

THE MAGAZINE FOR LINFIELD UNIVERSITY

SUMMER 2020

VOL. 16, NO. 2

Linfield

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Linfield

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One wild ride



Photo by Intisar Abioto

When Linfield asked us to guest edit this issue of *Linfield Magazine*, we looked forward to helping the university usher in a new era, with a new name and new graduate programs to build on its undergraduate successes.

In January, we had no idea just how wild the entrance to this new era would be. A few months later, when Oregon issued stay-at-home orders to prevent the spread of COVID-19, we had already committed to a dozen magazine stories — none addressing the coronavirus pandemic.

The magazine you hold in your hands owes much to the nimbleness of our writers, photographer and graphic designer. They scrapped planned stories and wrote new ones, executed photo shoots under social-distancing guidelines, and rearranged the magazine layout multiple times to accommodate our changing needs.

The theme running through this issue is resilience — a trait Wildcats have drawn on from the institution's founding days, as you'll discover in our cover package on the transition from college to university.

You'll see the spirit of resiliency in President Davis' response to social unrest following George Floyd's death. You'll find it in the life choices of Joe Robinson '09, who left a career in Los Angeles and rescued the artists' retreat founded by his mentor, the late art professor emeritus Nils Lou. You'll see it in the efforts of our grounds crews and cleaning staff, featured in a photo essay on how we kept the campus safe. And in the attitude of our students, who took this spring's campus closure in stride, coming up with creative ways to stay connected to their fellow Wildcats in virtual classrooms, online athletics practices, and Commencement ceremonies that took place far from the storied Oak Grove.

With this issue we introduce a new logo and brand identity for Linfield (see page 12 for details), and welcome Kathy Foss, the university's new assistant director of communications and marketing, who will edit future issues of *Linfield Magazine*. We wish her well and trust her steady hand will guide the magazine through any wild rides to come.

— Jillian & Jeffrey Martin, editors

Letters and address changes: We welcome your thoughts. Letters may be edited for length and clarity, and should include name, address, email address and telephone number.

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Linfield Magazine is published by Linfield University, McMinnville, Oregon | Summer 2020 Vol. 16, No. 2



On the cover: This issue of *Linfield Magazine* was produced at an extraordinary time. While the institution prepares to enter a new era as Linfield University, it also has been coming to terms with the current world order: a time in which the painful realities of racism and the invisible threat of a pandemic have unleashed stress beyond measure. Our choice of a matte black background and gold "U" on this cover reflects the dichotomy of these times and the hope for brighter days ahead.



Mission statement: *Linfield Magazine* tells bold, ambitious and entertaining stories of Linfield University. It strives to explore pressing topics, in undergraduate education and the world, and inspire active participation in the Linfield community by covering the people, places, teams, events, successes and challenges that make up the life of the university. The magazine is published twice annually for alumni, students, faculty and friends of the university by the Office of Communications and Marketing.

Follow Linfield University on social media



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The urgency of the moment

Editors' note: President Davis shared the following open letter with the Linfield community shortly after George Floyd's death in Minneapolis on May 25. It was published by *The Portland Business Journal*, *The News-Register* and *The Linfield Review* as an op-ed. We felt it was important to amplify Dr. Davis' message as a beacon of leadership in uncertain times.

My grandfather taught me the importance of knowing when to stop talking, so I could actively listen and observe. That way, when it was time to talk I had facts at my disposal and fully formed points to make. I have watched and read hours and hours of news over the past week. I have seen the pronouncements made by many. I have read the social media posts from those across the political spectrum. I also spoke with my mother and father about the state of our country.

By now, you know the names as well as I do of those who have been killed while unable to defend themselves. I will not repeat them here. Despite making up only 2% of the total U.S. population, African American males between 15 and 34 comprise more than 15% of all deaths included in ongoing investigations into the use of deadly force by police. Their rate of police-involved deaths was five times higher than for white men of the same age. For the record, my son is 23. I worry every time I leave him that it may be the last time.

To look at this solely through the lens of black and white, however, could cause us to miss larger issues and trends. Hate crimes in the United States against Asians and Latinos are up sharply. Domestic violence in Portland is up 27% during the pandemic. Anti-LGBTQ hate crimes are also rising quickly, according to FBI statistics.

What we are seeing in the streets and the precipitating events that have led to mass social unrest are a result of the continued disintegration of the social compact that held our society together. Even the ideal that we should look out for each other's health has become a political battleground, devolving into tribal behavior.

It's time now to stop recounting what has happened and talk about what we are going to do differently. How are

we going to give birth to a different world? To give birth to a society that does not see pigmentation as a weapon? To shape a society that says that different religions and different cultures are just ... different?

I suggest to you that there are things you and I can actually do to make a difference in our lives, and in the conditions in our communities:

1. Begin with yourself. Are you the best you, you can be? Do you reflect the respect and dignity in your behavior that you wish to see in others? Do you work on your conscious and unconscious biases? Do you accept responsibility for your actions and seek to make right what you have done wrong?
2. Support your family. There are those who are related to you by blood and those connected to you by spirit. They are your family. Are you setting an example for your family to follow? Do you treat elders in your family with respect? Do you nurture the young ones coming up behind you? Do you share your knowledge, wisdom and perspective, not from a plateau of hubris but one of caring and compassion?
3. Support your community. Human beings define themselves by their communities. Do you seek out opportunities to support your community? Have you joined a coalition of like-minded individuals in your community to help make it better, served on the board of a local nonprofit, volunteered to help those less fortunate? Do you buy local when there is an opportunity? Do you help a neighbor in need?
4. Learn to think critically. The United States is a constitutional republic and a representative democracy and a federal republic. This form of government requires informed citizenry capable of



For several weeks starting in early June, thousands of Oregonians took to the streets to protest racial injustice, carrying signs like this one at a Portland march.

analyzing the issues of the time. When is the last time you read a book that challenged you intellectually? When was the last time you challenged your assumptions about those who think differently than you do? When was the last time you challenged your own assumptions about how things should be?

5. Register to vote, and then vote. The form of government outlined in the Constitution of the United States only works if you engage the government. The way to engage the government is to vote. In fact, consider running for elected office yourself. Be the change you want to see.

Please do not mistake my tone. I'm outraged. I'm deeply saddened. I'm tired. And I'm scared, for our country and our future. But I'm also hopeful that tomorrow can and will be a

better day. A university is a community where we collectively dream of a greater, more enlightened, future. I'm thankful to be part of such a community, and I remain as committed as I have ever been to toiling alongside so many others to turn the dream into a reality.

We must forever conduct our struggle on the high plane of dignity and discipline. I thank those who came before us in the struggle and those who will come after, and those who are out there even now, insisting on justice and equality. The urgency of the moment is real, and it demands a reckoning inside every one of us.

Be well and be blessed,
Miles K. Davis, president

Record-setting \$10M gift earmarked for new science center

Linfield STEM students will soon benefit from a state-of-the-art science center on the McMinnville Campus, thanks to a \$10 million gift from the W.M. Keck Foundation.

The largest single gift in the university's history, the Keck donation supports the renovation of existing facilities and the build-out of new spaces to create a new science hub. Construction is expected to begin in mid-2021. Once built, the facility will be named the W.M. Keck Science Center.

"This new center will have a transformational impact on Linfield," said Lucinda Day Fournier '95, W.M. Keck Foundation vice president and Linfield trustee, when the record-setting gift was announced.

"From the increased dedicated space for faculty-student collaborative research, to the enhanced interdisciplinary teaching and learning opportunities the project will provide, we know amazing work and learning will take place."

This is not the foundation's first significant gift to Linfield. In 1998, it helped the university purchase the neighboring Hewlett-Packard property and facilities. Today, these 17 acres are known as the Keck Campus.

Linfield president elected to national board

In February, Linfield President Miles K. Davis was selected as a board member of the National Association of Independent Colleges and Universities (NAICU).

With more than 1,000 colleges, universities and associations as members, NAICU serves as the unified national voice of independent higher education and reflects the diversity of private, nonprofit higher education in the U.S.

Davis was among several new additions to the board, whose members set the association's agenda on federal higher education policy, oversee the organization's financial administration, and encourage support for the NAICU's priorities and initiatives.

Davis is the representative of Region VIII, which covers institutions in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington and Wyoming. His three-year term ends in February 2022.

New master's degree program prepares nurses to transform health care

Linfield's first graduate program will offer a master's degree in health care leadership for BSN-prepared registered nurses.

Designed with the work-life balance of nurses in mind, the new Master of Science in Nursing (MSN) in Leadership in Healthcare Ecosystems is an accelerated, online program for nurses who want to lead change and

promote equity in health systems.

Starting in fall 2020, the new university program incorporates the fields of environmental, social and health sciences, as well as economics, to address current and future challenges to health care delivery. The program addresses these challenges while advocating for a sustainable and just health care ecosystem.

"This is an ideal time to offer a master's degree that puts nurses in the driver's seat," said Kim Dupree Jones, Linfield's dean of nursing. "Our graduates will transform the health care system as they advance their own careers. The program grows tomorrow's leaders and serves as a springboard for success in doctoral programs."

Interested students can learn more at linfield.edu/msn.

Wildcats' earning potential is tops among Oregon colleges

Linfield nursing graduates have the highest median earnings of any Oregon college or university.

One year after graduation, Linfield alumni with bachelor's degrees in nursing earn a median income of \$79,300 a year, according to the U.S. Department of Education's College Scorecard.

President Davis credits Linfield's commitment to educating the whole person — in and out of the classroom — for the success of its graduates. "Here, we combine both theoretical and practical knowledge to allow our students to perform well in multiple contexts," he said. "Whether it is as a museum curator, marketer for Nike or a trauma room nurse, our graduates are making a

A new face in communications



In May, Kathy Foss joined Linfield as the university's assistant director of communications and marketing. Foss comes to Linfield after 10 years at the University of Idaho, most recently as marketing and communications manager for the College of Letters, Arts and Social Sciences. Her previous experience includes several roles in collegiate athletic marketing. She holds a master's degree in higher education administration and a bachelor's degree in sport management, both from Washington State University. Her responsibilities will include serving as editor of *Linfield Magazine*.

difference within an organization on day one because Linfield connects learning, life and community."

students who are prepared to solve the country's, and the world's, most pressing challenges."

The ALL IN Campus Democracy Challenge is a national initiative to support campuses as they work to increase nonpartisan democratic engagement and full student voter participation. More than 560 campuses have joined the challenge since its launch in 2016.



'Cats get high marks for student voter turnout

Linfield's strong voter turnout in the fall has earned national accolades. In November, the university received a platinum award at the 2019 ALL IN Challenge Awards Ceremony in Washington, D.C.

The award recognizes Linfield for achieving a student voter turnout rate of more than 50%.

"Linfield is proud to receive this national recognition for our efforts," said Jeff Mackay '88, Linfield dean of students. "The faculty and staff at Linfield work hard to graduate civic-minded

Portland Campus renovations begin

After more than a year of planning, renovations kicked off on the new northeast Portland campus, home to Linfield's School of Nursing. In early June, Walsh Construction began work to complete the approved renovations to five campus buildings with a target end date of mid-November.

Walsh's previous projects for the university include transforming T.J. Day Hall into a cutting-edge green building with LEED Gold certification and building the Elkinton and Terrell residence halls.

Linfield VP becomes president of Mount Aloysius College



On June 1, John McKeegan, formerly Linfield's vice president for institutional advancement and the college's general counsel, took the helm as president of Mount Aloysius College in Cresson, Pennsylvania.

McKeegan, a Pennsylvania native, joined Linfield in 2010 as advisor to the president and general counsel. He was appointed vice president three years later.

His responsibilities for the university included coordinating fundraising activities, handling communications to internal and external constituencies, and leading alumni, parent and community engagement. During his tenure, Linfield secured the two largest donations in its history.

"It has been my great honor and privilege to serve Linfield," McKeegan said. "These are without question challenging times for our world, but I believe Linfield is in a strong position to continue being a beacon of light and ray of hope long into the future."

Unprecedented generosity



For the past five years, the university's giving day fundraising event has taken place in early spring. This year, the COVID-19 pandemic put some plans for Linfield Gives on hold. But the Linfield community realized students need support during the coronavirus crisis more than ever — and Wildcats stepped up in a big way.

Instead of canceling Linfield Gives, the university piggybacked on #GivingTuesdayNow, a global giving movement, on May 5, with an additional day of fundraising on May 6. The Board of Trustees also provided a one-to-one match for all gifts.

During the two-day online event, the Linfield community raised more than \$565,000, a record number of gifts from a record number of donors. Nearly 1,000 supporters helped Linfield students through gifts made to the Linfield Fund and the

COVID-19 Student Aid Fund, which offers help with tuition, housing, books and other necessary expenses.

"There were those who said we should not be trying to do this now," President Davis said at the time. "But our advancement team, spurred on by a generous jump start by our Board of Trustees and various other matching challenges, which you stepped up for, has exceeded its goals. Thank you one and all."

Linfield represents at TEDxMcMinnville

Nearly half of the presenters at McMinnville's second annual TEDx event boasted a connection to the university.

Speakers at the Linfield-hosted event on Jan. 25 in Melrose Hall included philosophy professor Leonard Finkelman, former Linfield health counselor Natalie Bowker, McMinnville teacher Matt Brisbin '06, and equity and inclusion consultant Cinthia Manuel-Martinez '05.

