dick Holliday '57 of Grants Pass, Jan. 14, 2023.

Joan (Sjoholm) Munsey '57 of Portland, Oct. 25, 2022.

Ken Davis '58 of Sequim, Washington, Oct. 9, 2022.

Dale Holland '58 of Lone, Dec. 9, 2022.

Wiley Kehrl '58 of Kirkland, Washington, March 27, 2023.

Survivors include spouse **Nancy (Bass) Kehrl '60**.

Tony Schock '58 of Snohomish, Washington, Dec. 22, 2022.

Martha (Danley) Thomas '58 of Gig Harbor, Washington, Jan. 17, 2023.

Tannis (Kropp) Richard '59 of Corbett, March 8, 2021.

Darlene (Wilson) Bess '60 of Palmer, Alaska, Feb. 13, 2023.

Survivors include children **Valerie Pigg Rozzi '83** and **Martin Pigg '87** and grandchild **Zoe (Rozzi) Viola '13**.

James Bryant '60 of Scio, April 7, 2023.

Gene Johnson '61 of McMinnville, Dec. 20, 2022. Survivors include child **Scott Johnson '87** and grandchild **Morgan Johnson '16**.

Gerald Martyn '61 of Ukiah, California, Nov. 19, 2022. Survivors include spouse **Daphne (Rawles) Martyn '63**.

Jim Norton '61 of Cathedral City, California, Sept. 9, 2022.

Arnold Schnitzer '61 of Great Falls, Montana, May 10, 2022.

Jackie (Clark) Sweet '61 of Portland, March 9, 2022. Survivors include grandchild **Danielle Spirlin '18**.

Jean (Chatterton) Veach '61 of Portland, March 7, 2021.

Linda (Sauter) McKay '62 of Fairfax, Virginia, Jan. 18, 2023.

Mel Moe '62 of Fresno, California, Jan. 3, 2021.

Lester Oppenlander '62 of Warrenton, Feb. 24, 2023.

Ann (Coffman) Reed '62 of North Potomac, Maryland, Nov. 20, 2022.

Bill Steele '63 of Truckee, California, July 24, 2022. Survivors include spouse **Susan (Croy) Steele '65**.

Linda (Osgood) Brattstrom '64 of Sherwood, April 24, 2021.

Stan Hart '64 of Portland, Nov. 23, 2022.

Sharon (Lumijarvi) Hermo '64 of Portland, April 30, 2023.

Survivors include spouse **Larry Hermo '59** and grandchild **Troy Hermo '16**.

Larry Holbrook '64 of Austin, Texas, April 26, 2022.

Ron Davison '65 of McMinnville, Dec. 13, 2022. Survivors include wife **Linda (York) '64**, brother **Tom Davison '65**, children **Elizabeth Davison Mickelson '89**, **Steve Davison '94** and **Jill (Davison) Scales '94** and grandson **Garrett Scales '20**.

Joanie Vogt '65 of Portland, March 10, 2022.

Douglas Rasmussen '66 of Corvallis, Feb. 1, 2023. Survivors include child **Mark Rasmussen '91**.

Rich Schroeder '67 of Portland, Nov. 1, 2022.

Stephanie Juanillo '21 is featured artist on wine label



Since graduating from Linfield, Stephanie Juanillo '21 of Amity has installed her art in many locations – galleries, outdoor spaces and now, a wine bottle. Juanillo was selected by Adelsheim to have her design featured on the label

of its 2022 Artist Series Rosé.

Juanillo is a mixed media artist that works mostly in painting, printmaking, sculpture and collage. Through art, she explores and honors her experiences as a first-generation immigrant. Her work explores bold colors, pattern, texture and Mexican iconography.

The label Juanillo designed highlights the connection to the land through her use of colors and shapes and honors agricultural workers through imagery of hands and butterflies. The original canvas piece that inspired the label is on display at Adelsheim in Newberg.

- Kenneth AlMBERG '89** of Cottage Grove, Aug. 5, 2020.
- Jim Hereford '89** of Mead, Washington, Dec. 21, 2022.
- Loretta Stidham '90** of Astoria, Nov. 4, 2022.
- Angie (Jurgens) Larson '91** of Wasilla, Alaska, March 20, 2022.
Survivors include spouse **Jay Larson '92**.
- Rick Klohn '93** of Eugene, April 14, 2021.
- Kevin Ryerson '93** of Central Point, Nov. 5, 2022.
- Douglas Ronan '94** of Cottage Grove, Aug. 18, 2022.
- Stephen Sebastian '94** of Albany, Oct. 16, 2022.
- Laura Kreft '96** of Winston, Jan. 22, 2023.
- Cheryl Froeber '99** of Aloha, Nov. 24, 2022.
- Colleen Watkins '99** of Beaverton, Aug. 26, 2022.
- Bill McCoy '01** of Eugene, July 26, 2022.
- Niki (Parizo) Burnham '04** of Bennington, Vermont,
Jan. 15, 2023.
- Lori (Nielsen) Bonham '05** of The Dalles, Dec. 10, 2022.
Survivors include spouse **Daniel Bonham '98**.
- Judy (Fox) Lathrop '07** of Salem, Jan. 19, 2023.
- Aaron Minnick '09** of Sacramento, California, Oct. 20, 2023.
- Kevin Nixon '10** of Albany, March 18, 2023.
- Carie (McChesney) Kyrilov '13** of Seattle, Washington.
- Jana Knoll '15** of Salem, July 16, 2022.
- Devan Matkin '16** of Portland, Jan. 23, 2023.

- Lee Weber '67** of Beaverton, Jan. 19, 2023.
- Tom Pierce '68** of Woodburn, Nov. 21, 2023.
- Neal Brown '69** of Tigard, May 29, 2022.
- Tim Lehman '69** of Vancouver, Washington, Jan. 8, 2023.
- Gene Lilly '71** of Ilwaco, Washington, Nov. 9, 2022.
- Glen Plagmann '72** of Scottsdale, Arizona, Dec. 12, 2022.
- Kenny Gant '73** of Mercer Island, Washington, July 26, 2022.
- Kevin Kurumada '73** of Salt Lake City, Utah, Jan. 2, 2022.
- Rae Owens '74** of Rockaway Beach, Feb. 22, 2023.
- Teresa Durlin '77** of Denver, Colorado, Dec. 8, 2022. Survivors include spouse **Mark Thurber '78, '80**.
- Joanne (Harris) Larsell '80** of Lincoln City, Oct. 16, 2021.
Survivors include spouse **John Larsell '80** and **Christine (Kron) Ortiz '91**.
- Carol (Culley) Storment '82** of Milwaukie, March 5, 2023.
- Catherine (Endicott) Anderson '83** of Warrenton, Dec. 2, 2021.

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Wildcat Athletics: golinfieldwildcats.com

Alumni events: linfield.edu/alumni

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