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2010-2011 President's Report

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Our Year

At Linfield College, we know about determination and the power of a small community. Time and again, our students, alumni, parents, faculty and staff remark upon Linfield’s close-knit environment where students from different backgrounds and disciplines grow and flourish and follow their passions. That’s why we are considered one of the top undergraduate colleges in the country. The following are just a few highlights from the 2010-11 academic year.

Thanks to the generosity of T.J. Day ’71, major foundations and many other individual donors, the former Northup Hall has completed a remarkable transformation from early 20th century library, to a state-of-the-art academic building featuring the latest in technology and sustainability. Four departments (business, economics, English and philosophy), the Writing Center and the Linfield Center for the Northwest, are now housed in a building designed to foster interdisciplinary interaction between students and faculty.

Collaborative research has always been a defining aspect of a Linfield education. The Linfield Center for the Northwest (LCN) is expanding its campus-wide, summer collaborative research initiative through the Keck Community-Engaged Research-to-Classroom Program funded by a grant from the W.M. Keck Foundation. LCN research projects address issues of importance in the Pacific Northwest and allow students to apply academic theory through hands-on research. The LCN program is unique in that, after summer research concludes, the student researchers bring what they learn to courses taught the following year. This aspect of the program enriches the classroom learning experience for many Linfield undergraduates.

The Oregon Wine History Archive will be housed at Linfield College as a result of an earlier LCN project that began documenting the story of Oregon’s early wine industry. The archive tells a colorful history from its small beginnings to today’s $200-million industry. Irreplaceable historical documents and memorabilia from many of the early growers will be housed in the Jereld R. Nicholson Library.

The college was recognized academically on regional and national levels for its programs and curriculum from a variety of publications including The Princeton Review, The Atlantic, The Washington Post, Washington Monthly, The Huffington Post, Parade magazine and U.S. News & World Report. In addition, the college was featured in the new issue of The Princeton Review’s Guide to Green Colleges for its outstanding commitment to sustainable practices.

Community service continues to be a hallmark of a Linfield education and for the third year in the row, the college was named to the 2010 President’s Higher Education Community Service Honor Roll. More than 950 students participated in community-based activities, dedicating more than 43,000 hours of service.

Susan Agre-Kippenhan was appointed the new vice president for academic affairs and dean of faculty, beginning this summer. Our faculty conducted research with students, published books and participated in academic conferences and won a variety of recognitions. Nancy Drickey, associate professor of education, traveled to China with two students to continue her research on middle school math education, building on the work she has already conducted in the U.S. and Japan. Philosophy Professor Jesús Ilundain-Agurrusa helped stretch the mental muscles of cyclists in a new book he co-edited, Cycling – Philosophy for Everyone: A Philosophical Tour de Force. The collection of essays covers everyone from Socrates to Lance Armstrong, discussing cycling’s identity.
crisis, ethical issues related to success, women bikers, critical mass rides and the environment.

Our students continue to distinguish themselves as well. Two seniors received Fulbright awards for 2011-12 to teach English in Thailand and Germany. Linfield was again named a top producer of Fulbright awards for bachelor’s institutions, with a total of 22 Linfield students selected for Fulbright grants since 1999.

Linfield’s distinctive international offerings are a key element in a 21st century education. Linfield is now ranked 21st among baccalaureate schools for student participation in study abroad. More than 50 percent of our students study abroad at some point in their career, either through a year or semester abroad or the popular January Term.

Linfield athletes are a force to be reckoned with, on and off the field. The Wildcats softball team came from behind to capture their second national championship in five years. Off the field, Linfield athletes led the state in athlete graduation rates and academic rankings according to a recent survey based on graduation rates, academic rankings and the strength of athletic departments.