Their wide-ranging presentations included imagining a world without grades (Brisbin), understanding that grief isn't only reserved for death of loved ones (Bowker), fixing the mentoring system (Manuel-Martinez), and an overview of the extinction of species due to climate change (Finkelman).



Linfield will match students' college savings

In late 2019, Linfield partnered with the state of Oregon to offer students matching scholarship funds for college savings accounts.

As part of the Oregon Scholars program, the university will match up to \$1,000 a year for incoming students who have saved at least that amount in their Oregon College Savings Plans.

"The Oregon Scholars program is gaining momentum and is poised to help even more students meet their goals," said Oregon State Treasurer Tobias Read. "We're pleased to welcome Linfield to our lineup of participating institutions. Together, we are making it easier for everyone to save for education and training after high school."

Correction

In the Fall 2019 issue, *Linfield Magazine* did not clearly explain statistics used to describe the university's first-generation student population. Twenty-eight percent of all Linfield students and 42% of the incoming class on the McMinnville Campus are "first generation," a term describing students whose parents are not college graduates. We regret the confusion.



A Commencement like no other

With the traditional Oak Grove celebration cancelled because of COVID-19, Linfield fêted the Class of 2020 in Commencement video presentations on the university's YouTube and Facebook pages on May 31. The Linfield-Good Samaritan School of Nursing also held an online pinning ceremony.

"Now we get to make our mark not just on Linfield, but on

the world," Commencement speaker Grace Bruncke '20 said in her video address to fellow graduates. "Congratulations Class of 2020, we did it!"

Before the virtual celebrations, graduates received diplomas either by mail or in a drive-through or walk-up event with social distancing on May 25 (pictured above).

[linfield.edu/spring-2020-videos](https://www.youtube.com/watch?v=linfield.edu/spring-2020-videos)

INTRODUCING



Linfield University

By Miles K. Davis, president

The semester we just concluded is not one anybody could have foreseen. Worldwide pandemic turned the lives of students, faculty and staff upside down, and forced Linfield to adapt quickly to a fast-changing environment.

I'm proud to be part of a community that embraced the change, cared deeply for one another and worked hard to keep the learning experience a positive one. You can read more about the changes in recent months, and their impact on Linfield, throughout this magazine.

As archivist Rich Schmidt points out in the coming pages, Linfield has been tested many times

before. No matter the challenge, we've always stayed the course and emerged intact.

Even before anyone had heard of COVID-19, this was going to be a significant moment in our community. As of this month, Linfield College will pass into history and Linfield University will be born.

With this new name, we are not just staying the course, nor simply changing the sign that greets you on Founders Way. We are taking an even bolder step — transforming into an institution that will serve students in the coming decades with a new structure that includes a College of Arts and Sciences, a School of Nursing and a School of Business. Our first new graduate program, in health care leadership, has



already been developed by the School of Nursing.

As exciting as the name change and new structure are, I also want to make sure you are aware of what will not change at Linfield. We will continue to be a mission-driven institution that connects learning, life and community. We will continue our focus on the student experience and maintain our emphasis on a high-quality interdisciplinary education provided by faculty who include multiple perspectives in the classroom.

None of the above, nor our warm, welcoming environment, will change. We will continue to operate as one team, even as we have different schools. A comparison can be made to a great football team (which we know a little bit about at Linfield). The offensive line, the defensive line, special teams and punt returns all have specific roles to perform in the same game. It takes all the teams working together to win a single matchup, and definitely to have a winning season. Similarly, it will take all of us doing our part to make Linfield University a winner.

Part of this winning approach for Linfield involves creating more opportunities for students to explore both undergraduate and graduate programs of study. There will remain a common curriculum that all students go through. However, there will also be increased opportunities for more focused areas of study within the three schools.

The opportunity to pursue a master's degree at Linfield will be something we have not done since the elimination of our graduate program in education in the early 1990s. The

return of graduate programs will allow our existing students to dive deeper into studies they pursued as undergraduates and allow new students to engage our faculty in the context of continued development.

This will not be an easy transition. Much work needs to be done reforming and establishing systems and processes that recognize that we have moved from a single focused institution to one that has multiple schools.

More than ever, though, the world needs the type of educational experience Linfield provides. We need nurses who can do more than read a chart; they must also be able to connect the dots in a patient's health records and socio-economic circumstances. We need historians who can place a pandemic in a historical context. We need economists who can help assess the economic impact of public-health decisions. We need writers who can tell the stories of those whose lives have been turned topsy-turvy as a result of something you can't see without a microscope. And we need scientists who can help us find vaccines and cures for all the new viruses and bacteria that will emerge in the future.

At Linfield, we will do whatever it takes to continue to offer the unique blend of interdisciplinary and professional education that prepares students for this ever-changing world. Our goal is to ensure that the Linfield name — and the values it stands for — remains strong for at least another 162 years. The higher education landscape is full of challenges right now. As we have in the past, and will again in the future, Linfield is unflinchingly changing to meet them.

LINFIELD'S NEW LOOK

In this issue of *Linfield Magazine* you may notice an updated visual look and feel for the university.

You'll still see our Wildcat pride highlighted in purple and red, naturally. But you'll also find a wider color palette of gold, lavender and white. That's in addition to the debut of our university logo.

These elements are part of a larger rebranding project the university began more than a year ago. The project includes a messaging campaign that highlights

the uncommon nature of a Linfield education and culminates in a new Linfield.edu website, which will launch in the fall.

The Linfield brand is much more than a logo and a website, of course. It's what alumni, students, parents, faculty, our peer institutions and the community all think, feel and respond to when they encounter anything and everything Linfield.

The new brand identity is intended to honor our history while positioning us for the future.



STAFF ESSAY

Linfield bound

From generation to generation, Wildcat values link us



Bethal Fraser Lynn Fraser '85 Debbie Nelson '94 Scott Nelson '94 Sofia Nelson '22 Abram Nelson '24

By Scott Bernard Nelson '94

The most natural things in the world sometimes take us completely by surprise.

I was floored this spring when my youngest announced he planned to enroll at Linfield.

A purple “Linfield Bound” mailer had arrived in our mailbox only a week earlier, sent by the Office of Admission to encourage admitted students to social-media brag their college choice.

“I’ll never need that,” he said dismissively, tossing it aside.

My wife and I, Linfield classmates from a different era, couldn’t bring ourselves to throw “Linfield Bound” in the trash. So it remained, forlorn, on the counter where our 17-year-old had abandoned it.

Until he decided to pick it up again — to his amazement and ours.



May 26, 1985. That was the day I first set foot on the McMinnville Campus, to watch my mom graduate from college. She was 38 years old, and I was 14.

Neither of my parents had a college degree when I was

growing up. Dad was a butcher and mom was a secretary at the middle school. But she wanted more for her life, and for her family. So she worked nights and weekends for five years, typing papers on a blue Smith Corona in our basement and driving 50 miles roundtrip to attend Linfield distance-learning classes at a community college.

I’m ashamed that the work she put in and the sacrifices she made to earn her bachelor’s degree barely registered in my preteen and teenage brain. Now, with the benefit of age, I know how heavy that burden must have been. I also know how much it paid off — that small-town school secretary went on to earn a law degree, run a division of the U.S. Federal

Election Commission and teach for many years at the Georgetown University Law Center.

Even the self-absorbed 14-year-old I was in 1985, though, could be gobsmacked by the immensity of a moment.

Commencement was breathtaking. There was my mom, Lynn Fraser '85, walking confidently across the stage in cap and gown to shake hands with then-Oregon Secretary of State Norma Paulus. There was my dad, beaming, eyes glistening. There was my younger sister and my aunts and uncles and cousins, mugging for the camera afterward just like dozens of other families on a picture-perfect Oak Grove day.

That’s the day, inside my head, we became the kind of family that went to college.



Back in the fall of 1930, I’m told, Linfield was little more than a handful of buildings in McMinnville surrounded by farmers’ fields. The nursing school in Portland wouldn’t come along for another five decades. It had been only a few years since Linfield was known as McMinnville College and the sports teams competed as the Baptists.

One of my grandfathers, Bethal Fraser, showed up in McMinnville that year as a cocky 20-year-old looking to play football.

The 1930 team won a single game (over Albany College, which would later move to Portland and become Lewis & Clark), and grandpa ended up with an injury that put an end to his playing days. With the country sliding into the Great Depression, he soon dropped out — but not before realizing he was more interested in getting a college education than in playing football.

Grandpa went on to work most of his life as a mail carrier for the U.S. Postal Service, and eventually finished his bachelor’s degree at the University of Washington. He became assistant postmaster in Poulsbo, Washington, raised a large family and remained thankful to the end for the educational beginning Linfield had given him.



So here we are: 90 years and three generations after my grandpa stepped onto the football field as a Wildcat, and 40 years since my mom started her Linfield distance-learning journey. Both of my kids are now Linfield Wildcats.

Our daughter is going into her junior year, a double major in psychology and sociology, a cheerleader, active in her sorority, busy on campus and already exploring doctoral programs. This spring, our son, the 17-year-old, decided Linfield is right for him, too. In his case, it was anything but a foregone conclusion. Two small colleges had offered wrestling scholarships, and he had spent agonizing months trying to choose between them.

At the eleventh hour, he realized he couldn’t picture himself at either one. He couldn’t, in fact, picture himself living and learning anywhere other than Linfield. He had been to campus often enough to realize the Linfield experience is not the norm. It dawned on my son, as it had his great grandfather in 1930, that the education and the experience was more important than the sport.

Both of my kids will make their own way and write their own life stories. I have every confidence Linfield will challenge them, encourage them, embrace them, teach them and change them. It’s where they will make the deepest friendships in their lives. It will prepare them for a lifetime of living, loving and working, of being good human beings and trying to have a positive impact on the world.

Because it’s *Linfield*.

My children’s degrees will say Linfield University. My degree, and my wife’s and my mother’s, are from Linfield College. Yet none of the things that matter to us will change: small classes, top-notch faculty who also serve as personal academic advisers, students active in clubs and causes and athletic teams, a strong study-abroad program, a wide-ranging curriculum and a lifetime of relationships born from the intensity of the residential experience here.

This fall, my son is “Linfield Bound” — to a new university rising from the foundation of a college with a 162-year history of changing lives. Like my grandpa’s. Like my mother’s. Like my wife’s, and like mine.

It turns out, keeping that nearly discarded mailer was the right thing after all. Really, the surprising thing would have been if he had chosen to go anywhere else.



Scott Nelson '94 is Linfield University’s director of communications and marketing.

Against the odds

Linfield's enterprising spirit has always kept the college going — even when success seemed improbable at best

By Rich Schmidt

Let's start with this: Linfield shouldn't be here. There's a lot to unpack from that kind of declarative statement. So let's go back to the beginning.

One of the many byproducts of the Oregon Trail was an educational gold rush in the West. Every religious organization wanted to establish higher education in the Oregon Territory. It was estimated that roughly two in 10 of the schools created here in the mid-1800s survived into the next century, leading Oregon to be dubbed a "college graveyard."

The American (Northern) Baptists were one of the groups seeking a foothold in the region. In the 1840s they set up a college in Oregon City that fizzled after a short time. Undeterred, they surveyed a number of sites in the Willamette Valley, settling on McMinnville for the simplest and perhaps silliest of reasons: There was a building here that could conceivably host a college.

Roller coaster early years

McMinnville in 1858 was a tiny village of a few hundred farmers, but that didn't deter the college from lofty ambitions. It offered a classical education with freshman-year classes on Caesar and Cicero and Xenophon's *Anabasis*. It shouldn't come as a big surprise, then, that the school didn't produce a college graduate until 1884.

For the first half-century of its existence, Linfield was a secondary boarding school that occasionally graduated college students. It served the needs of its time, offering basic education to a mostly local population, focusing on educating future teachers and adding a music conservatory to meet the wishes of its students.

At least, that's the optimistic version of what was happening between 1858 and 1906. If you're picturing a typical institution, slowly growing on a steady line, change that men-

The school was almost completely reliant upon the skills of its president. When strong leaders were hired, funds were raised and the student population crept up. But presidents of the time rarely stayed more than a few years, and the next president might quickly undo all that progress.

tal image to one of a roller coaster. The institution never had financial security. School years started late because presidents and professors were hired and didn't show up. Students withdrew from school to help with busy season on farms. Staff were occasionally paid with IOUs.

The school was almost completely reliant upon the skills of its president. When strong leaders were hired, funds were raised and the student population crept up. But presidents of the time rarely stayed more than a few years, and the next president might quickly undo all that progress. Or an illness outbreak or global recession might thwart a fundraising trip. Could Portland be the answer?

Each time the institution was threatened, the school's board of trustees raised the same solution: Let's close the school and move it to Portland. This was seen as the end of the rainbow: Portland, where there was infrastructure, money and people. At least a half-dozen times in the first 50 years, this

nearly came to pass. It seemed an inevitability that, at some point, the school would cease to be in McMinnville. Or just cease to be.

The last — and most dire — of those close calls happened in 1905. The school was days away from shutting its doors. The board wanted to move to Portland, but the finances were so dire that the school may never have reopened.



In a last-ditch effort that was equal parts brilliance and good luck, the board hired Leonard Riley as the school's new president. In the next 25 years, he led the school from the brink of closing into its new era.

Among his many accomplishments: securing money to build Melrose Hall and add or expand other campus buildings, bringing the curriculum up to what we would now consider accredited standards, and of course





securing a donation from Mrs. Frances Ross Linfield that changed the name of the school in 1922.

Looking back, it's clear the name change was more than cosmetic. The school had toiled for decades, scratching out a meager existence on the backs of hardworking people who refused to let it wither. The town of McMinnville played a sizeable role, too, helping prop up the college in its leanest times and recognizing the symbiotic relationship the town and gown had come to have. The Riley era, culminating in the two largest financial donations the school had ever seen, finally made Linfield feel like it belonged and might have a future.

Constantly changing

Still, it's not a straight line. Linfield has been pushed close to the breaking point many times since. We've heard the stories. Of faculty and their families cleaning residence halls before the start of the school year to save on cleaning costs. Of budgets frozen, departments closed, positions eliminated. Throughout, Linfield has persevered. It has adjusted and weathered storms. Most of all, it has changed. It was founded as Baptist College at McMinnville, shortened later to McMinnville College, changed to Linfield College in 1922, and now

has become Linfield University almost a century later.

The original campus was where McMinnville's First Baptist Church now stands. Pioneer Hall was completed in 1883, marking the dawn of the new campus. The campus slowly grew at first, saw a population and building boom after World War II, then a near-doubling of campus size with the addition of the former Hewlett-Packard land in the 1990s. The nursing campus was added in the 1980s, in some strange way finally fulfilling the desire to move the school to Portland. That campus, too, is on the precipice of change with the purchase of a new home on the east side of Portland.

The curriculum has modernized — no longer do students have to learn about Tacitus and Euripedes (though they can if they so desire). Chapel is no longer required; residence halls are coed (and occasionally allow pets); the campus is not only no longer dry, but now has a wine sensory lab and a wine history archive.

Throughout, Linfield has changed to meet its present and future needs. More than many institutions, though, it has kept in touch with its past, with the struggles and perseverance of generations of Wildcats who have come before. With the fantastic odds that have been overcome. Linfield shouldn't be here. But it is. And now it embarks on its newest era, as Linfield University.

Rich Schmidt is the director of archives at Linfield.



Pig tales

Like something out of CSI, Linfield scientists are digging deep into the mysteries of decomposition. Their painstaking study of an animal's body may fill a critical information gap for the state crime lab — and help solve missing-person cases.

By Kevin Curry '92

DAY 1: DEC. 8, 2019

A pickup carefully navigates the path to Cozine Creek. The pig in its bed was once destined to spend its life as a 4-H project. A fatal illness means its body will now contribute to science.

Linfield students and their instructor place the pig in a wire cage, take photos and set up a trail camera, preparing to collect data on the pig's decomposition over the next four months.

Elizabeth DeVisser '04 is an expert in how human bodies decompose. As Linfield's anatomy and physiology lab coordinator, she's always looking for ways to bring science into the real world. When Dr. Nici Vance, a forensic anthropologist with the Oregon State Police, told DeVisser that the state lacks data on how tissue decomposes in Oregon's varied climates, DeVisser knew what to do: Put out a pig carcass and have students track its progress.

An interesting science experiment for her students — and valuable data for the police.

Researchers generally use pig cadavers in place of human remains. DeVisser's first Linfield pig study took place the spring of 2019. She wants the research to continue each season because comparing data from different time periods can help solve missing-person cases.

"When we find a person, based on our previous studies we can say 'They've been here this length of time,' and we've narrowed down the possible identification," she says.

DAY 43: JAN. 20, 2020

It's mild, overcast but no rain. Biology majors Francesca Sheld '21 and Taylor Vogel '20 turn off the path toward a remote part of the creek. It's a process the two repeat several times a week, along with Grace Thompson-Johnston '20.

Vogel records data on a laptop: high and low temperature, humidity, weather. She uploads images from the trail camera. They show deer in the distance and squirrels crawling into the pig's cage.

Sheld opens the cage and snaps more photos. "We have some activity going on in his upper armpit area," she notes. "There's a lot of skin slippage and some decomp going on."

Cold weather slows decomposition. Maggots and insects have yet to begin their important work.

The stages of decomposition do not change, but factors like temperature, humidity and barometric pressure can drastically change the rate at which a body breaks down. Each affects how fast insects consume the remains.

Last spring, students collected data similar to Vogel's and inspected insects from their pig for identification.

Francesca Sheld '21, left, and Taylor Vogel '20 record data from a pig cadaver on Jan. 20, the 43rd day of their decomposition research study at Cozine Creek.



Instructor Elizabeth DeVisser '04 launched the decomposition research project after talking to the forensic anthropologist for the Oregon State Police. Inspired by what they learned in another course, her students are also examining bacteria they found growing on the pig's body.

Scientists can use insect activity to estimate time of death, but they need detailed information about how tissue breaks down in different environments.

DeVisser says there are no published studies of this kind for Oregon, and research is needed statewide. "We've got the coastal climate, we have this Yamhill-Willamette Valley area, and then we have Eastern Oregon," she says. "You can't just use the same reference data for all."

Vance sees working with universities as the best way for law enforcement officials to develop the decomposition data needed to solve their cases.

"The students of these research projects will be fascinated by the results, which will hopefully motivate them to dig deeper into relationships between our specific climate and decomp rates," she says. Professors and students provide the expertise and resources to collect the information, and "our entire forensic community will benefit."

DAY 54: JAN. 31, 2020

"He smells," Vogel says.

"Ooh, yeah, he's quite pungent," Sheld replies, unlocking the cage.

Vogel notes skin slippage on his abdomen and something orange growing there.

"I'm wondering if it's some kind of bacteria," Sheld says. "I kind of want to culture it."

She remembers a microbiology assignment in which her class cultured an unknown substance to identify the organisms in it.

An idea is forming.

DeVisser likes the idea. "Within the last couple of years, people have started to do microbiome research on decomposing remains," she says. Knowing the microbiology of a particular bacteria provides additional data for estimating the decomposition rate, ultimately increasing the chances for human identification.

At a later visit, the students swab the pig for samples of the orange film to examine in the lab. With the help of biology professor Jeremy Weisz, the decomposition study has also become a microbiology research project.

DAY 94: MARCH 10, 2020

"He's not exploding yet," Vogel says. "Which is what we are waiting for."

Stomach bloat makes the pig's skin tight, like a balloon nearing capacity.

"The majority of the inside has already decayed because of the bacteria in the gut," Thompson-Johnston says. "Once it bursts it has more surface area for insect life."

Flesh has fallen off the pig's back and legs. Maggots congregate on his neck and more bugs fly around.

The warming spring is beginning to do its work.

linfield.edu/spring-2020-videos



Taylor Vogel '20, left, and Francesca Sheld '21 use samples taken from the pig to identify bacteria in the microbiology lab.

Worth 1,000 Words

During Oregon's stay-at-home order, more than 60 staffers still reported to campus to maintain Linfield's buildings and grounds.

Cleaning crews, utility and building trades workers, groundskeepers and mailroom staff made sure our spaces were safe and sound — all while maintaining physical distancing.

"The work we do every day, when no one is looking, is important and vital," said Allison Horn, director of facilities and auxiliary services. "It has been gratifying to see the efforts of so many of our team members become visible, because so often their work is only noticed when there is a problem or complaint."









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*This room has been
cleaned & disinfected by
Cleaning Services.*



**If you do enter
this room,
please remove this sign
to signal our team to
clean & disinfect again.**

**Thanks for helping to make
the most efficient use of
our Cleaning Services team!**

Beauty in the unexpected

Through twists and turns, ceramic artist Joe Robinson '09 carries on a Linfield professor's legacy



By Jennifer Nice

Dampness seeps into Joe Robinson's coat as night creeps toward dawn. It's winter of 2006 and the Linfield freshman has been up all night. His job is to stoke the flames and monitor the pottery inside a small wood-fired kiln at East Creek, an artists' compound near Willamina in the coast range.

If he does well, he'll graduate to a more challenging task: leading the firing of a massive kiln built into a nearby hillside. The kiln's name, anagama, means "cave kiln" in Japanese. Firing the 40-foot behemoth and the hundreds of pots inside will take at least five continuous days and nights, reaching temperatures hotter than lava.

Robinson slowly feeds firewood into the smaller kiln. Waves of escaping heat could burn his hair if he gets too close. The 18-year-old art student has learned to be careful after

many days as an apprentice to ceramics professor Nils Lou, who owns East Creek.

Because of its extreme heat, wood firing can be erratic and dangerous. But one of its benefits is the surprising results. The heat moves in waves, creating glaze effects and colors that aren't possible with a gas or electric kiln. The beauty is in the unexpected.

Robinson has learned that the key to the wood firing's magic is unceasing heat. Crew members need to feed the kiln every few minutes to keep its temperature at 2,400 degrees. They work alone and relieve each other in shifts.

Lou was set to take over from Robinson at 6 a.m. But minutes turn into hours. No one comes.

By the time his professor arrives, Robinson has spent 24 hours fighting fatigue to feed the kiln and tend the fire. When

Above: As a student, Joe Robinson '09 (left) found a mentor in artist Nils Lou (right, in front of the anagama kiln). A love of wood-fired pottery united the two, setting off a decade-long friendship between Robinson and the late professor. Facing page: Wood-fired kilns like the anagama use extremely high heat, with surprising results.



Nils Lou and two other Oregon artists, Tom Coleman and Frank Boyden, helped build the anagama kiln in 1983. When Joe Robinson '09 and Rick Robinson '75 bought East Creek in 2015, they made it possible for a new generation of Linfield students to experience the kiln's magic.

he asks where Lou has been, his mentor merely says, “Looks like you got it handled.”

It’s not the first time, nor the last, that Robinson will be tested and find comfort in clay.



Joe Robinson '09 is the only child of Rick Robinson '75 and the late Kit Robinson. His father was an adjunct instructor and visiting psychology professor at Linfield before moving on to a career in school consulting. His mother, a psychiatric nurse practitioner, was diagnosed with multiple sclerosis when he was a baby and took medical retirement when he was 15.

Much of Robinson’s childhood was spent helping care for his mother. But when he discovered clay in an eighth-grade ceramics class, he remembers wondering, “what is this magical substance?” From then on, he was hooked. “I became known as the pottery kid.”

Robinson chose Linfield partly because the small school offered greater access to art facilities. When he arrived in McMinnville, he sought out Lou because he’d heard about the outdoor kiln on the art professor’s property. Lou helped build the anagama in 1983, replicating a ninth-century Korean design. The first kiln of its kind west of the Mississippi, the

anagama’s arched brick tunnel can hold more than 1,000 pots.

A few weeks into fall term, Robinson and his fellow art students made the 35-minute drive from Linfield to East Creek. Lou required that his classes take part in a firing on the property at least once a semester, but Robinson resolved to spend as much time there as possible. He spent two days helping load pots into the anagama and another four days assisting with the firing. He crashed in a nearby bunkhouse to sleep between shifts.

As East Creek became his second home, Robinson’s family was struggling with his mom’s illness. She passed away after his freshman year. A year earlier, Lou had suffered his own loss, his wife of 50 years. Student and teacher spent hours side by side at the anagama, quietly doing the contemplative and methodical work of loading, firing and unloading.



After graduating with a double major in business and studio art in 2009, Robinson and a few of his Linfield buddies headed to Los Angeles with big city dreams. He worked as a photographer in retail jobs and in club promotion before landing at DeviantArt, an online community for artists to connect and sell their work. In the span of a year, he helped grow the company from 30 employees to 130. But L.A.’s relentless pace

took its toll. The city was “changing me into a person I didn’t want to be,” he remembers.

Not sure what was next, Robinson quit his job in 2012. He spent more than five months hiking the Pacific Crest Trail. The 2,650-mile expedition, “six million steps across some of our country’s most beautiful landscapes,” was also a fundraiser for the National Multiple Sclerosis Society in honor of his mom. By the time he finished, Robinson had raised more than \$11,000 and his vision for the future was clear. He wanted to get back to his craft. He longed to return to East Creek.

His path wasn’t as linear as the PCT, though. Lou passed away on Christmas Day in 2013, after devoting more than 30 years to Linfield art students. With his death, East Creek fell into limbo. A community of artists and volunteers tried to keep it going but exhausted their resources.

In 2015, Robinson learned bulldozers were coming in 60 days to raze the kiln and studio. He turned to his father for advice. “This is a hard problem, and we’re really good at solving hard problems,” Robinson remembers his dad saying. Together, they decided to buy East Creek.



After managing the property remotely, Robinson eventually moved to East Creek and devoted himself completely to clay.

He enrolled in a joint MFA program of the Pacific Northwest College of Art and Oregon College of Art and Craft in 2017 while continuing to maintain and improve East Creek.

But after a year, he started experiencing flu-like symptoms, including extreme fatigue. One day Robinson was helping prep for a cement pour at East Creek when he was so worn out he had to stop and take a nap. He rolled over in bed and felt a sudden pop in his right side, followed by pain that took his breath away.

It was acute appendicitis. Robinson spent more than a month in the hospital, half of the time in intensive care. It took him another three months to recover. Once he felt better, he was even more committed to making East Creek an artists’ refuge — a place to build “wealth in something other than money.”



Today, Robinson has East Creek handled. The anagama fires five times a year, sometimes drawing more than 100 people to form a bucket brigade to unload the kiln. “The most important part of this process is the ‘shared work, shared result’ community,” he says. “We have this unique tool that no one person can use alone. We must come together and agree on decisions so that all of our art can come out in the vision that we share.”