At Linfield, we know that it’s the little details and the distinctive way in which our close-knit community serves our students that create the Linfield experience. Students thrive because they are engaged with the faculty and with the community. Please see the section "Our People" for personal stories on four members of the Linfield family.
Our Vision

We have enjoyed a good year. Despite the nation’s economic malaise, we secured the funds to renovate historic Northup Hall and convert it into a new academic center for the college: T.J. Day Hall. We enrolled the largest freshman class in college history. And our students continued to flourish in the classroom, on the athletic fields, and in concert halls and theatres. It was a great year, but of course we cannot rest on our laurels. Four years ago, Linfield adopted a strategic plan that emphasized the integration of disciplinary approaches, experiential learning (outside the classroom as well as within it), and global and multicultural discovery. Underlying all of these was our commitment to excellence.

It is now time to revisit our strategic plan, and thus our faculty, students, staff, trustees and alumni will be called upon for assistance in the coming year. But even as we debate and discuss, we know that our fundamental values remain: we will cultivate civil discourse in a supportive community; we will create individualized challenges and inspiration for our students; and we will graduate alumni who continue to learn throughout their lifetimes, serve their society, and defend justice and truth.

Linfield College is a small college, but there is great power to be found and created in the relationships we foster and the leaders we prepare. We remain grounded in our location and committed to our regional community, but we also embrace our role as a citizen of the world.

Thomas L. Hellie
President
Our People

Many stories illustrate the power of a small college.

They reflect the deep relationships forged among all members of the community. Everyone -- students, faculty and staff alike -- is involved in the health and well-being of the institution. Faculty challenge and help students pursue their intellectual questions and goals, building collaborative, cross disciplinary relationships with peers that reinforce Linfield’s strengths. Staff members at all levels aid students through workstudy, support programs, or just by lending their own expertise and compassion. Our alumni help our students through career advice and networking, and through their philanthropic support. We are all invested in the success of our students, our faculty, our alumni and our greater community.

Our people are our most valuable resource and each one of them has a story. Here are just four.
Our People

Patrick Cottrell

Linfield is a place open to ideas, innovation and new initiatives.

Just ask Patrick Cottrell, assistant professor of political science.

After just three years on the faculty, Cottrell was instrumental in developing a new interdisciplinary major in international relations.

"Everyone here is genuinely interested in finding new ways to capitalize on Linfield's liberal arts mission to provide the best possible educational opportunities for our students. Dawn Nowacki, chair of political science, faculty from across campus, and the administration embraced the idea from the outset, which really made developing the major a fun process," Cottrell said.

Cottrell knows a thing or two about international relations. The son of a naval officer, he has lived abroad extensively. A three-year stint at the U.S. State Department deepened his understanding of, and commitment to, international relations. His political experience informs the questions he examines as a scholar and he shares those insights with students. "My time in government made me appreciate the importance of using the undergraduate experience to build a broad base of knowledge, to pique curiosity and push intellectual boundaries, and to develop a dynamic skill set that transcends any one career path. The government, like most employers, wants leaders and innovators, not cogs."

The international relations major aims to help students accomplish these goals by emphasizing interdisciplinary training across politics, history, economics and other fields, combined with a language requirement and a significant study abroad experience. As Cottrell points out, few initiatives relate as directly to Linfield's core themes of integrated learning, global and multicultural awareness, and experiential learning.

Cottrell was drawn to Linfield largely because of its ability to promote these themes in unique ways. The college's commitment to the liberal arts shines through the Linfield Curriculum, which he called "a truly distinct and special way to structure a core set of requirements for students.” And Linfield’s strengths in international programs offer unparalleled opportunities for students and faculty alike. "A lot of places use the slogan ‘the world is your classroom,’” Cottrell said, "but very few walk the walk like Linfield does. Being able to design and teach a course anywhere in the world, for instance, just isn’t possible at most institutions.”

Yet for all of the globetrotting of students and faculty, Cottrell also has a deep appreciation for the grounding sense of the Linfield community on campus and beyond. Whether it’s playing a game of pick-up basketball with other faculty and staff, working with students on collaborative research, or participating in the "metaphysical club" faculty learning community, Cottrell is finding himself ever more a part of the broad fabric that is Linfield.