In 2019, Robinson returned to Linfield to teach ceramics and mentor art students. Like Nils Lou, he gives his students space — literally and figuratively — to discover the power



East Creek by the numbers

- 20: Wooded acres on a property outside of Willamina
- 5: Days for a typical firing of the anagama kiln
- 120,000: Pounds of wood used per year
- 50: Volunteers needed for a typical anagama firing
- 6: Beds in the bunkhouse for artists to rest between shifts
- 4,500: Square feet of studio space
- 10,000: Pounds of supplies donated by Linfield and Oregon College of Art and Craft
- \$25,000: Annual grant from the Ford Family Foundation to fund an artists-in-residence program
- 2: Cabins for rent, a 20-foot A-frame and an 8-by-12-foot tiny house
- 1: Wood-fired pizza oven

and joy of artistic expression. He carries on the tradition of bringing his classes to East Creek every term to experience the magic of the anagama.

 linfield.edu/spring-2020-videos

Mic drop

Student-run media shifts from analog to digital

By Travis McGuire

“Don’t worry about a thing, cause every little thing gonna be alright.” Bob Marley’s lyrics send a calming melody through the Renshaw Hall basement studio.

David Magnello ’22, co-host of the “Love I Reggae Show,” stands behind a microphone.

“We have about a minute and a half,” he says to co-host John Lutaaya ’21, referring to the countdown before they begin broadcasting.

They don’t know it yet, but Magnello and Lutaaya’s show will be one of the last to broadcast from KSLC on 90.3 FM in McMinnville.

This spring, the station shifted to an online-only format. Then distancing measures from the coronavirus pandemic ended the opportunity for students to broadcast together in the studio. Similarly, a few months ago, Linfield’s student-run newspaper followed the trend of many legacy media organizations by going online-only.

In light of all this, Marley’s message seems like a perfect reminder that life adapts through constant change. Student media, whether written or spoken, will live on in McMinnville — even if it’s not in traditional formats.

(Near) radio silence

Professor Emeritus Michael Huntsberger arrived in McMinnville at a tumultuous time in KSLC’s history. The journalism and media studies (JAMS) faculty member accepted a position at Linfield in 2005. Just before he arrived, the station he inherited was navigating some licensing issues with the Federal Communications Commission that could have cost KSLC \$10,000. Huntsberger’s expertise with local radio helped the college navigate the claim, and it was dismissed.

Luckily for Linfield, he had two decades experience of managing a college radio station. The station he ran at his alma mater, The Evergreen State College in Olympia, Washington, was known for attracting undiscovered bands, like a group of 14- and 15-year-olds from Aberdeen, Washington, who would later call themselves Nirvana.

“I feel blessed that I was a manager of a college radio station that was at the absolute apex of college radio in the 90’s,” he says.

Before the digital era, local bands and producers sought out stations like Evergreen’s and Linfield’s. College radio stations with a defined footprint were how listeners — and record labels — discovered new music and artists.

But today, college radio managers are finding that the ability to access on-demand audio through streaming channels has diminished the appeal of their medium. Streaming services such as Spotify, Pandora and Amazon Music have spawned a generation of people who rarely, if ever, listen to the radio. This poses a problem for small stations like KSLC.

“The fact of the matter is that students don’t listen to radio, and students aren’t interested in making radio,” says KSLC General Manager Joe Stuart ’20. “They’re interested in making podcasts and they’re listening to podcasts.”

That puts KSLC at a crossroads. On April 2, the station turned its signal over to All Classical Portland, but the studio said in a social media post that it and JAMS are “committed to keeping student voices active and heard.” Its new podcasting network is called Wildcat iRadio.

Linfield isn’t alone in the switch to streaming. Six of the 10 college radio stations that broadcast in Oregon do not have a place on the dial. KDUP at the University of Portland has taken it a step further, broadcasting on the streaming service Twitch.



John Lutaaya '21, co-host of the “Love I Reggae Show,” records one of the final broadcasts on KSLC Student Radio. The station turned its signal over to All Classical Portland on April 2.



KSLC advisor and JAMS Professor Emeritus Michael Huntsberger managed college radio stations in the '90s, when student radio shows had the power to launch new bands.



Posting, not printing

The Linfield Review has published since 1896. Now that it's not in print, but in pixels, editor-in-chief Alex Jensen '20 sees an opportunity for students to be more creative about content. "We can cater it more to what our audience will like or what they should know," she says.

The publication is no longer tied to deadlines for printed editions, so student journalists can be more nimble. Now, *The Linfield Review* posts online in real time on topics such as the Linfield University name change announcement, or ongoing coverage of the novel coronavirus. Jensen's team can also shape its photography and word count to better fit the stories. "If an article only needs 300 words, then you only write 300 words," she says.

The switch to digital-only has drawbacks, though. *The Linfield Review's* team dynamic has changed as a result of removing print editions, which required all-day — and sometimes all-night — editing sessions. "We don't see each other as much as we used to," Jensen says.

Off air

Back in Renshaw Hall, Lutaaya fades down the volume of Marley's popular song. Calling himself "Laddy, the True Reggae Daddy," he addresses an unknown number of listeners.

Unlike many of his classmates, Lutaaya, a native of Uganda, grew up on broadcasts over the airwaves. "I always loved radio," he says. It seems somehow fitting, then, that "Laddy" will send the station out on a positive note.

Linfield podcasts

The transition from broadcast radio to podcasts was already in motion when KSLC transferred its license to All Classical Portland in April. These three podcasts launched ahead of the transition or shortly thereafter.

THE CAT CALL

Hosts: **Elin Johnson '20 and Elisia Harder '20**

Theme: Issues that matter to students, told with humor and levity. The Cat Call dedicated its most recent podcast to COVID-19.

THE BREAKING POINT

Hosts: **Angel Rosas '20 and Carson Ryder '20**

Theme: Timely issues in politics. Past episodes have covered Brett Kavanaugh's Supreme Court confirmation hearings and President Trump at the G20 Summit.

PURPLE REIGN

Host: **Joe Stuart '20**, KSLC/Wildcat iRadio general manager

Theme: Men's basketball. Stuart documents the team's rise from the bottom of the Northwest Conference to the 2019-20 league champions in a limited series.

He and Magnello are the last people to ever say on-air, "This is KSLC and KSLC-HD1 McMinnville, student-powered radio at Linfield College."

Fresh off the Press



The Portable Community: Place and Displacement in Bluegrass Festival Life

Robert Owen Gardner, professor of sociology
Routledge, 2020

A study of the central role arts and music play in facilitating disaster relief and recovery.



Thieve

Joe Wilkins, professor of English

Lynx House Press, 2019

Wilkins, winner of the Oregon Book Award, returns with a fourth book of poetry, his most ambitious yet.



The Boy Who Ate Nothing But Sonnets: Poems

Christopher Keaveney, professor emeritus of Japanese, global languages and cultural studies

Clare Songbirds Publishing, 2019

In his second book of poetry, Keaveney invites us to savor the memories of youth.



The Fire Is Upon Us: James Baldwin, William F. Buckley Jr., and the Debate Over Race in America

Nick Buccola, professor of political science
Princeton University Press, 2019

This remarkable story of race and the American dream reveals the deep roots and lasting legacy of a conflict that continues to haunt our politics.



Fall Back Down When I Die: A Novel

Joe Wilkins, professor of English

Little, Brown and Company, 2019

A haunting and unforgettable tale of sacrificial love, set in a fractured and misunderstood community.



Introduction to Game Theory: A Discovery Approach

Jennifer Firkins Nordstrom, professor of mathematics
2018

This digital text allows students to learn mathematical concepts through playing games. It also includes an exploration of game theory through the rich context of popular culture.



The Fire's Journey, Part III: The Cathedral's Work

Sonia P. Ticas, professor of Spanish (with Keith Ekiss, Mauricio Espinoza and Eunice Odio)

Tavern Books, 2018

A much-neglected masterpiece of 20th-century Latin American poetry, this is the third of four volumes of an English translation of *The Fire's Journey*.



The League of Nations: Enduring Legacies of the First Experiment at World Organization

M. Patrick Cottrell, professor of political science

Routledge, 2018

Cottrell explores the enduring relevance of the League of Nations for the present and future of global politics.



Vying for the Iron Throne: Essays on Power, Gender, Death and Performance in HBO's "Game of Thrones"

Lindsey Mantoan, assistant professor of theatre (with Sara Brady)

McFarland & Company, 2018

This essay collection explores how power, death, gender and performance intertwine in the "Game of Thrones" series.



Generation green

Linfield's current students are the first to come of age in a time of legal marijuana. What does that mean for campus life?

By Eric Fetters-Walp '93

Resident assistants like Kendall Harrison '21 aren't focused on busting students who violate Linfield's alcohol and drug policy, despite what their peers might think. But sometimes they can't ignore what they see, hear or smell — including the pungent odor of marijuana being smoked inside a residence hall.

"We're not looking to get students in trouble; we're looking out for their safety," Harrison said. "But when we're out on rounds around campus, marijuana of course is more noticeable than alcohol."

And RAs are reporting an increase of marijuana-related incidents compared to alcohol-related ones these days, though there still are more alcohol incidents overall. Compared to even a couple years ago, Harrison said, students seem to be less cautious about getting caught with the drug.

The first generation of students to attend college in the era of legalized marijuana is finding the old rules about pot consumption haven't changed much on campus, including at Linfield. That's partly because state and federal laws don't align, and partly because colleges are concerned about the safety and health of their communities.

A complex legal picture

Nearly five years ago, Oregon made it legal for people 21 and older to use marijuana not just for medical reasons, but also for recreation. While our state has seen a boom in cannabis-related businesses — with dispensaries popping up in communities from the coast to the Willows — it's still illegal for most students because they're underage. And there's another big barrier: The federal Drug Enforcement Administration still classifies marijuana as a Schedule I drug, meaning

it's a controlled substance with high potential for abuse. For those reasons, marijuana use and possession isn't allowed on Linfield's campus, said Jeff Mackay '88, the university's dean of students. "Our policy is no different than before. It has not changed because the federal law hasn't changed."

Linfield's stance is similar to that of most colleges, public and private, said John Hudak, a Brookings Institution senior fellow and author of the book *Marijuana: A Short History*.

"There are a lot of challenges that schools face on this," he said. "Some of those challenges are historical, some have to do with public relations and some are legal."

Because the federal government classifies marijuana as an illegal drug, a 1989 law known as the Drug-Free Schools and Communities Act requires that colleges and universities prohibit it. If they don't, schools could lose access to federally funded student loan and grant programs, research money and more.

And most college leaders have long fought to reduce underage students' use of alcohol and drugs, not just to comply with federal law, but also to increase campus health and safety. Partially changing that stance isn't appetizing to trustees and college presidents, Hudak said. It probably would not thrill a large number of parents, either.

Like alcohol, but different

Linfield's student policy guide specifies that any member of the university community who uses or possesses drugs, including "marijuana, marijuana oil, food products, etc.," is subject to disciplinary action. The policy, Mackay said, treats students who break it just like students who run afoul of the campus rules on alcohol use.

Because of the conflict between state and federal laws, he said, new students are informed about the school policy at

Linfield's stance is similar to that of most colleges, public and private. "There are a lot of challenges that schools face on this. Some of those challenges are historical, some have to do with public relations, and some are legal." – John Hudak, Brookings Institution senior fellow

orientation and again by resident assistants. "When a student decides to come to Linfield, they're technically supposed to know about it from reading the student handbook," said Harrison, the RA. "But if they don't, we also go over it when they arrive on campus."

It takes some explaining since the rules on marijuana and alcohol use differ. Because it's legal nationwide to drink at 21, students over that age are allowed to drink on campus. But the same isn't true for marijuana.

The number of students caught violating the marijuana-use policy has steadily increased in recent years, Mackay said. That falls in line with a recent Oregon State University study that found increased use of marijuana among college students is more noticeable in states where recreational use is legal.

Eleven states, including Oregon, Washington and California, currently allow recreational use. Students in states where the drug is legal were 18% more likely to have used marijuana in the past 30 days than students in other states, the OSU study found. It also found that binge drinking on campuses, a longtime problem combatted by college officials, decreased faster in states with legal marijuana.

The road ahead

For many reasons, including the funding issues at stake, Hudak predicts most colleges will maintain strict rules about marijuana, even as more states make it legal for adults. "There's reason to believe that even in the

face of broader legalization many colleges will continue to have outright bans," he said.

Even if federal law didn't effectively make pot illegal on campus, one concern is that allowing older students to use the drug would inevitably make it more accessible to under-age students. There are also questions about how it could be used on campus grounds and buildings. Consider student residences, Hudak said. Tobacco use is not allowed inside publicly accessible buildings, including dorms. Smoking is also somewhat restricted outdoors on most campuses, including Linfield's. So allowing students to smoke marijuana would conflict with smoke-free regulations.

Even so, Mackay said that he and other university leaders realize that telling students to just say "no" isn't effective. One strategy he uses is emphasizing that while it's legal for adults off campus, marijuana use isn't compatible with many students' activities and future career plans.

For example, student-athletes risk their playing status, and student leaders can lose their positions if they are caught using marijuana. Those studying for careers in nursing can expect hospitals to require random drug tests for employees. Students caught violating the marijuana policy are reminded that the long-term health effects of marijuana aren't thoroughly known.

"We want students to make their own informed decisions," Mackay said. "So the response from us really focuses on educating them."

FACULTY PERSPECTIVE

Is marijuana the best medicine?



Long before pot became legal for recreational use, certain states legalized it for medical use. But is cannabis really effective as medicine? Kim Dupree Jones, Ph.D., RN, FNP, FAAN, professor and dean of the Linfield School of

Nursing, focuses on just that question in her research.

Jones is also sought after as a nationwide speaker about how cannabis, the plant from which hemp and marijuana are derived, can be used to treat chronic pain.

In a wide-ranging conversation, she shares her expert opinion about clinical cannabis, a.k.a. medical marijuana.

What is in cannabis?

Cannabis is a plant with more than 140 known chemical compounds. Most scientists believe there are many more.

The two best-studied compounds in cannabis are delta-9-tetrahydrocannabinol (THC) and cannabidiol (CBD). Broadly speaking, THC is responsible for the intoxicating effect associated with cannabis and may contribute to therapeutic benefits. CBD is minimally or not intoxicating and may buffer the effects of THC.

In the United States, cannabis is considered a Schedule I substance, which the Drug Enforcement Administration defines as having no currently accepted medical use and a high potential for abuse.

In Oregon, how can cannabis be used as medicine?

Cannabis is available recreationally in Oregon, so any adult can try it. Unlike recreational cannabis, medical cannabis isn't subject to taxes when you buy it.

In Oregon, doctors do not prescribe cannabis. Instead, they complete a form certifying that a patient has a qualifying medical condition.

About 87% of medical cards in Oregon are for chronic or severe pain. Other conditions include cancerous tumors;

glaucoma; HIV or AIDS; certain nerve disorders; post-traumatic stress; and any medical condition that causes cachexia (a wasting syndrome), severe pain, severe nausea or certain seizure disorders.

In February, I testified in support of a bill in the Oregon Legislature that would allow nurse practitioners to discuss cannabis with their patients and sign the form confirming their patients' qualifying conditions.

Is cannabis equally safe and effective for all conditions?

There has been some progress, but we need more clinical studies to determine effectiveness for a range of conditions.

Here's a summary of where the research currently stands:

The FDA recently approved a CBD-only product, Epidiolex, to treat seizures associated with two rare and severe forms of epilepsy. In order to obtain approval, the drug developers needed to show significant results from multiple clinical trials.

Outside the United States, at least 30 countries have approved the use of Sativex, an oral spray with CBD and THC. It has high-level evidence for the treatment of muscle spasticity in multiple sclerosis, but not for halting the progress of the disease.

The next-largest group of evidence is for chronic pain. Most studies are positive, meaning cannabis is effective. However, the amount of relief varies greatly between patients and products. Most people would see mild to moderate pain reduction. Cannabis can be expensive, however, so it may not be the most cost-effective way to treat chronic pain.

Unfortunately, despite great celebrity support, we do not yet have well done clinical trials that focus on CBD only. Therefore, claims that it can ease pain or anxiety and improve sleep, etc., are considered anecdotal.

Additionally, I'm dubious about cannabis as a treatment for glaucoma. We have several FDA-approved drugs that already work well to prevent glaucoma-related blindness.

What is a typical dose of THC?

Dosing is determined by the percentage of THC included, but there is no universally agreed upon dose. A few states have defined a single dose as 5 to 10 mg of THC. However, characteristics of the user influence the effect. That means that it may affect you differently depending on factors such as your age, weight, previous experience with THC and use of other medications or drugs.

In addition, it's not possible to convert the dose of a pharmaceutical cannabis product to those sold in a dispensary. For example, just because Sativex is formulated in a 1:1 THC/CBD ratio, it doesn't mean that a 1:1 THC/CBD product in a dispensary can reliably be substituted.

The amount of THC in dispensary products may be much higher than the amount of THC studied in clinical trials. For example, one study found that the median THC to CBD ratio was 36:1. Laboratory confirmation of purity and potency is still

evolving, too. One study found that only 17% of product labels in dispensaries were accurate. Nonetheless, cannabis sold in a licensed dispensary is safer and subject to more regulations than cannabis products you can buy online.

What is the difference between sativa and indica?

While these terms are commonly used colloquially to characterize the expected effect of a given product, they are not scientifically grounded.

Sativa products are purported to have energizing, uplifting and creative effects (a "mind high"). Indica products tend to be sedating, and relaxing physically and mentally (a "body high").

In reality, the degree to which a product will have energizing, intoxicating or relaxing effects is most likely determined by the relative amounts of THC and CBD in the product.

BRAIN FUNCTION AND MENTAL HEALTH

- Cannabis may affect memory, reasoning and perception.
- It may affect brain development in teens and young adults.
- It may increase the risk of mania.
- High-THC products may increase the risk of psychosis symptoms.

ADDICTION

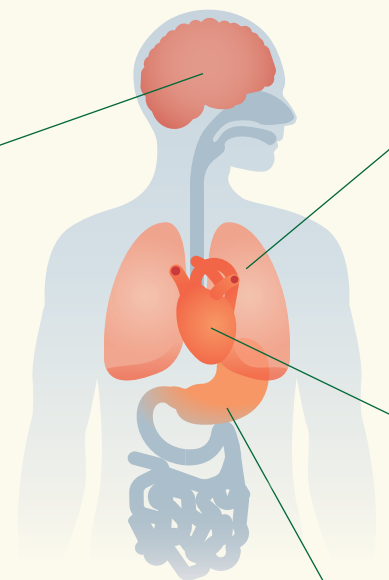
- One in three people may develop a problematic habit, called cannabis use disorder.
- The degree to which people are affected varies. It may not always rise to the level of addiction.

WITHDRAWAL

- Withdrawal symptoms can last for several weeks.
- Symptoms include moodiness, insomnia, restlessness, chills, anxiety and depression.
- Insomnia is the most common reason for a relapse when trying to quit.

CAR ACCIDENTS

- A cannabis-intoxicated driver is 35% more likely to get into an accident.



LUNG HEALTH

- People who smoke daily may have poorer lung health.
- Regular users have an increased risk of bronchitis.
- Smoking once a week or less is unlikely to affect younger people.
- The effect on older people or people with serious health conditions is unknown.

HEART RATE AND BLOOD PRESSURE

- Inhaling cannabis can cause an elevated heart rate and high or low blood pressure.
- Scientists don't know yet whether it increases the risk of heart attack or stroke.

DIGESTION

- Regular users may experience frequent nausea, vomiting and stomach cramps.
- This condition, cannabis hyperemesis syndrome, goes away if you stop using cannabis.
- Warm showers can ease symptoms.

Will any of my prescription drugs interact with cannabis?

Cannabis has the potential to compound the sedative effects of some drugs and increase or decrease the potency of other medications. These include some types of antacids and antibiotics as well as drugs used to treat anxiety, seizures, skin infections, bipolar disorder, Parkinson's disease, hepatitis C and HIV.

If you're curious about how THC or CBD interacts with a specific medication, talk to your pharmacist. They are a great resource for questions regarding drug interactions with cannabis.

Is cannabis associated with any harmful effects or behaviors?

Just like with prescription medication, people need to balance the benefit of the drug against the side effects and risks. The acute euphoric effect of inhaling cannabis is well known. There is now growing evidence regarding the potential harms of longer-term cannabis use. (See graphics on pages 44 and 45 for details.)

MUSCLE PAIN AND ARTHRITIS

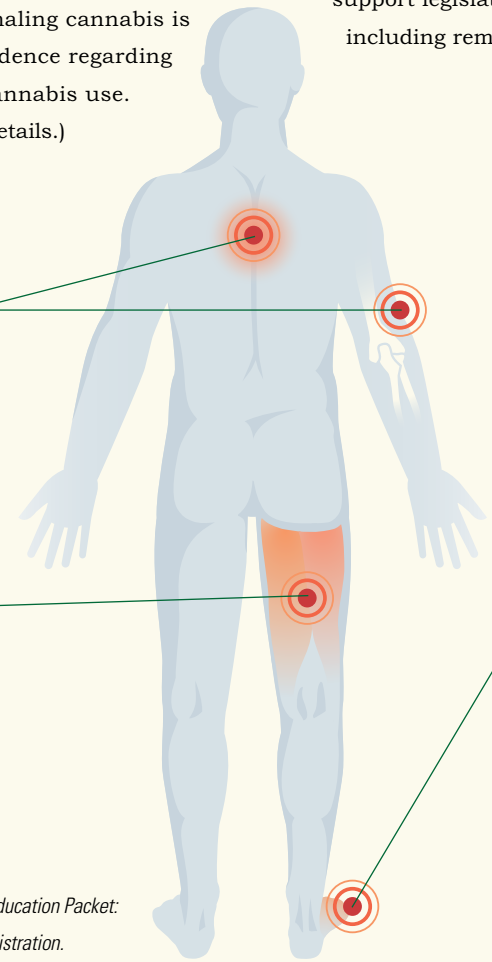
- Cannabis outperforms a placebo, but more research is needed on its effectiveness.

MUSCLE SPASMS FROM MULTIPLE SCLEROSIS

- Spasms improved with the short-term use of products with a precise THC/CBD ratio.
- The long-term effects haven't been studied.
- Effective formulations are often different from those sold at a dispensary.

CHRONIC PAIN FROM NERVE DISORDERS

- Products with a precise THC/CBD ratio show promise for short-term pain relief.
- The long-term effects are not clear.
- Effective formulations are often different from those sold at a dispensary.



Data and graphics extracted from *Cannabis Provider Education Packet: Evidence Synthesis Program, Portland Veterans Administration.*

What advice do you have for people who are considering clinical cannabis?

Overall, I'm cautiously enthusiastic about the future of cannabis as a medicine. If people want to try cannabis, consider starting with CBD only, or a more balanced THC/CBD product.

If you decide to use it for a medical condition, talk to your health care provider. Generally speaking, cannabis is more often used to manage symptoms rather than control a disease. For example, Sativex may help with muscle spasticity related to multiple sclerosis, but doctors do not think it can change the course of the disease.

I'd also advise people not to use vaporizers until we learn more about the respiratory diseases associated with them. And children and pregnant women should not use cannabis unless they are being cared for by an epilepsy specialist.

I encourage people interested in clinical cannabis to support legislation that promotes the study of the plant, including removing its Schedule I status.



THE BIG ONE

By Alexandra Feller '21

E

arthquakes large and small set off seismographs almost daily on the West Coast. And in Oregon, we're used to the idea that a catastrophic quake isn't a question of "if," but "when."

The Cascadia subduction zone, the 700-mile fault line that stretches from Vancouver Island to Northern California, has sourced devastating quakes in the past — and seismologists say it has a 15 to 20% chance of producing a new one in the next 50 years.

Thanks to its geography, McMinnville has the potential to see major damage from "the Big One." Because of this looming threat, the Federal Emergency Management Agency has stepped up emergency preparation programs in the area. At Linfield, university employees can join these efforts through the campus' Community Emergency Response Team training program.

Linfield's emergency management coordinator, Douglas Cummins, runs the CERT training class twice a year. A 30-year veteran of the McMinnville Police Department, Cummins was in charge of emergency response coordination for the city before he joined Linfield's public safety staff. While a police officer, he created the city's CERT team.

"I'm not an expert by any means, but I am learning from other people in the state about how Linfield can be better," he said.

Under Oregon law, each county is required to have an emergency response plan in case of a disaster like the Big One. The base of operations for Linfield's emergency planning is the university's emergency operations center, located in the Nicholson Library. The center is equipped

with communication equipment and other emergency needs so that first responders can coordinate and allocate supplies across campus when trouble hits.

So far, nearly 40 Linfield faculty or staff have taken the CERT course. The eight-week class covers the basics of disaster preparedness and psychology, emergency medical care, fire safety, and search and rescue. The final includes a role-playing exercise for participants to put their newfound knowledge to work.

Last fall, the university joined ShakeAlert, a program that gives Linfield and other West Coast institutions access to an earthquake early warning system.

There are CERT groups all across the U.S. and in several other countries, Cummins said. "I would encourage employees and students to take the course, which is free, to learn more about being personally prepared for any kind of a major event and how they can help others within their community. The training is a national curriculum and can be taken with them wherever they go."

Lisa Goodwin, Linfield's director of annual giving, recently took the class. "You really start to learn the reality of, if a quake happens, we will be cut off," she said.

Linfield may be better prepared than many Oregon colleges and universities if that happens. Last fall, the university joined ShakeAlert, a program that gives Linfield and other West Coast institutions access to an earthquake early warning system developed by the U.S. Geological Survey.

ShakeAlert uses strategically placed underground sensors to monitor tectonic movement and give emergency teams a heads up before a quake hits. Linfield is one of just four educational institutions in the state taking part in the program. The advance warning could be critical if the Big One hits, Cummins said. "Linfield will have anywhere from 10 seconds to two minutes to enact the emergency operations plan."

Even if a big quake doesn't happen for decades, the CERT program has an important role to play, said Goodwin, whose son will be a Linfield freshman in the fall. She remembered a moment when she was walking back to her car after a CERT training. A Linfield parent stopped her to ask if the CERT group was trying to make the campus safer.

"Yes," she said. "We work here but we're doing this on our own time. We're committed to the safety and wellbeing of our students."



Artie Johnson '21 checks out the Cat Closet's gently used merchandise. The student-run thrift store is in a former bike room across from the McMinnville Campus' mailroom.

Sustainable, but make it fashion

Campus thrift store introduces Wildcats to a greener way to shop

By Ramsey Cox

The fashion industry is notoriously hard on the environment. Now, a student-run resale shop is offering the Linfield community an alternative.

The Associated Students of Linfield College opened the Cat Closet thrift store in January as a way to offer low-cost, sustainable shopping for their fellow Wildcats.