In the future, Cottrell still sees room for growth. "The nice thing is that there are still ways to improve, there always are, and running out of challenges would be boring." In the near term, Cottrell hopes the international relations major will generate momentum for further development of and support for cross-campus initiatives, a heightened sense of global citizenship, and even greater civic engagement. He is optimistic that such possibilities can happen precisely because of the nature of the Linfield
"To me, learning is not about the grades and the transcripts," Cottrell said. "It is about constantly reflecting on the variety of your experiences, finding meaning in them, and pondering how they relate to one another. A strong, diverse community plays a critical role in fueling these processes. And that might be what distinguishes Linfield the most."
Our People

Janet Sasaki '02

Janet Sasaki '02 is used to fielding questions about Linfield College.

As assistant director of admission, she spent eight weeks on the road this year, talking with prospective students in Alaska, California, Utah and Nevada. And she's reviewed some 2,700 student applications since joining the Admission Office in 2002.

Her most frequently asked question? "How much does it rain in Oregon?"

Sasaki answers each question honestly ("We are green year round and average 30 inches of rain a year") while drawing on her own experiences as a Linfield student. As a result, she is a source of reliable information for students and their families as they identify the best college fit.

"My perspective is different because I've been a student, I've lived on campus and I can talk about the Linfield experience in an authentic way," Sasaki said. Sasaki understands the roller coaster of emotion with which students grapple as they conduct a college search.

"I was a solid high school student, but I didn't know if that would be good enough," said Sasaki, whose fears were calmed during her colloquium class, taught by Barbara Seidman, professor of English. "The college search process is intimidating, time consuming, stressful and very exciting."

As a high school student, Sasaki knew exactly what she was looking for in a college, and she found it at Linfield, including small classes, solid academics, a variety of extracurricular activities and a rural setting. "I wanted a college campus that looked like a college and to me that meant big, green grassy lawns, trees, brick buildings, white trim," she said. "As I toured the campus, it felt like students wanted to be here." Sasaki speaks from experience when she encourages students to study abroad. As a student, she spent a semester in Paris, even though she hadn't yet studied French.

"I went to France with no French language ability," she said. "It never dawned on me that this might be a terrible idea."

Turns out it was a stellar idea. As Sasaki sat on the tarmac preparing for takeoff, she decided her goal for the semester would be to learn enough of the language so she could understand the safety announcements in French on the flight back to the States. She succeeded.

Now, as Sasaki talks with potential students and thumbs through applications, she is keenly aware of her responsibility to Linfield and each of the students. She looks beyond SAT scores and high school transcripts to identify students who are motivated and active in their communities.

"Linfield is providing students with opportunities for intellectual and personal growth," said Sasaki. "It's exciting to hear what graduates do with their Linfield educations and how their contributions bring change to those around them."
Our People

Beau Slayton ’11

As a high school senior, Beau Slayton ’11 visited half a dozen college campuses before finding the ideal fit at Linfield College.

Some tours were better than others, he admits. And by the end of his search, Slayton had a good idea of what he’d do differently given the opportunity to walk backward as a campus tour guide.

He got that chance when he was hired as a Linfield admission ambassador as a freshman and he spent the next four years sharing the inside scoop on the Linfield experience with campus guests. His goal was to make every visit worthwhile.

"Some kids only get one tour, so I tried to share the meat and potatoes of Linfield, but also give them some personal insight," he said. "I wanted to give them the student perspective."

For Slayton, that meant relating his own Linfield story. He said he was drawn to Linfield for its small campus and tight-knit classroom atmosphere. But he was also looking for campus activities. He joined the golf team and became involved in Greek Life, serving as Theta Chi Fraternity president and on the Interfraternity Council. He was a member of honor societies including Order of Omega and SPURS.

A Spanish language student since junior high, Slayton’s enthusiasm for the language was reinvigorated when he studied abroad in Oaxaca, Mexico, as a sophomore. Not only did he discover a renewed passion for the language, but he gained an appreciation for the Mexican culture, which he found rooted in family.

"It was all-day Spanish, sink or swim, and I really needed that," he said. "Things started clicking. I came home from Oaxaca much more grateful for the opportunities I’ve had in my life. It was one of the best experiences I’ve ever had."