Kendall LeCompte '20, Caitlyn Connely '21 and Taylor Vogel '20 manage the store, which is open on Saturdays in a repurposed bike room on the McMinnville Campus.

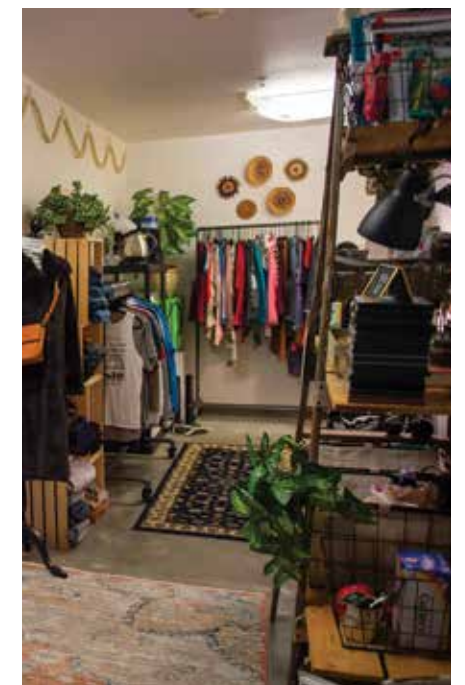
"Our goal on the large scale is that this thrift store introduces people to the importance and, honestly, the fun, of shopping sustainability so that those standards will follow them beyond Linfield," said Vogel. "The idea

behind this was to allow students and staff to contribute back into the Linfield and McMinnville community not only their material items but also to directly make a difference in these communities with every purchase."

While designed primarily for students, staff and faculty are welcome to donate or buy items as well. Proceeds go to a rotating list of local nonprofits and campus clubs.

"The Cat Closet is a tangible way in which ASLC is living their mission of improving Linfield student life while also promoting sustainability through reuse and repurposing of previously owned items," said Sarah Fuller, assistant director of student activities.

"I look forward to seeing their work pay off as the Cat Closet flourishes in the future."



The thrift store staff encourage donations of clothes, accessories, dorm supplies and kitchen items throughout the school year.

Online overtime

Amid virus, teams manage to connect away from the field

By Travis McGuire

Addie Klindt '23 is lucky. She's a two-sport student-athlete, so she was able to complete her fall season on the women's soccer team. Many of her spring teammates in the track and field program were not as fortunate. More than 100 Linfield meets, tournaments, matches and games were canceled as a result of the COVID-19 pandemic.

"It's almost surreal because it was just so unexpected," said Klindt. "You work so hard and you build a bond with your teammates, and then have to let that go so suddenly. It was really disheartening."

Klindt wanted to stay connected to her teammates after she returned home to The Dalles to finish the spring semester online. The bond she formed with them motivated her to create something that would bring joy to her team.

After seeing other Linfield athletic teams share videos featuring student-athletes, Klindt decided to do something similar. She collaborated with 16 teammates to make a video for the popular social media platform TikTok. The short video features a pair of track shoes being passed from one teammate to the next to the tune of Kenny Loggins' "Footloose." All the videos were filmed at the students' homes and pieced together on TikTok.

"We just loved to see it all finished after working on it for days and for other people to see a whole track team coming together," Klindt said.

It's not just the student-athletes who are missing each other.

Even when Steve Simmons, head women's soccer coach,

wasn't in season, he used to see his players on a daily basis in either the HHPA building or on his daily walk to Starbucks. Those in-person connections halted in mid-March, so he switched to video calls.

"I try to at least meet with each player via FaceTime," he said.

Those calls happen once every two weeks for most of the team, and weekly for his four seniors: "I want to see their faces and see how they're doing."

The team is also split into four groups, and those students

stay in touch with each other through video conferencing platforms. They meet and train together online.

It's not the same, but it's something. "Selfishly, I want to see my team," Simmons said.

"We just loved to see it all finished after working on it for days and for other people to see a whole track team coming together."

— Soccer and track athlete
Addie Klindt '23 on producing a team
TikTok video

Although they couldn't practice together this spring because of stay-at-home orders, women's soccer players Addie Klindt '23, left, and Natalie Amara '20 stayed in touch by phone, video chat and social media.





Goodbye, nationals



COVID-19 dashes three Wildcats' NCAA dreams

By Avi Mehta

When track athlete Keaton Wood '20 and swimmers Noah Cutting '20 and Neirton Oliveira '20 began training for their respective 2019-20 seasons, the seniors' goal was pretty simple: to represent Linfield at the NCAA Championships. All three had earned qualifying marks to punch their tickets to North Carolina for the national competition in March. But then came the coronavirus pandemic.

Wood was already practicing for the heptathlon at the NCAA Division III Indoor Track & Field National Championships in Winston-Salem, N.C., only to find out on March 12 — the day before his meet — that the event had been canceled.

Still in McMinnville, Cutting and Oliveira were going through their final practices in preparation for the NCAA swimming and diving championships in Greensboro, which they expected to start on March 18.

The road to North Carolina

Wood had started training for track late — just two weeks before the Wildcats' first indoor competition — because he was rehabbing from a football-season knee injury. The Lake Oswego native then had to wait until the last second to find out if he qualified for the national meet.



Neirton Oliveira '20 takes flight at the 2020 Northwest Conference Championships. He claimed the 800-meter freestyle relay, 200-meter individual medley, 100-meter butterfly and 400-meter freestyle relay at the event.

"I did not originally think my score would get in," he said. "But it did, so we wanted to make the most of the opportunity." After recovering from his injury and getting in track shape, Wood thought he would peak at the right time for the championships.

Noah Cutting '20 and Neirton Oliveira '20 embrace at the 2020 Northwest Conference Championships after finding out they qualified for the NCAA National Championships.



In contrast, the swimmers had spent countless hours in the pool preparing for nationals. Cutting was slated to participate in the 100-yard butterfly, 200 butterfly and 100 freestyle. Oliveira was going to swim in the 100-yard butterfly, 100 backstroke and 100 freestyle.

“Me and Neirton were so dedicated, committed and ‘all-in,’ as far as trying to do everything right for our bodies, and gearing up and getting ready,” said Cutting. “If it meant doing multiple practices or specialized stuff, getting every aspect of our race ready, we were down for that. There was no doubt in our minds. We were just going to do what we thought was necessary.”

Best friends, the two ‘Cats were eager to compete together. For Cutting, a three-time NCAA qualifier, having Oliveira along with him was a bonus.

“We were ready to go mentally — especially since this was the first year another male swimmer qualified for an individual event with me, let alone my best friend,” said Cutting. “That made it way easier for me to be ready mentally than years before.”

‘Bad news’

Thursdays at the track national championships are traditionally the time when athletes go through their final run-throughs before an NCAA-hosted evening banquet. This year’s banquet was abruptly canceled, yet the athletes were allowed to keep practicing.

After finishing his last tune-up, Wood headed to his hotel room. Coach Travis Olson, who accompanied Wood to North Carolina, had received an email announcing that no spectators would be allowed at the meet, but the competition would go on as scheduled.

Relieved, Wood relaxed in his room. But while scrolling through Twitter, he came across a statement from NCAA President Mark Emmert. It said all winter and spring NCAA events had been canceled.

“I walked into Travis’ room to ask him if this was true,” Wood said. “He made some phone calls to confirm. We were in disbelief, but started booking our flights home.”

Meanwhile at Linfield, the two swimmers were still a week away from competing. Cutting was in class when he received a two-word text message from coach Kyle Kimball, who’d tried calling first.



Noah Cutting ‘20 swims at the Linfield Aquatic Center. He has been named an All-American three times in his career.

“I didn’t pick up,” said Cutting. “He texted me ‘bad news’ and that is all I needed to know. Anything else, like no spectators allowed, would have been fine. Nothing would have been bad news for us other than that we could not swim again.”

Oliveira was also studying when he found out. “Coach called me, and I knew what he was going to say. It shattered me.”

The news turned out to be an abrupt — and final — end to the duo’s swimming careers. After some discussion, the NCAA refused to grant additional eligibility to winter sports student-athletes whose seasons were cut short. Both Cutting, who hails from Salem, and Oliveira, who is from Fortaleza, Brazil, said they wouldn’t have returned, anyway.

“This might have affected us personally, but one of the biggest things I saw this season was we had a team that was just as strong without the two of us,” said Cutting.

Wood has a different perspective. A three-sport athlete in football, indoor and outdoor track, he’s raring to go with another season of track eligibility remaining.

But first, he plans to get his knee back to 100%. “After that, I’m going to treat my training as if I am still in season, just maybe not as intense,” he said.

Keaton Wood ‘20 prepares for the hurdles at Maxwell Field. He has qualified for the NCAA Track & Field Championships each of the three seasons he competed.

Hooping it up

It was a season for the ages for the Linfield men's basketball team.

Whitman dealt the Wildcats a 85-70 loss in the Northwest Conference Tournament semifinals at Ted Wilson Gymnasium in late February, but it hardly dampened all that the team accomplished.

Linfield finished with a 20-6 record, the most successful season in almost two decades. The Wildcats earned a share of the NWC regular season championship, their first since 2001 and the 25th in program history.

On an individual basis, guard Dempsey Roggenbuck '21 earned All-Northwest Conference first team honors after averaging a team-high 18 points per game.

He was also a D3hoops.com All-West Region third-team honoree, the first Linfield player to reap such recognition since 2011-12.

Forward Tanner Autencio '20 (league-high 4.6 assists per game) and center Austin Hilton '20 (team-high 6.9 rebounds per game) were selected to the All-Northwest Conference second team. Those two, as well as Grant Gibb '20 and Aidan Phizackerley '20, helped the Wildcats improve their record during each year of their time on campus.

"There are so many things to be grateful for with this team, but for our seniors, it was an amazing way for them to finish their careers here — setting records and creating historical heights for our program," coach Shanan Rosenberg said. "I will always remember this team and all they have meant to me and Linfield College. I couldn't be more proud."

Aaron Baune '22 and the Wildcats notched their best men's basketball season in almost two decades.



Two new faces join Linfield's coaching community

In January, Haley Doerfler was tapped to lead the women's volleyball program, becoming the first woman to guide the Wildcats since Robin Vealey led Linfield to a 30-7 record and the Northwest Conference championship in 1979.

Doerfler comes to McMinnville following a season as an assistant coach at Seattle Pacific University and another at the University of North Alabama. The majority of her experience is at the club level, where she spent six years directing indoor and sand volleyball programs.

Born in Ohio but raised in Battle Ground, Washington, Doerfler was a middle blocker at Hawaii Pacific University. Prior to graduating in 2015, she totaled 765 kills and 394 blocks in four seasons.

She replaces Josh Davis, who left after two seasons.

"Haley is really well-thought-of by all who know her and we believe she will be an excellent positive role model for our young women to emulate," Athletic Director Garry Killgore said. "We are very excited to have her join our Linfield athletic department and our family."

In April, former Concordia player and assistant coach Andrew Duvall was named Linfield men's head soccer coach, filling the spot vacated by Adam Howard after four seasons.

At Concordia, where Duvall spent the previous eight years handling responsibilities ranging from recruiting to team scheduling, the men's soccer team was 90-60-14 during his time on the sideline. He lettered four seasons from 1999 to 2002, playing in 73 matches.

"I plan to continue to push the program to reach the point where we are competing again for conference championships," Duvall said. "We all want very much to see Linfield get back in the championship conversation."

A great football game, even in defeat

According to ESPN.com, Linfield was involved in one of college football's greatest games of the 2019 season.

It was No. 83 on ESPN's list, to be exact, and it was the Wildcats' final game of the year — the 68-65 triple-overtime loss at Chapman in the first round of the NCAA Division III playoffs. Need a refresher? The teams combined for 1,107 yards of offense, Linfield trailed by one at halftime and

a 26-yard field goal by Andrew Starkel '21 in the third overtime proved to be the (untimely) difference.

Here's ESPN.com's Bill Connelly's take: "With a spot in the second round of the Division III playoffs on the line, Chapman and Linfield threw haymakers for 60-plus minutes. Chapman led 21-7 early, Linfield responded with a 27-7 run to take the lead, and then Chapman went on another 21-7 run to take the lead back with a minute remaining. But Artie Johnson '21's 12-yard run with 4 seconds left for the Wildcats sent the game to overtime, and after the teams traded scores, Linfield had to settle for a field goal in the fourth OT period. That opened the door for Tanner Mendoza's 13-yard winner for the Panthers."

The Wildcats finished with an 8-2 record, extending "The Streak" to 64 years.



New volleyball coach Haley Doerfler had hoped to use the spring semester to implement a new team culture and work on volleyball technique with returning players. After the pandemic sent student-athletes home, she adapted by doing YouTube "chalk talks" with the team and issuing weekly workout challenges to the athletes.

Informal focus group

Students share Gen Z insights with Major League Baseball executives

By Travis McGuire

Engaging with younger audiences is a whole new ball game for professional sports leagues and franchises, and Generation Z is a key demographic for Major League Baseball.

To continue MLB's goal of connecting with young people, league marketing executives invited Linfield students to participate in a panel discussion during the winter 2019 MLB Club Marketing Meetings in Portland.

Molly Danielson '20, Elazar Konsker '20, Brooke Snyder '20, Amanda Reser '21, Keaton Wood '20 and Jacob Calo '20 discussed their social media habits, how and if they watch sports broadcasts, where they read news, their video game use, their opinions about the stadium experience, and more during a 45-minute conversation moderated by Barbara McHugh, MLB's senior vice president of marketing.

"Our marketing executives across the league gained honest, candid, genuine feedback from the students on how they consume content, what makes them interested in following a player or team or sport, and what they enjoy about a live sports experience," McHugh said.

The six panelists are all student-athletes who study sport management. MLB wanted insights from a diverse set of sports fans, not just die-hard baseball fans, so the students fit the bill.

"I thought it was refreshing that they want to change and that they want to have us impact that change," said Snyder, who plays softball.

The opportunity to speak to more than 100 league and team representatives came from an inquiry to MLB by Natalie Welch, assistant professor of business, who offered the students as volunteers to help out at the meetings.

McHugh instead suggested the students attend the event and share their perspective through a panel discussion



Linfield students show off swag from the winter 2019 MLB Club Marketing Meeting in Portland.

during the final day of a three-day meeting at The Nines Hotel in Portland.

The audience asked students about their involvement in content creation at Linfield and how they purchase tickets.

"I loved seeing them share on stage and network afterwards," said Welch, who was hired in August to teach sport management. "They have thoughtful insights on customization and the experience of attending games."

McHugh also appreciated the students' unfiltered opinions: "Any time you can get first-hand feedback from your target audience, it's a win."

Chapter: noun

chap·ter | \ 'chap-tər: a local branch of an organization



Linfield alumni chapters are regional groups that gather to connect and contribute to the university community and alumni network. These societies allow Wildcats to stay engaged without

having to set foot on campus.

Our chapter leaders in Portland and Seattle continually develop new opportunities for connection. Have ideas? Join our Facebook groups, **Linfield University Portland Alumni Chapter** or **Linfield University Seattle Alumni Chapter**, to share your thoughts.

If you want to join but don't live in Seattle or Portland, stay tuned. We're exploring the possibility of more chapters and want your input on new locations. Drop us a line at alumni@linfield.edu.

— Joni Claypool '06, director of constituent engagement

1950-59

Dave Lum '58 of Astoria and his family celebrated the 50th year of business for Lum's Auto Center.

1960-69

Gene Tapper '63 of Las Vegas, Nevada, has retired from AmeriCal Insurance as the president and owner of the agency.

Carol (Loftis) Granger '68 of McMinnville received the McMinnville Economic Development Partnership Service Recognition Award on Oct. 3, after serving on the board for the past 14 years.

1970-79

Bill Mackie '71 of McMinnville was honored on Oct. 3 with the 2019 McMinnville Economic Development Partnership Manufacturing Leader of the Year Award.

Glenda (Hermanson) Hyde '74 of Sisters received the Distinguished Service Award from the National Extension Association of Family and Consumer Sciences during a conference in Hershey, Pennsylvania. The award is the highest presented by the association. Glenda is an associate professor with Oregon State University Extension Service.

Donald Firesmith '75 of Pittsburgh, Pennsylvania, recently published *The Secrets of Hawthorne House*, which won the 2019 Readers' Favorite silver medal in the website's young adult paranormal-urban category.

George Sebastian-Coleman '75 of Unionville, Connecticut, recently retired as professor emeritus from Tunxis Community College in Farmington, Connecticut.

Alumna credits Wildcat network for her success



As a student, **Louie Deraita '16** made connections in the classroom, the community and through Greek life that shaped her career.

"I really enjoy helping people," she said. "I was never great in the sciences, but I liked writing and I felt it was something I was good at."

When she took Intro to Mass Communication, Deraita discovered an aptitude for public relations.

Her advisor, Professor Lisa Weidman, connected her to internships in Portland and at the McMinnville Chamber of Commerce, while urging her to apply to a larger PR firm when she graduated.

After earning her bachelor's degree in mass communication, Deraita joined the Portland office of WE Communications on the recommendation of her Alpha Phi sorority sister, **Alyssa Townsend '15**, who had been at WE for a year.

"She was honest about what the field is like and was incredibly helpful, offering

to look over my resumé and cover letter, which I really appreciated," Deraita said.

Four years later, Deraita is a senior account executive for WE's Microsoft account. She ensures that the software company's PR messages are consistent across products for brands like Dell and Lenovo. "Every brand has a story to tell," she said. "My job is to connect the brand to the consumer."

— Ben O'Loughlin '22



From the archives

In February, **John Prutsman '57** donated his 1956 Northwest Conference Championship football jacket to the university archives. The gift is part of a project to commemorate "The Streak" — Linfield's 64 consecutive winning football seasons.

"I was not a good athlete," Prutsman deadpanned about his early days as a Wildcat in an oral history interview with archivist Rich Schmidt. "I had very little experience and I started out as an end. Then I found out you were supposed to catch a ball — so that screwed things up for me a little bit." Things improved when he switched to playing tackle, he said.

More seriously, Prutsman added, "I got the best classroom in the world out there on the football field, because it takes cooperation, it takes energy, it takes all these things that you need in life."



Jeanmarie (Kombol) Bond '76 of Coronado, California, is the new president and CEO of the Coronado Schools Foundation.

1980-89

Richelle (Gaskell) Vandiver '82 of Kennewick, Washington, retired from the Walla Walla School District in August.

Sandy Cameli '85 of Honolulu, Hawaii, was recently interviewed for the "What School Could Be in Hawaii" podcast.

Scott Brosius '88 of McMinnville has been named the manager for Team USA after spending nine months as USA Baseball's senior director of player development.

Barbara Stillings Ibrahim '88 of Metolius earned the Infant Toddler Mental Health Specialist Credential through the Oregon Infant Mental Health Association and is an internationally board-certified lactation consultant. She has been admitted to the Infant Toddler Mental Health Graduate Certificate program at Portland State University.

Su-Yen Wong '89 of Singapore has joined PeopleStrong, a human resources and work tech company in Asia, as an independent board member.

1990-99

Bart Charles '91 of Sherwood has joined Atlantic Forest Products in their Lake Oswego office. He works in risk management and trading.

Jennie (Lund) Dye '91 of Pleasant Hill, California, is a reading intervention teacher at Bel Air Elementary in Bay Point, California.

Janiece (Kern) Paulat '93 of Vancouver, Washington, completed a Doctorate of Nursing Practice — Education degree through American Sentinel University in December.

Jody (Bogle) VanDePol '95 of Clarksburg, California, shares that her family's Bogle Vineyards was named the 2019 American Winery of the Year by *Wine Enthusiast Magazine*.

Christine Davis '95 of Phoenix, Arizona, is ethics counsel for the State Bar of Arizona.

Danny Langsdorf '96 of Fresno, California, is the pass game coordinator and quarterbacks coach for the University of Colorado. He previously worked for several university football programs as well as the NFL.

Erik McLaughlin '96 of Walla Walla, Washington, has been named a 2019 Wine Industry Leader by *Wine Business Monthly*.

Brian Hodson '97 of Canby is an executive director with Avamere Health Services. He also serves as the mayor of Canby.

Dan Smith '97 of Portland is the chief financial officer for Shari's Management Corporation. Previously, he served as corporate controller for the Papa Murphy's brand.

Mary (Nightingale) Lago '97 of Lake Oswego was recently featured in a "Women Leaders in Finance" interview by *Authority Magazine*. She works for Ferguson Wellman Capital Management and has served on several nonprofit boards in the Portland area.

Laura (Stahl) Cossey '97 of San Francisco, California, and Ramon Cossey were married Oct. 5 in Sonoma, California, with a second celebration in San Francisco.

Presenting the Class of 2020

100% OF STUDENTS BENEFIT FROM THE LINFIELD FUND



“Linfield allowed me to embrace my individualism while fostering a supportive community. As individuals, we can voice our ideas and opinions, but together we can create movements and promote change.”

– Stacie Johnston '20, nursing graduate

This spring, 539 Wildcats earned their degrees, including nursing program graduate Stacie Johnston. Now, more than ever, her Linfield experience is shaping her approach to joining the frontlines.

Please consider honoring the class of 2020 with a donation to the Linfield Fund. No matter the size or designation, every gift counts! Make your gift today at linfield.edu/gift.

2000-09

Shelby Darland '00 of Meridian, Idaho, welcomed a daughter, Graycen Charlie Anne, on April 3.

Elizabeth Compton '00 of Austin, Texas, was named Eanes School District 2019 Educator of the Year. She teaches orchestra at West Ridge Middle School in Austin.

Yarmela Pavlovic '00 of Alameda, California, is a partner in the San Francisco office of the law firm Manatt, Phelps & Phillips LLP.

Heather (Carl) Thomas '01 of McMinnville passed the Nationally Certified School Nurses certification exam in November.

David Rath '01 of Newberg and his company, Precision, LLC, received the McMinnville Economic Development Partnership award for Manufacturer of the Year on Oct. 3.

Financial aid director honored for inclusion efforts



Araceli Cruz '09, Linfield's associate director of financial aid, earned recognition this year from the Oregon Association of Student Financial Aid Administrators for her contributions to the profession.

Cruz received the association's Distinguished Service Award in February, in honor of her efforts to advance equity, diversity and inclusion.

Cruz's seven years as a financial aid administrator have been marked by a focus on breaking down barriers for historically marginalized students to access and thrive in higher education.

Equity, diversity and inclusion "is not glamorous work, but it's critical in order to better serve the rapidly changing population of students in Oregon," she said.

In addition to chairing OASFAA's Equity, Diversity and Inclusion Committee, Cruz also has served on the boards of the Portland Leadership Foundation, the Oregon College Access Network and the Northwest Association of Student Affairs Professionals.

After receiving her bachelor's degree in sociology and Spanish as a first-generation student at Linfield, she went on to earn a master's degree in student affairs administration from the Lewis & Clark Graduate School of Education and Counseling.

"I understand that financial aid is a crucial component for a student to have a successful college career," she said.

"As a first-generation student myself, I understand that students and families in my community need the appropriate tools to reaffirm their identity, backgrounds, and self-worth; I want to help them achieve that through higher education."

— Jillian Martin

Ryan Pate '03 of Goodyear, Arizona, and his wife Chelsie welcomed their second daughter, Annalise May Pate, on March 10.

Aubrey (Turriaga) Nava '03 of Gilbert, Arizona, was promoted to team lead medical technologist at Mayo Clinic Arizona Hospital, Department of Laboratory Medicine and Pathology.

Ricky Gaspar '03 of Ridgefield, Washington, owns Local Boy Tatau,

specializing in Polynesian tattoo art, and Nemesis Art Gallery. The two businesses share space in a historic building in downtown Vancouver, and were the focus of a story in *The Columbian* in October.

Ben Pappas '04 of Tualatin received the 2019 Linfield Alumni Service Award, in recognition of his service and support of the college.

Catherine (Dondlinger) Nicholas '05 of Fort Worth, Texas, is the medical director for Cook Children's Health Plan in Fort Worth.

Cynthia Manuel-Martinez '05 of Woodburn has launched her own business, Autentica Consulting, LLC, as of February.

Andy Galpin '05 of Long Beach, California, welcomed son Atticus Brooks on March 6.

Laura (Nielsen) Armstrong '07 of Portland and her husband James welcomed a daughter, Sauvie Mae, on April 2. She joins big brother Clark.

Josh Henke '07 of Portland, Maine, has completed a master's degree in clinical nursing at Georgetown University.

James Holan Jr. '07 of Mill Valley, California, has been named head football coach of Clackamas High School.

Patrick Miller '07 of Camarillo, California, has been promoted to principal of Malibu High School.

Leah (Caine) Pearce '07 of Phoenix, Arizona, and her husband Sean welcomed a baby boy on Aug. 23.

Katie Klaniacki '08 of Ellensburg, Washington, completed a doctorate in sustainability science at Leuphana University of Luneburg in Luneburg, Germany.

Lindsay (Stephenson) Griffiths '08 of Corbett and her husband Chris welcomed their second child, Brian Jeffrey, on Feb. 4. He joins older brother Keegan.

Julienne Chandler '08 of Baltimore, Maryland, completed her masters' in nurse anesthesia from UPMC Hamot School of Anesthesia/Gannon University in Erie, Pennsylvania, in 2019. She is now a certified registered nurse anesthetist. She has taken a CRNA position at Johns Hopkins School of Medicine in Baltimore.

Kendall Moriarty '09 of Salt Lake City, Utah, welcomed her first child, Keira Moriarty Teter, on June 12, 2019.

Chris Schuldt '09 of Lake Oswego and his wife Megan welcomed a baby girl, Grace Eleanor, on Jan. 14.

Nicole (McManus) Turner '09 of Durham, North Carolina, along with her husband Joshua Turner, welcomed their daughter, Sofia Riley, on Aug. 20.

Chris Hawley '09 of Spokane, Washington, married Joey Redmon on June 21, 2019.

2010-19

Aaron Boehme '10 of McMinnville, along with his wife Angelica and son Huston, welcomed baby Elle Brooke on March 11.

Tal Edman '10 of Tacoma, Washington, and wife Allyson welcomed a baby girl, Delilah Kaye, on Dec. 4.

Becca (Williams) Mendez '10 of South Bend, Indiana, is the associate director for the Master of Global Affairs program at the Keough School of Global Affairs, University of Notre Dame.

Kaila (Lemerande) Noble '10 of McMinnville and husband **Nate Noble '10** welcomed their daughter Abigail Leigh, born March 30.

Sarah Wendt '10 of Greeley, Colorado, received her licensed clinical social worker credential in November.

Lauren (Loepp) McCune '10 of Portland, along with husband Jamison, are happy to announce the birth of their first child, Graeme R. Thomas, on Feb. 6.