Slayton describes Linfield as a place where students can excel academically, athletically and socially. But what he’s enjoyed most about Linfield is the people – from the faculty to the grounds crew to the coaches and students.

"What makes Linfield ‘Linfield’ is the people," he said. "People walk by, say hello and check in with you. The professors are available and here to help you succeed. The coaches make sure you’re staying on track with the busy schedule of classes and practice. You come across people who are genuinely interested in you and your success and how you’re doing."

Slayton, who graduated in May, began work as a Theta Chi Fraternity leadership and education consultant and will spend the next year traveling to Theta Chi fraternities around the nation talking with chapter members.
Our People

Susan Davis '83

Susan (Maben) Davis ’83 knows the importance of leading by example.

A family practice physician, she works three days a week in a bustling urgent care office. The rest of her week is devoted to family – husband Jeff ’82 and four daughters – and a variety of volunteer efforts. For the past two decades, Davis has volunteered at the Free Clinic of Southwest Washington, serving as medical director since 2001. She also supervises a physician assistant at Larch Correctional twice a month and volunteers at the New Heights Clinic in Vancouver. At Linfield, she is a member of the Parents Council Leadership Team and President’s Circle.

"I really like serving people who have access issues and barriers to care,” said Davis, whose goal is to retire and devote even more time to volunteer work. “I like hands-on and face-to-face things. It's fulfilling. And if you want your children or co-workers to do something, then you need to do it yourself.”

That mindset has made a difference with Davis’ own children, who volunteer as well. Emily ’14, a Linfield biology major, spends time at the Willamette Valley Medical Center. She and her sisters also take part in other efforts suiting each of their personal interests.

Davis was only 13 when she earmarked Linfield as her future college after driving by the campus on her way to the beach. "I just thought the campus was beautiful and I decided that's where I would go, not knowing anything about it,” she said.

Years later when she arrived on campus as a freshman, she already knew she would become a doctor, even though few women entered the medical field at the time. “To a degree, people telling me that I couldn’t be a doctor motivated me,” she said. "Growing up in the 1970s, it wasn’t common for women to become doctors. But I was always fascinated by science and the body and how it worked.”

Linfield’s close-knit atmosphere proved a good fit for Susan and Jeff, and they’ve encouraged their daughters to attend a small college as well.

"We got a personal education,” said Susan, who worked in a research lab with Mike Roberts, professor of biology, and was part of the first group to spend an entire semester abroad at Kanto Gakuin University in Japan. "There's a real sense of community. I got to know my professors, and they invited students to their homes. It was more than they were just being paid to teach you. Linfield classes prepared me well.”

Her one regret? Not taking biochemistry. She simply ran out of time.
Financials

Finances in 2010-11

On June 30, 2011, for the 37th year in a row, Linfield College completed the fiscal year with a balanced budget. Through careful stewardship of revenue from tuition and fees, room and board charges, annual gifts, endowment earnings, and the use of campus facilities for summer camps and conferences, we are able to offer an outstanding education at a competitive price. In spite of significant national economic challenges, Linfield College remains financially very healthy. The summary financial reports below are based on preliminary unaudited figures.

Glenn Ford
Vice President for Finance and Administration

Operations in 2010-11

<table>
<thead>
<tr>
<th>Operating Revenues</th>
<th>$56.7 million</th>
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</thead>
<tbody>
<tr>
<td>Operating expenses</td>
<td>$55.1 million</td>
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2010-11 Sources of Revenue

2010-11 Expenditures

Philanthropy

Linfield alumni, parents and friends, along with corporations and foundations, contributed more than $7.4 million to the college in fiscal year 2010-11. As is the case every year, charitable gifts supported scholarships for students, academic programs, the library and Wildcat athletics. Thanks to generous gifts and pledges during the year, Linfield was able to renovate Northup Library, which has now become T.J. Day Hall, housing the Departments of Business, Economics, English and Philosophy. Every gift to Linfield supports our students and demonstrates the power of a small college. We thank all donors who made contributions during the 2010-11 fiscal year (July 1, 2010–June 30, 2011) and who are listed in the 2010-11 Honor Roll of Donors. If you have a question about your gift history, please contact Gail Ward at 503-883-2546 or gward@linfield.edu.