Darren Valenta '11 of Carbondale, Illinois, received a doctorate in communication studies from Southern Illinois University Carbondale, after defending his dissertation titled "Pointing and Laughing: Stand-up Comedy and Anti-Mental-Illness-Stigma Advocacy."

Chris Saunders '11 of San Francisco, California, has been named head football coach at Menlo-Atherton High School in Atherton, California.

Rachel (Mills) Hutchins '11 of Fallon, Nevada, and Ben Hutchins were married June 7, 2019.

Kole Krieger '12 of Portland was a recipient of the Rainmaker Award from *Portland Business Journal* for his work with biotech company AbSci.

Emilee (Lepp) Gisler '12 of Colville, Washington, and husband Steven welcomed baby Avery Claire, born Jan. 17. She joins big brother Ridge, born April 30, 2018.

Mica (Parke) Rozairo '12 and husband **Garrick Rozairo '12** of Portland are proud to announce the birth of their second daughter, Harbor Brandon, born on Nov. 12.

Brenna (Patterson) Behnke '12 of Portland married Quinn Behnke on Nov. 2.

McKenna (Pyeatt) Knapp '13 of Eugene, and her husband, **Erik Knapp '13**, welcomed their first child, Claire Elizabeth, on March 6.

Sarah (Hansen) Stein '13 of Tacoma, Washington, and her husband Travis welcomed a baby boy on Nov. 2.

Nora Burnfield '13 of Ferndale, Washington, is in her first year of graduate school at Bastyr University, studying nutrition.

Kyle Pfeiffer '13 of Wasco and his wife Aliasha welcomed their first child, Delaney Rae, on April 20.

Stephanie Stovall '14 of Madras received her medical degree from Oregon Health & Science University. She is beginning a residency in general surgery at Virginia Mason Medical Center in Seattle, Washington.

Megan (Wallo) Renander '14 of Hillsboro and her husband Eric welcomed a baby girl, Hunter Dee, on June 19, 2019.

Nichole (Thoens) Anderson '14 of Vancouver, Washington, and her husband David welcomed their first child, Isaiah Henry Anderson, on April 25, 2019.

Emerson Morris-North '15 of Seattle, Washington, is currently living in Guatemala while working as an investment analyst for Pomona Impact.

Joe Montano '16 of McMinnville and Karina Vallejo-Langley were married Sept. 14. Joe is a software engineer for Open Dental Software in Salem, and he and Karina are developing a home-based business in McMinnville.

Giselle (Cruz) Naranjo-Nelson '17 of Portland, and her husband, Mason, welcomed their first son, Rey, born Aug. 17.

Elizabeth Gibson '17 of Portland is a communications coordinator for the Riverdale School District.

Jim Landefeld '17 of Bothell, Washington, and **Marquesa (Dixon) Landefeld '18** were married in Woodinville, Washington, on Aug. 25.

Sara (Levering) Zander '17 of Silverton recently received a Master of Arts in Teaching from George Fox University.

Joshua Ward '18 of Beaverton is a staff nurse at OHSU Tuality Healthcare.

Heather McNutt-Kaestner '19 of Philomath recently became a certified Prosci Change Management Practitioner. She is an organizational effectiveness specialist at Columbia Sportswear Company.

Young alum donates what he can: his time



After **Nathan Pellatz** graduated in 2017, he knew his contributions to Linfield were far from over. He'd chosen Linfield for its small-school feel and sense of community, and he wanted to maintain that connection as an alum.

"A lot of young alumni are in the same shoes as me, where we can't necessarily donate a lot of money to the school," he said. "What I can do is donate my time. That's where I see my opportunity in helping out Linfield right now."

Pellatz, an analyst with Sellwood Consulting in Portland, serves on the Alumni Leadership Council, a group of alumni who represent different decades. One of the council's duties is awarding scholarships to incoming and current students.

"We don't want to confine students to scholarships that only come from their intended area of study," Pellatz said. "By incentivizing students to look beyond their normal bubble or community, they essentially get a head start on a liberal arts education. They will be exposed to different departments, clubs, organizations, thinking processes, etc., in their time here; this is a great start."

— Ben O'Loughlin '22

Grant Blodgett '19 of Depoe Bay is the owner of G.O.A.T. Sports & Street Style, a vintage sportswear and street apparel shop in Portland.

Camila Arguello Riveros '19 of Pittsburg, California, has authored a book, *Swipeable: Avoid the 8 Mistakes Men Make on Dating Apps and Discover What Women Actually Want*.

In memoriam

Dorothy (Ramsey) Heida '39 of McMinnville, March 1.

Barbara (Wood) Tyler '45 of Portland, Oct. 3, 2018.

Dorothy (Buckingham) Adkins '47 of McMinnville, Jan. 3.

Ciella Wilson-Hancock '48 of Hillsboro, Jan. 26.

Cavour Redfield '50 of Olympia, Washington, Aug. 27.

John Blaser '51 of Emmett, Idaho, Nov. 26. Survivors include wife Bette (Lawson) '54 and daughter Jaye W. (Blaser) Johnson '82.

Alumni Notes

Doris (Martin) Hartley '51 of Beaverton, Sept. 26.

Martin Bergan '51 of McMinnville, Nov. 18. Survivors include wife Margie (Nieson) '54, granddaughter **Janelle P. Pharris '14** and brothers Robert D. Bergan '60 and John E. Bergan '58.

Marvin Heater '51 of Salem, Nov. 30. Survivors include grandson Francisco R. Martin '10.

Virginia (Howard) Widman '51 of Salem, March 12.

Joan (Larson) Waddingham '52 of Forest Grove, Oct. 19.

Cherril (Tanner) Scarth '55 of Mill Valley, California, Jan. 16, 2019.

Howard Wood '57 of McMinnville, Nov. 27.

Gordon Hammerle '58 of Roseburg, Dec. 28, 2018.

James Gunton '58 of Bethlehem, Pennsylvania, Feb. 16.

Richard Riley '59 of Carlton, Feb. 3. Survivors include brother Milton W. Riley '57.

Keith Sutfin '59 of Clatskanie, April 10.

Sharon (Canterbury) Langenbach '60 of Napa, California, March 29.

A. Roger Truax '60 of Buckley, Washington, March 1. Survivors include daughter Melissa V. Reid '96, son Anthony Truax '89 and granddaughter Kayla C. Truax '14.

James Hawley '61 of Newport, Feb. 3. Survivors include wife Nancy (Vanderpool) '59 and son Dennis S. Hawley '90.

Barbara (Dodge) Middleton '62 of Norton, Massachusetts, Jan. 28, 2019.

Ronald Rudo '65 of Merritt Island, Florida, Dec. 1.

Joe Rainwater '65 of Portland, Nov. 1. Survivors include wife Lynne (Border) '66.

Sharon (Krieger) Travis '65 of Monroe, Washington, Jan. 8.

Robert Howd '68 of San Jose, California, Jan. 6. Survivors include wife Sherry Howd '68, sister Rita Tomison '70, brother-in-law Bill Tomison '68 and brother Russell P. Howd '69.

John Youngblutt '67 of Keizer, Sept. 6.

Shari (Dixon) Maksud '67 of Corvallis, Dec. 15.

Barbara (Hartman) Pruess '68 of Tillamook, Dec. 8.

Thomas Jackson '71 of Tacoma, Washington, May 30, 2019.

Vincent Doherty '72 of Mesquite, Nevada, Jan. 1.

Denise (Ward) Gerhardt '74 of Gilbert, Arizona, Dec. 19, 2018.

Audrey McLaren '77 of Seattle, Washington, Nov. 6, 2018.

Gregory Schaffner '78, Jan. 28.

Steven Flitcroft '83 of Eugene, May 14, 2019. Survivors include wife Barbara '89 and daughter **Annie J. Mills '04**.

Jeanie (Yoast) Sandall '85 of Dayton, March 4.

Neil Thompson '89 of Sayville, New York, Aug. 11.

Altafhussein Fazal '99 of Tanzania, Jan. 15, 2017.

Tomi Deveraux '01 of Hillsboro, Feb. 15.

Jacqueline (Amiel) Chavez '02 of Portland, Jan. 22.

Nathan Epling '07 of Littleton, Colorado, Dec. 17.

Friends and family

Juan Gomez of Salem, Feb. 22. Survivors include daughters Jessica A. Graham '98 and Katrina Gomez '07 and son-in-law Tyrell J. Graham '98.

Got news?

Tell us about it. Have you changed jobs? Received a promotion? Returned to school? Did you get married or have a child in the past year? Submit a class note at linfield.edu/alumni. For more information, contact the Office of Constituent Engagement at 503-883-2547 or alumni@linfield.edu.

In remembrance



Mitsue (Endow) Salador '45, a Japanese American internment camp survivor featured in the Spring 2019 issue of *Linfield Magazine*, died on April 22 from complications due to the coronavirus. She was 96.

Salador was studying to be a teacher in 1942. In the aftermath of the attack on Pearl Harbor, she was separated from her family and detained at the Portland Assembly Center. She was released after three months on the condition that she relocate 1,800 miles east. On the recommendation of Linfield professor William Smith, she was able to transfer to William Jewell College in Missouri to finish her studies.

Salador went on to earn master's degrees in nursing and teaching. She settled in New York State, where she retired as a teacher in 1984. She often spoke about her internment, sharing her perspective at libraries and community events. World War II was devastating, she told *Linfield Magazine* in 2019: "I feel very thankful having been at Linfield, because that made it possible for me to continue my life."

She is survived by her son Jerome Salador and daughter-in-law Lynn Salador; her daughter Deborah Smith and son-in-law Albert Smith; her sister, Connie Morioka; six grandchildren and six great-grandchildren. Her husband, Fred, preceded her in death.

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Answer: 'Linfield'

Question: 'Where did the Jan. 24 "Jeopardy" champion go to school?'

"I wanted the chance to represent Linfield in a college tournament where most competitors are from big universities." — Heather Nelson '09

By Alexandra Feller '21



While competing on Jeopardy, Heather Nelson '09 bantered with host Alex Trebek about Oregon wines. "The Willamette Valley will be pleased to hear that he is a fan of Chardonnay," she joked.

"I wanted the chance to represent Linfield in a college tournament where most competitors are from big universities," she recalled. Nelson took the show's contestant qualifying test online, but she wasn't selected as an undergrad.

She kept trying, and a dozen years later she finally received a call to audition. "I just did my best on the test and was myself through the game play and interview," she said. "I am a total extrovert, so interacting with other contestants and the contestant coordinators was easy for me."

After a successful audition, Nelson had a month to prepare for competition. "I started trying to brush up on some of my weaker areas, like Shakespeare and poetry, by checking out library books that were compendiums on a subject. I read a 300-plus page book on all of Shakespeare's plays in less than 24 hours — only to have zero Shakespeare questions actually happen!"

To kick her studying into high gear, she and her husband, Michael Nelson '10, analyzed old episodes to see how

After a full day of teaching math at Lake Oswego Junior High School, Heather Nelson '09, boarded an evening flight to Los Angeles. The next day, a "Jeopardy" shuttle escorted her from her hotel to the Sony Pictures lot.

"Jeopardy" was a fond childhood memory for Nelson, but she never considered competing on the show until she watched the college-themed episodes while majoring in psychology at Linfield.

contestants bet on different types of Final Jeopardy questions. "I tend to be conservative with betting, so I learned how to assess a possible position and make a plan based on the category," she said.

The show films five episodes a day, three before lunch and two after lunch. Nelson waited for hours to be called. Her episode was the last of the day. After all her preparation, the competition lasted about 30 minutes.

"Once it was time for my game to start, all my nerves came rushing in," she said. "I was shaking so badly that I had to hold my buzzer with two hands. I was worried I'd accidentally ring it just with my shaking."

Even so, Nelson's studying paid off. Thanks to a smart bet in Final Jeopardy (the category was "Bestselling Authors"), she officially became a "Jeopardy" champion.

She won \$7,799 and prepared to enter the next show as a returning champion. She was scheduled to film the following Tuesday. In between, Nelson returned to work and spent time with friends and family. All she was allowed to say was, "I have to go back to L.A. next week."

Only her close family, who had watched the taping live, knew that Nelson had won. Two and a half months later, when her episode aired Jan. 24, she hosted nearly 70 people at her house for a watch party, including many Linfield friends. "I received so much support from all over," she said, with people sending hundreds of texts, emails and social media messages.

Nelson didn't win her second round of competition, but she's proud of her performance on both shows. "It's a really cool place to be," she said. "Fewer than 33% of the people who even get the honor of being on the show get to be a champion."



Sparking curiosity through generosity

In March 2020, the W.M. Keck Foundation committed \$10 million to Linfield University's new science facility on the McMinnville Campus. The gift marks the largest single donation in Linfield's history. The renovation and build-out of current and new facilities will create the state-of-the-art W.M. Keck Science Center impacting all Linfield science departments.

"This project is critical to Linfield's distinctive science education, fostering new levels of student engagement and empowering cross-disciplinary, research-oriented STEM programs our graduates need to become career scientists, medical professionals, and responsible citizens and leaders," said Dr. Miles K. Davis, president of Linfield University.

Thank you to the W.M. Keck Foundation for their continued support of Linfield University students.

Architect's rendering of the new W.M. Keck Science Center, opening in late 2022. Fatima Falcon Ontiveros '20, chemistry major.





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A barred owl made a rare appearance in front of Graf Hall on a quiet day this spring. Sometimes spotted in the tree line near the library, it belongs to an East Coast species that was unusual in Oregon 50 years ago but is now quite common.