Bruce Wyatt
Vice President for College Relations

| Total gifts for all purposes in 2010-11          | $7,448,820 |
| Estate and deferred gifts                       | $2,443,798 |
| Gifts to capital projects, primarily T.J. Day Hall | $2,312,274 |
| Total endowment as of June 30, 2011             | $84.3 million |
Leadership

Trustees

Paul Aslanian
2007, Professor of Economics, Macalester College. Saint Paul, Minnesota.

David C. Baca ’78
2008, Managing Partner, Davis Wright Tremaine LLP. Portland, Oregon.

Phillip J. Bond ’78

Sarojini S. Budden
2002, Associate Professor of Pediatrics, Oregon Health Science University. Portland, Oregon.

Kerry L. Carmody ’73
2008, Chief Operating Officer, Providence Health and Services California Region. Burbank, California.

Gale Castillo ’73
2011, President, Hispanic Metropolitan Chamber, Portland, Oregon.

Pamela Claassen ’75
2001, Chief Financial Officer, American Baptist Homes of the West. Pleasanton, California.

Martha B. Cox ’72

Kerry L. Carmody ’73
1972, Chairman and Senior Partner, Dacole Company. Reno, Nevada.

Dave Dillon ’89
1996, Executive Vice President, Oregon Farm Bureau Federation. Salem, Oregon.

Lucinda Fournier ’95
2004, Retired. Bend, Oregon.

Michelle Giguere ’78
2009, Government Relations Consultant, Ball Janik, LLP, Washington, D.C.

Kent Harrop

David C. Haugeberg

Thomas L. Hellie
2006, President, Linfield College. McMinnville, Oregon.

Kellanne B. Henry ’83

Pamela Jacklin

David R. Jubb ’71
1994, Vice Chairman and General Counsel, Reeser’s Fine Foods, Inc. Portland, Oregon.

Glenna Kruger ’68

Ronni Lacroute

Gary Magnuson ’73

Michael G. McBride ’72

Moe Momtazi

Daniel O’Leary ’86
2004, Professor of Chemistry, Pomona College. Claremont, California.

Katie Patterson ’12
2010, Student, ASLC Vice President, Linfield College. McMinnville, Oregon.

Mark Patterson ’88
2009, Managing Director, NWQ Investment Management.
Los Angeles, California.
Timothy C. Phillips
Larry L. Sims
1993, Retired Environmental Engineer, Amity, Oregon.
Thomas L. Sutro ’71
2001, Manager, Altera Real Estate. Huntington Beach, California.
Sandra A. Thompson ’68
2004, Judge, Los Angeles Superior Court. Torrance, California.
Douglas A. Tunnell
Bernard L. Turner
1989, Retired Pastor, First Baptist Church. McMinnville, Oregon.
Antony Uphoff
2010, CEO, TechWeb Inc., San Francisco, California.
Brian Winkenweder
2009, Professor of Art, Linfield College. McMinnville, Oregon.
Richard E. Withnell ’64
1990, Chairman of the Board, Withnell Motor Co. Salem, Oregon.
Donna Woolley*

Administrative Officers

W. Glenn Ford
2007, Vice President for Finance and Administration
Thomas L. Hellie
2006, President
Susan Hopp
2010, Vice President for Student Affairs and Athletics/Dean of Students
John N. McKeegan
2010, Advisor to the President and General Counsel
Daniel J. Preston ’83
1983, Vice President for Enrollment Management
Bonnie Saucier
2007, Associate Vice President for Academic Affairs, Dean of Nursing and Health Sciences
Robert Wolcott
1980, Interim Vice President for Academic Affairs/Dean of Faculty
Bruce D. Wyatt
2002, Vice President for College Relations
*Deceased